

Fort Worth Library  
Curriculum Development Project  
Summer 2015

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# FWL Program Plan Template

Program Title	Age Group (circle one)
Alphabet Adventure	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
What happens when little i loses her dot? Join the adventure as Charlie's Alphabet works as a team to help little i.	
Learning Objective	Correlating PK Standards
<ul style="list-style-type: none"> <li>• TLW identify parts of a book.</li> <li>• TLW move from left to right to read a sentence.</li> <li>• TCW identify the difference between a letter, a word, and a sentence.</li> <li>• TLW learn and sing the alphabet song.</li> <li>• TLW identify when to upper and lower case letters for names.</li> <li>• TCW listen to a story and answer questions about it.</li> </ul>	<p><b>II.C.3</b> Child joins in songs and finger play</p> <p><b>III.A.2</b> Child handles and cares for books in a respectful manner</p> <p><b>III.C.1</b> Child names at least 20 upper and at least 20 lower case letters</p> <p><b>III.D.3</b> Child asks and answers appropriate questions about the book (cover, illustrator, etc.)</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Alphabet Adventure</i></li> <li>• Ziplock bags resealable sandwich bags</li> <li>• construction paper</li> <li>• magnetic board</li> <li>• magnetic letters</li> <li>• finger paints</li> <li>• finger paint paper</li> <li>• manila paper</li> <li>• yarn</li> <li>• glue sticks</li> <li>• crayons</li> <li>• picture to color</li> <li>• beans</li> <li>• vowels written on manila sheets of paper</li> <li>• bean bags</li> <li>• vowels in cup</li> <li>TOTAL</li> </ul>	\$204.25
Program Outline	
<ol style="list-style-type: none"> <li>1. Hold up the book <i>Alphabet Adventure</i> book and show and tell the children the book has a front and a back cover. Say, "The front cover tells us the name of the book, the author, and sometimes the illustrator. The back cover helps protect the book." Then show the children the spine of the book, and say, "This is the spine of the book. It holds everything together and keeps the book in shape. Your spine keeps you straight. It lets you stand and hold your head up." Show and say, "The first page of the book gives us information about the book. If you want to know when the book was written you look for the copyright date. It tells when this book was written."</li> <li>2. Using individual letters, show the students several letters and say the name of each letter. Place several letters together to spell a word. Explain to the children that letters form words. Using a sentence strip you prepared in advance, show the students a sentence that has been written on the sentence strip, such as Mary and Juan like to read books. Explain to the children that words make</li> </ol>	

sentences. Show the students a page in a book and say, "Books are full of sentences that we read."

3. Sing the alphabet song – identify who knows the song, let them sing it with the librarian, say the words for those who don't know song and have them repeat it (do 3 times), sing song together. (You can go to Alphabet songs for kids on YouTube)
4. FWL announcements/advertisements
5. Read book – *Alphabet Adventure*
  - A. pp.1-2 Look at capital T and all the lower case letters following him.
  - B. Are they in alphabetical order? Touch letters and say abcs.
  - C. pp. 3-4 Point out bridge and letter forming a chain. Say something like "Good teamwork"
  - D. pp. 5-6 Point out and talk about some of the letters – "e" is facing backwards, "x" is on his side
  - E. pp. 7-8 As you read the abcs point to the letters. Take time to look for what is wrong.
  - F. pp. 9-10 What is the problem? What are the letters going to do?
  - G. Pp. 11-12 How did the letters look for little I's dot?
  - H. pp. 13-14 Where did they think the dot might be? Was it there?
  - I. pp. 15-16 Why were the little letters crying? Who thought she could help?
  - J. pp. 17-18 Why do you think the little letters are racing down the street?
  - K. Pp. 19-20 What did the little letters come back with? Point to each letter and identify what it came back with. What was Little I going to do?
  - L. pp. 21-22 What was wrong with the star? What was wrong with the heart? What was wrong with the bug? What did Little I say about the cherry?
  - M. pp. 23-24 Where did dot come from? What had it been doing?
  - N. pp. 25-26 How did the alphabet get to school?
  - O. pp. 27-28 What did Capital T tell the alphabet? What do you think the boy's name is?
  - P. p. 29 What is the first word the alphabet made?
6. Kinesthetic activity – Hand each child a letter of the alphabet (letters you made on pieces of construction paper), possibly two letters. Have them stand as the letter they are holding is called, then sit again. Call each child's letter 2 times
7. Activity– (1) Give each child a set of ABC letters in a zip lock bag. On a sentence strip are matching letters (sentence strips must be made in advance) (2) have each child lay out the letters in ABC order. They can use one set of letters and work in pairs or groups of 3. Adults can help. In the bag are capital and lower case letters. They can be used for matching upper and lower case letters.
8. Students can rotate through stations
  - Magnetic board and letters – put letters in ABC order or use letters to make words
  - Spread thin layer of finger paint on paper and have child draw letters in finger paint
  - Have students chose a letter written on a piece of paper, use glue stick and yarn to make the letter
  - Have pictures of letters for students to color
  - Have student choose a letter written on a piece of paper, use glue stick and beans to make the letter or their name
  - Lay vowels, a, e, I, o, and u written on cardstock on floor. Have children pull a letter from a cup and throw a bean bag trying to hit the letter the child pulled

#### **Questions/Talking Points/Discussion/Modeling**

- Read the title and ask, "What do you think this book will be about?"
- Is this a good name for a book about the alphabet?
- Look at the cover, before reading ask, "What are the letters doing?"
- Do letters really ride in boats?
- How do you think Little I felt when she lost her dot?
- What did the letters do to try to help her?

- How do you think the letters felt when they learned the dot had been hiding from them?
- Have you lost anything? Who helped you look for it? Did you find it?
- Did you like this book?
- Is this book a true story or fiction?

**Submitted by:** Charlene Hymel

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Chicka Chicka Boom Boom!	PreK K-2nd 3rd-5th 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Join us for a nutty good time as we explore the alphabet!	
Learning Objective	Correlating PK Standards
TLW manipulate letters by matching upper/lower case letters.  TLW act out parts of a read aloud story with props.	<b>111.C.1</b> Child names at least 20 upper & lowercase letters <b>III.A.1</b> Child engages in pre-reading and reading-related activities.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Chicka Chicka Boom Boom</i> book</li> <li>• card stock- 50 pages</li> <li>• crayons</li> <li>• scissors</li> <li>• ziploc bags</li> <li>• brown construction paper</li> <li>• foam, self-adhesive ABCs</li> <li>• science board with coconut tree as background with uppercase letter coconuts already posted on it</li> <li>• Velcro</li> <li>TOTAL</li> </ul>	\$174.00
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduction <ol style="list-style-type: none"> <li>a. opening song, "Alphabet song" "A B C D E F G H I J K L M N O P Q R S T U V W X Y and Z Now I know my ABC's Next time won't you sing with me"</li> <li>b. FWL announcements/advertisements</li> <li>c. learning objective- "Today, we are learning about capital and lowercase letters!"</li> </ol> </li> <li>2. Book- <i>Chicka Chicka Boom Boom</i> <ol style="list-style-type: none"> <li>a. Show learners the cover of the book and tell them "You are going to listen to a story about letters and a coconut tree."</li> <li>b. pass out coconut letters (lowercase) to participants</li> <li>c. read story aloud</li> <li>d. as letters are read, participants will add their lowercase letters to the coconut tree, matching them to their uppercase counterpart</li> </ol> </li> <li>3. Questions:</li> </ol>	

4. Pg. 10- What do you think is going to happen next?
5. Pg. 13- "What are the big letters doing to the little letters?"
6. Who was at the top of the tree when it started to bend? How did they make the tree bend?
7. What do the letters want to do?
8. What letter will we see next?
9. What will letter \_ say now?....
  - a. Repeated phrase answer of: Chicka chicka boom boom, will there be enough room?
  - b. Repeated phrase answer of: "I'll meet you at the top of the coconut tree!"
10. Where did the moon shine- in a lake, in the sky, or in a house?
11. Post- Reading questions:
  - a. What happened at the beginning of the book? What did the letters want to do?
  - b. What happened after all the letters were at the top of the coconut tree?
  - c. Who helped the lowercase letters when they fell down?
12. Kinesthetic activity- dance to "Boom, Chicka, Boom!"

*(source: "Campfire Activities", Girl Guides of Canada, 1993.)*  
*(leader sings line, everyone repeats)*

I said boom!

I said boom chicka-boom!

I said booma-chicka-rocka-chicka-rocka-chicka-boom!

Uh huh!

Oh yeah!

One more time...

Verses with Special Words:!

Barn-yard Style:

I said a moo chicka moo

I said a moo chicka moo

I said a moo chicka bocka chicka bocka chicka moo...

*Thanks very much to Diana J. for these verses!*

Flower Style:

I said a bloom.

I said a bloom chica bloom.

I said a bloom chica blossom chica blossom chica bloom...

Race Car Style:

I said a vroom.

I said a vroom shifta vroom.

I said a vroom shifta grind-a shifta grind-a shifta vroom...

Astronaut Style:



I said a moon.  
 I said a shoot-me-to-the-moon.  
 I said a shoot me blast me shoot me blast me shoot-me-to-the-moon...

Photographer Style:

I said a zoom chica zoom

I said a zoom chica zoom

I said a zoom chica click-click chica zoom

13. Craft- ABC card puzzles (8 letters each)

14. pre-printed images with capital & lowercase letters inside each, participants cut apart & create a matching game to take home

Samples of possible matching game:



### Questions/Talking Points/Discussion/Modeling

- model the finished product puzzle and how to use it at home
- Extension: "Alphabet is everywhere! Be on the lookout for letters when you see..."

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan Template

Program Title	Age Group (circle one)
A, B, Sees	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Come and join in the fun as we "SEE" letters in the library and read the ABC Book by Dr. Seuss.	
Learning Objective	Correlating PK standards
TLW identify words that begin with the same sound. TLW name upper/lower case letters on posters around the room.	<b>III.B.7.</b> Child can produce a word that begins with the same sound as a given pair of words. <b>VI. A.</b> A Child names at least 20 upper and at least 20 lower case letters.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>Alphabet floor puzzle (put it on the storytime area for children to sit on)</li> <li>Upper/lowercase alphabet letters on laminated sheets (tape to the walls or bookshelves around the story time area)</li> <li>Masking tape</li> <li>Washable stamp pads</li> <li>Alphabet stampers (Upper &amp; lowercase)</li> <li>White construction paper</li> <li>Dr. Seuss' ABC</li> <li>TOTAL</li> </ul>	\$131.00
Program Outline	
<ol style="list-style-type: none"> <li>1. BEFORE THE PROGRAM BEGINS: tape each letter of the alphabet in the surrounding environment (walls, bookshelves, the backs of chairs, etc.) making sure that they are clearly visible from the story-reading area</li> <li>2. Welcome and WR commercial</li> <li>3. Introduce the topic: A, B, Sees by singing the Alphabet song:               <ol style="list-style-type: none"> <li>a. Alphabet song:                    "A B C D E F G                    H I J K L M N O P                    Q R S T U V                    W X Y and Z                    Now I know my ABC's                    Next time won't you sing with me"</li> </ol> </li> <li>4. Then tell the audience "Today we are going on an alphabet hunt. This book "Dr. Seuss' ABC Book will be our guide!" As we read the story we'll look for the letters hidden around the room/story time area."               <ol style="list-style-type: none"> <li>a. Show audience the cover and ask questions like: What do you think this book might be about? What do you know about Dr. Seuss? Has anyone seen or heard of the Cat in the Hat, One Fish Two Fish, Red Fish Blue Fish, Horton Hears a Who, or the Lorax?</li> <li>b. Tell them that these are all stories written by Dr. Seuss!</li> </ol> </li> <li>5. Read the book- Dr. Seuss' ABC Book:</li> </ol>	

- a. For each letter:
  - i. Point to the letter in the book and ask audience to point to the letter taped to the surrounded environment. As children point to the letter, you stand up and walk around the room to pick it up/pull it off the wall.
- b. While reading the book allow audience to respond to the repetitive question: "What begins with \_\_\_\_?"  
Ideas questions:
- c. Aunt Annie-What starts with letter A and is red and round that Aunt Annie might like to eat? (Apple)
- d. Bumblebee- What sounds does the bumblebee make? (Buzz) B also starts with the letter B! Big Buzzing Bumblebee!
- e. Camel- If the camel is on the ceiling what starts with C that is on the floor? Hint: it is fuzzy and soft.... (Carpet!)
- f. David Donald Doo- What begins with the letter D and would wake up David if tapped on it? *Pantomime drumming motion with fingers* (Drum!)
- g. Egg- Who starts with a letter E and laid that egg? Hint: A large bird with a white head and brown body and wings... (Eagle)
- h. Feathers- Eagles use their feathers to help them \_\_\_\_\_. (Fly)
- i. Girl and goat- The girl and goat are going to see their friend with a long neck at the zoo? Who has a long neck and has a name that starts with G? (Giraffe)
- j. Hen- Uh-oh the hen is stuck in the hat. What can she say to get someone to take the hat off? (Help!)
- k. Icabod- What I word is something that Icabod and I like to eat? Hint: It comes in flavors like chocolate, vanilla, and strawberry. (Ice cream)
- l. Jerry- After eating a jar of jam- Jerry might have lots of energy and use his legs to ..... (Jump)
- m. K (already has 7 examples on the page)
- n. Lollipop- What "L" flavor could that yellow lollipop be? (Lemon)
- o. Mice- Ask if anyone knows the word "mumbling." Mumble and let them practice mumbling.
- p. Nine bears- These bears look happy and \_\_\_\_\_ [the opposite of mean]. (Nice)
- q. Owl- Be careful orange owl don't \_\_\_\_\_ or the oil will get it! *Pantomime opening your mouth* (Open)
- r. P (already has 9 examples on the page)
- s. Queen- When the queen is in her royal bed and she gets cold- she might ask for a special blanket that starts with the letter Q. What is it? (Quilt)
- t. Rosy- Rosy should bring an umbrella- just incase it \_\_\_\_\_ outside. What is the R word for water falling from the sky? (Rain)
- u. Sammy- Sammy's table is as white as \_\_\_\_\_. (Snow)
- v. Turtles- What is the T word for what we have at the end of our feet? (Toes)
- w. Uncle Ubb- Uncle Ubb isn't standing on top of the umbrella. He is standing \_\_\_\_ it. (Under)
- x. Vera- After Vera finishes playing her violin she might want to eat some fruits and \_\_\_\_\_ (Vegetables)
- y. W- What is Willy using to wash Warren and Waldo? (Water!)
- z. X- What word sounds like ax, fox, and ox? What rhymes with fox and ox? The fox might put the ox in this. (Box)
- aa. Yak- Yak and Yolanda want to eat a yummy snack. They want a snack that starts with the word "Yo"... What could it be? (Yogurt)
- bb. Zizzer- Zizzer has a friend who's name starts with a z too! This friend has black and white

strips and lives at the zoo. What's her name? (Zebra!)

6. At the end of the book, sing the Alphabet song again while you hold up the found letters:

"A B C D E F G

H I J K L M N O P

Q R S T U V

W X Y and Z

Now I know my ABC's

Next time won't you sing with me"

7. Activity: At tables- learners stamp letters on white construction paper, Facilitator walks around during this time and encourages adults to talk with children: "This open-ended craft activity is a chance to practice recognizing and naming letters in a no-pressure activity. You can ask your child to name the letter they are holding, pick a specific letter that you request or stamp the letters of their name.

**Submitted by:** Lee

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
WordLESS, Tell More	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Can you tell a story without words? Join us to find out!	
Learning Objective	Correlating PK Standards
TLW ask and answer questions about a wordless book based on the pictures.	<b>III.D.3</b> Child asks and answers appropriate questions about the book. <b>III.A.2</b> Child uses books and other written materials to engage in pre-reading behavior
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Pancakes for Breakfast</i> by Tomie DePaola</li> <li>• <i>Bee and Bird</i> by Craig Frazier</li> <li>• white construction paper (for inside of book)</li> <li>• colored construction paper (for book cover)</li> <li>• crayons, pencils</li> <li>• die cut shapes, foam shapes, stickers</li> <li>• glue</li> <li>• stapler</li> <li>• Sample of staff made craft</li> <li>• Laptop</li> <li>• Projector</li> <li>• Web video <a href="#">HERE</a></li> <li>TOTAL</li> </ul>	\$76.00
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduction-</li> <li>2. Song- Welcome song:  <a href="#">Hands Go Up</a> <i>Tune: Twinkle Twinkle Little Star</i>  Hands go up and hands go down,  I can turn around and round.  I can jump upon two shoes.  I can listen; so can you.  I can sit.  I'll show you how.  Storytime is starting now.</li> <li>3. FWL announcements/advertisements</li> <li>4. Learning objective, "Today we are going to learn how to ask questions and talk about books without words! Then, you will get to create one yourself!"</li> <li>5. Introduce <i>Pancakes for Breakfast</i> by Tomie DePaolo. Ask audience what this book might be about.</li> <li>6. Play Book- from <a href="#">link</a> as book plays- pause it and ask children questions like:</li> <li>7. There is snow on the ground and on the roof of the house. Is it hot or cold outside?</li> </ol>	

8. Who do you see? What sound does the dog make? What sound does the cat make? What sound do you make when you wake up in the morning?
9. What is the woman thinking about? How can you tell?
10. Where is the woman putting the apron? What is she taking off the shelf? Why does she need a book?
11. What is she pointing to? Can you point? Have you ever following a recipe to make something?
12. What color is the bowl? She is holding the flour in her hands, what is the next step?
13. Oh no! Her "E G G" bowl is empty? What word is E G G? Egg. Where can she go to get more eggs?
14. Who will give her fresh eggs? Who is looking in the window?
15. Is the woman happy in this picture? What is the problem/what is wrong? Who can give her more milk?
16. Who is going with her to get milk?
17. What is the cow eating? Where is the cat?
18. What is the woman doing? Who is watching her?
19. How does the woman feel now? What did you see that told you she was happy?
20. The woman made butter from the white milk. What color is the butter?
21. Uh-oh! Why is the woman frowning?
22. What is happening in the first picture? Second picture? Third picture?
23. Did the woman make the pancakes yet? What was she really doing? What do you see in the sky behind the woman?
24. How does the woman feel? Where are the eggs? What could have happened?
25. Where is the dog? What did the dog do? Where is the cat? What is the cat doing? How would you feel if you were the woman?
26. What is the woman thinking? Why do the pancakes have wings? Can you see something under the woman's nose? Why did Tomie DePaola draw those lines?
27. Tell me what you see. Where are the lines coming from?
28. What do you think the woman is going to do?
29. What is happening?
30. How does the woman feel now?
31. Kinesthetic activity- "Simon Shows" (a wordless Simon Says)
  - a. children mimic the instructor's actions/movements
  - b. Tell the audience that for this game your name is "Simon" and that they are the players. Tell them "Simon tells players what they must do but they must watch carefully because we are going to play Wordless Simon Says to match today's wordless picture books!" The players must only obey commands that begin with the words "Simon Says." If Simon says, "Simon says," and touches Simon's nose then players must touch their nose. But, if Simon simply "jumps," *without* first saying "Simon says" first then players must not jump. Those that do jump are out.
  - c. Continue with other actions like:
    - Touch your head
    - Stand on one leg
    - Swing your arms
    - Turn around
    - Play air guitar
    - Pretend to play the piano
    - Wave hello

- Point to something
- Open and close your mouth
- Sit down/stand up
- Clap your hands

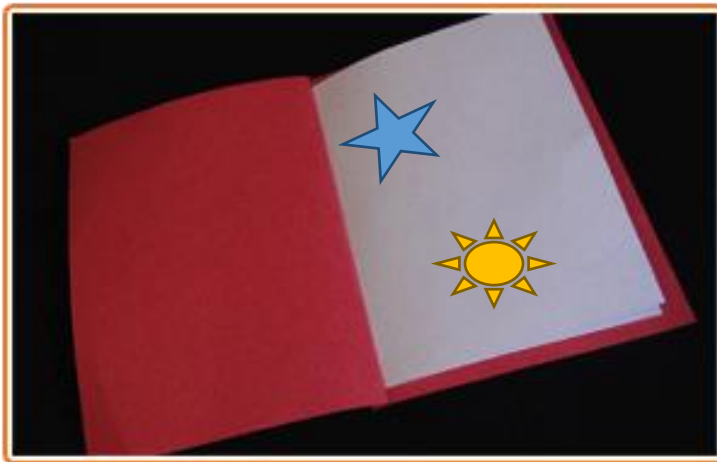
32. Book- *Bee and Bird* by Craig Frazier. Show audience a few of the pictures and ask what this book might be about.

Possible questions to ask while “reading” the book:

- What flies around buzzing that has black and yellow stripes?
- What color is the bee standing on?
- What could it be- it is round and red with an orange triangle?
- Now we can see green. Where could the bird and the bee be?
- There is a yellow square. What might it be?
- What is the truck doing?
- Tell me what colors you see on this page.
- Who lives outside, has black and white fur, and says “Moooooo”?
- Where is the blue in this picture?
- Where is the bird? Who is watching the bird?
- Name the colors you see now.
- Where could Bee and Bird be?
- What do you see?
- What’s happening in this picture?
- Who does the boat belong to? Is it a real boat or a toy boat?
- What do you see now? What could it be?
- Who lives inside? What do they make?
- How do you think bee feels? What clue did you see?
- What happened at the beginning of the story? Who helped the bird and the bee?

33. Craft- children use provided materials to create their own wordless books

- “Read” children the Staff made book and ask them what is happening on each page.
- At tables provide each child with an empty book (1 piece of colorful construction paper with 3 sheets of white construction stapled in the middle) and other crafting materials. Tell caregivers: Open ended craft activities like this help to foster your child’s imagination and encourage a love of books and reading. By asking your child questions like “What’s happening on this page? What would happen if....? What does the character need?” you are helping them increase their pre-reading skills- like memory, understanding, and describing.



<b>Questions/Talking Points/Discussion/Modeling</b>
<b>Submitted by:</b> FWLAT



## FWL Program Plan Template

Program Title	Age Group (circle one)
Let's Draw: Ocean Creatures!	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Drawing is so much fun when we make a picture together. Join in the excitement as we draw a fish using only triangles and a turtle using half circles.	
Learning Objective	Correlating PK Standards
TLW act out a read aloud during large group program. TLW turn the pages in a book one at a time in a way that will not damage the book.	<b>III.A.2.</b> Child uses books and other written materials to engage in pre-reading behaviors. <b>III.D.1.</b> Child retells or re-enacts a story after it is read aloud.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Oversized Post-it Pads</li> <li>• Washable Markers in a tub</li> <li>• Let's Draw a Fish with Triangles book</li> <li>• Die-cut Triangles (colors &amp; sizes to match book)</li> <li>• Let's Draw a Turtle with Half Circles book</li> <li>• Die-cut half circles (colors &amp; sizes to match book)</li> <li>• Washable inkpad and stamper</li> <li>• A variety of die-cut triangles and half circles (vary by size and color) on construction paper</li> <li>• Variety pack of construction paper (mixed colors)</li> <li>• Glue sticks</li> </ul> <p>TOTAL</p>	\$100
Program Outline	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Introduce the topic: Let's Draw by telling the audience "Today we will learn how to draw with shapes!"</li> <li>3. Review of shape names:</li> <li>4. Ask the audience "What shape is this? Facilitator holds up each shape in turn and says the name and color of the shape.</li> <li>5. Introduce <i>Let's Draw a Fish with Triangles</i> by reading the title along with the name of the author and illustrator.</li> <li>6. Tell the audience that we are going to read and draw by following the instruction in the book. Select one volunteer from the audience to come to the front of the room to draw the 1<sup>st</sup> triangle in the named color. (As you read run your finger across the text so the audience connects the printed text with the words you are saying out loud.)</li> <li>7. Ask the volunteer to pick the correct color from the marker tub or give them choices by holding up two markers and asking "Which one is __ (color named in the book) __? Welcome and WR commercial</li> </ol>	

8. Facilitator holds the matching die-cut triangle against the post-it pad for the child to trace.
9. Ideas for questions to ask to the audience while volunteer is drawing:
  - a. Can you trace the shape \_\_\_\_\_ in the air? (Model drawing with your finger in the air)
  - b. What is the color \_\_\_\_\_ in this room?
  - c. Where can you find the color \_\_\_\_\_ at home?
  - d. What do you like to eat that is the color \_\_\_\_\_?
  - e. How could you cut a square to make triangles? (Show die-cut square and have a volunteer lay 2 die cut triangles over the square.
  - f. Show 3 circles of different colors and sizes (big, medium, and small). Ask which is big, small, medium or middle sized.
10. After the volunteer draws stamp their hand to signify that they had a turn.
11. Repeat for each page with a new volunteer to complete the drawing of a fish. Ask each new volunteer to turn the page in the book and say "We turn right to left."
12. Write FISH across the top of the page.
13. Sing and act out finger play:
 

**Five Little Fishes :**

Five little fishes swimming in the sea (make swimming motions with your hands)  
 The first one said, "I'm as blue as can be" (make a sad face)  
 The second one said, "Let's dive down deep" (make a diving motion with hands together)  
 The third one said, "You don't have to weep" (make a crying motion with hands on face)  
 The fourth one said, "Be happy and free" (make a happy face)  
 The fifth one said, "Be friends with me" (point to baby and yourself)  
 And friends they were and friends they will stay  
 As the five little fishes swam away (make swimming motions with your hands)
14. Introduce *Let's Draw a Turtle with Semicircles* by reading the title along with the name of the author and illustrator.
15. Repeat drawing process with volunteer and stamping.
16. Write TURTLE across the top of the page.
17. Sing and act out:
 

**Tiny Tim:**

I had a little Turtle,  
 His name was Tiny Tim.  
 I put him in the bathtub,  
 To see if he could swim.

He drank up all the water  
 And ate a bar of soap.  
 And now he's in his bed,  
 With bubbles in his throat.

Bubble, Bubble, Bubble,  
 Bubble, Bubble, Bubble,  
 Bubble, Bubble, Bubble  
 Bubble, PoP!
18. Activity: At tables, ask participants to make their own pictures using triangles and half circles. They can use the two together to make a picture. As participants are creating art, talk with them. Sample talking points are: Today we used books to help us learn how to draw- your child saw that printed materials can give us information and practiced turning the pages of a book. When you are

reading books at home, does your child like to hold the books? What shape is this (point to a shape on their paper)? Who lives in this house? (if they make a house) What shapes can you use to make a whole circle? What could you do to make window?

19. Sample of possible creations:

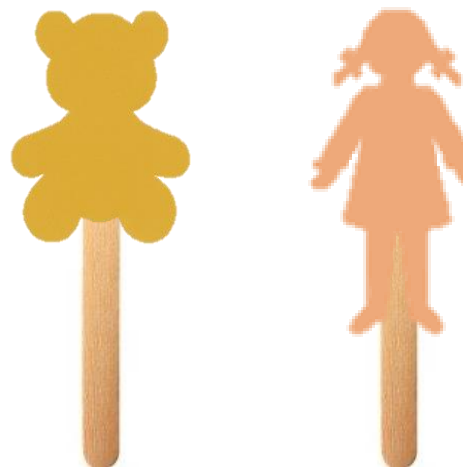


**Submitted by:** Lee

## FWL Program Plan Template

Program Title	Age Group (circle one)
Goldilocks and All the Bears	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
The classic fairy tale, Goldilocks and the Three Bears comes to life during this theatrical story time. After hearing the story read aloud, participants will create their own puppets for a live performance!	
Learning Objective	Correlating PK Standards
TLW dramatize a story as it is being read aloud. TLW restate the main events of a story.	<b>III.A.1.</b> Child engages in pre-reading and reading-related activities. <b>III.D.1.</b> Child retells or re-enacts a story after it is read aloud.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>The Three Bears by Byron Barton (or Goldilocks and the Three Bears by Gennadi Spirin)</li> <li>100 Die-cut bears on white construction paper)</li> <li>30 Die-cut paper dolls (variety of colors of construction paper)</li> <li>Craft sticks (100 large size)</li> <li>Glue sticks</li> <li>Crayons (10 boxes)</li> </ul> <p>TOTAL</p>	\$100
Program Outline	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Opening song like:  <i>"If You're Ready" (Tune: If You're Happy and You Know It)</i>            If you're ready for a story, take a seat            If you're ready for a story, take a seat            Clap your hands and stomp your feet            Make your hands all nice and neat            If you're ready for a story, take a seat            Credit: SJPL Hello &amp; Goodbye Song</li> <li>3. Introduce the topic: Goldilocks and All the Baby Bears by telling the audience "Today we are going to a story called The Three Bears (or Goldilocks and the Three Bears) and then we are going act the story out."</li> <li>4. Show the book cover and read the name of the author and illustrator. Then ask: What might this story be about? Who might be in this story? Where could this story take place?</li> <li>5. Read the story with distinct voices for the characters (Papa~ low, Mama~ high, Baby~ childish).               <ol style="list-style-type: none"> <li>b. Pp.1-2 Where does this story start? What is in the forest? Where are the bears?</li> <li>c. Pp. 3-4 How can you tell who is Papa, Mama, and Baby Bear? What is Papa Bear wearing? What is Mama Bear wearing? What is Baby Bear wearing? Who is the biggest? Who is the smallest? Who is in the middle and medium sized?</li> </ol> </li> </ol>	

- d. Pp.5-6 What color is the porridge of Papa Bear? Mama Bear? and Baby Bear? What did the illustrator draw so you could see that the porridge is hot? Where are the spoons?
  - e. Pp 7-8 What is open on the house? Why did they leave the window open?
  - f. Pp 9-10 Who is the little girl? What is she doing in the forest? How did she know there was porridge?
  - g. Pp 11-12 Ask audience to imitate Goldilocks' facial expressions (worried, mad, and happy) and then pantomime eating porridge with a spoon
  - h. Pp 13-14 What color is the chair of Papa Bear? Mama Bear? and Baby Bear? Why does Goldilocks look mad in the blue rocking chair? Why is Goldilocks frowning in the red rocking chair? Why is she smiling the green chair? How does she feel now that the chair is broken?
  - i. Pp 15-16 What is Goldilocks holding? What happens to the flowers when she is on the beds? Why doesn't she like Mama Bear's bed? What did Goldilocks take off before she got into Baby Bear's bed?
  - j. Pp 17-18 What can you see in the window? How do the bears feel after their walk?
  - k. Pp 19-20 How did Papa and Mama Bear know that someone had tasted their porridge? Where are the spoons? How does Baby Bear feel?
  - l. Pp 21-22 What do the bears see in their rocking chairs? Where are the broken parts of Baby Bear's chair?
  - m. Pp 23-24 Where are the flowers? Why did the illustrator draw wiggly lines on the beds and pillows? What does it look like to you? What will Baby Bear see on the next page?
  - n. Pp 25-26 How does Baby Bear feel? How does Goldilocks feel? How would you feel if you woke up and saw three bears? What should Goldilocks do?
  - o. Pp 27-28 Where are Goldilocks' shoes? Why are the bears raising their arms?
  - p. Pp 29-30 How do you know the bears are watching Goldilocks? What did she leave open?
6. Setup craft centers on tables with die-cut bears and paper-dolls, craft sticks, glue sticks, and crayons. Tell families they have 15 minutes to make a Goldilocks, Papa Bear, Mama Bear, and Baby Bear. Show them a sample set and tell them to glue each figure to a craft stick. (Suggest they label the bears or sticks so they will know who is who) When there are only 5 minutes left, tell the families to start finishing up and glue their puppets onto the craft sticks. Be sure to give a 1 minute warning and tell everyone to head back to the story time rug.
- q. Craft Instructions: Use crayons to color die-cut bears and paper dolls, glue each die-cut character to craft stick.  
Sample:



7. Ask the children to join you at the front of the story time area and bring all their puppets with them. Younger children are welcome to stay with caregivers in the crowd.
8. Re-read the story and have all the children imitate the actions of the characters with their puppets.

Model this by using your sample set of puppets as you move around while each puppets.

- Hold up the puppets as their names are said
- Mama Bear stirs porridge
- All bears go on a walk ("walk" puppets behind you so they are hidden)
- Goldilocks appears
- Goldilocks tastes porridge (move her hands to her mouth as if eating)
- Goldilocks rocks back and forth as if in chair
- Goldilocks falls when rocking chair breaks
- Goldilocks lays down as if on beds
- Goldilocks snores ... (lay her down and pick up 3 bears)
- 3 bears walk back from behind to front
- Pick up each bear as it is named and place it down for each action (porridge, chairs, beds)
- Pick up Goldilocks and have her "run" away behind you

9. At the end of the story, ask children to take a bow and encourage caregivers to clap for them

10. Sing a closing song like Goodbye by Old Town School of Folk's Songs for Wiggleworms" ([Source](#)):

We had some fun and now we're done.

Goodbye, goodbye

Had some fun and now were done,

Goodbye to all the girls, bye girls!

We had some fun and now we're done.

Goodbye, goodbye

Had some fun and now were done,

Goodbye to all the boys, bye boys!

We had some fun and now we're done

Goodbye, goodbye!

Had some fun and now were done,

Goodbye to all the wiggleworms, bye wiggleworms!

We had some fun and now we're done.

Goodbye, goodbye!

We had some fun and now we're done, goodbye to everyone!

Bye everyone! See you! Goodbye!

**Submitted by:** Lee

## FWL Program Plan Template

Program Title	Age Group (circle one)
ABC Family	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
What happens when Little Kitty can't find her mommy? Join in the fun as we help Little Kitty match upper and lowercase letters along the way to find her mom.	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
TLW describe characters or actions within a story. TLW name upper and lowercase letters (Kk, Cc, Pp, Dd, and Hh) TLW match upper/lowercase letters.	<b>III.C.1.</b> Child names at least 20 upper and at least 20 lowercase letters. <b>III.D.3.</b> Child asks and answers appropriate questions about the book.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>Where's My Mommy? By Carol Roth</li> <li>Tub of foam upper and lowercase letters</li> <li>Laminated photocopies of book pages</li> <li>Velcro dots</li> <li>Variety pack of construction paper</li> <li>Alphabet wooden blocks</li> <li>Alphabet wooden puzzle</li> <li>Large alphabet puzzle</li> <li>Washable markers</li> <li>Display easel</li> </ul> <p>TOTAL</p>	<p style="text-align: right;">\$65.00</p>
Program Outline	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Introduce the topic: ABC family by singing the Alphabet song.               <ol style="list-style-type: none"> <li>b. Alphabet song:                    "A B C D E F G                    H I J K L M N O P                    Q R S T U V                    W X Y and Z                    Now I know my ABC's                    Next time won't you sing with me"</li> </ol> </li> <li>3. Then tell the audience "Today we are going to help lowercase letters find their uppercase mommies as we read the book "Where's My Mommy? By Carol Roth"               <ol style="list-style-type: none"> <li>a. Show audience the cover and ask questions like: What do you think this book might be about? What animals do you see? What sound does a pig/kitten/duck make? How do the animals feel? How did you know they were happy? What else do you see? What color are the flowers?</li> <li>b. Tell the audience that as you meet new animals you will be matching the Mommy Letters with the Baby Letters. They are also called Uppercase and Lowercase letters. (Show foam letter examples while you talk.)</li> </ol> </li> <li>4. Read the book- Where's My Mommy: While reading the book:</li> </ol>	

- a. display the laminated photocopy of the pages with the foam letter of the animal's name on it (ex: foam "c" on calf and a "C" on the Mommy Cow), tell the audience the name of the letter and if it is upper or lowercase each time a new animal appears
  - b. Ask the audience to imitate the animal sounds along with Little Kitty
  - c. ask questions like:
    - i. What is Little Kitty doing? Who is watching Little Kitty?
    - ii. Where is Little Kitty looking? What is she standing on? Where is she going?
    - iii. Who is driving the tractor? Where are Little Kitty and calf? Are they on a farm or in the city?
    - iv. What sound did the Mommy Cow hear that told her to come back?
    - v. What letter is on the piglet? Is it an uppercase or lowercase letter? What color is the pig?
    - vi. What might piglet tell Little Kitty to say? Do you see Momma Pig? Where is she?
    - vii. What do you think Little Kitty should do?
    - viii. How does Momma Pig feel when she is smiling? Who is jumping into the water? How did you know it was a duck?
    - ix. What might the duckling tell Little Kitty to say? Who is swimming in the pond?
    - x. Who will come if Little Kitty "quack, quacks"?
    - xi. What does a colt grow up to be? What color is the horse behind the colt? What will happen when Little Kitty neighs?
    - xii. How does Little Kitty feel? What did you see on her face that told you she was sad?
    - xiii. Have you ever heard a kitten meowing? Who is watching Little Kitten?
    - xiv. How does Little Kitty feel now? Where will Little Kitty and Momma Cat sleep?
5. At the end of the book, sing the Act Out the Alphabet song ([Source](#)):
- a. **Move your body like a monster**  
**Chomp your arms like a shark**  
**Pump it up like a body builder**  
**Take a bow like you're a star**  
**Here's your chance to be an actor**  
**Do your best**  
**Act out the alphabet!**
- A says a a alligator, alligator**  
**B says b b bounce, bounce**  
**C says c c cold, cold**  
**D says d d dive, dive**  
**E says e e exercise, exercise**  
**F says f f fishing, fishing**  
**G says g g gooey, gooey**  
**H says h h hula, hula**
- Act out more words**
- I says i i insect, insect**  
**J says j j jiggle, jiggle**  
**K says k k karate, karate**  
**L says l l laugh, laugh**  
**M says m m march, march**  
**N says n n nod, nod**  
**O says o o opera, opera**  
**P says p p pull, pull**



**Let's have more fun**

**Q says q q quiet, quiet**

**R says r r run, run**

**S says s s surf, surf**

**T says t t tickle, tickle**

**U says u u under, under**

**V says v v vibrate, vibrate**

**W says w w wag, wag**

**X says x x like in box, like in box**

**Y says y y yawn, yawn**

**Z says z z zig-zag, zig-zag**

**Today we've had some fun acting -**

**You did your best to act out the alphabet!**

**6. Activity:**

- a. At tables- learners will use foam letters to create art on construction paper. Facilitator walks around during this time and encourages adults to talk with children: "This open-ended craft activity is a chance to practice recognizing and naming letters in a no-pressure activity. You can ask your child to name the letter they are holding, pick a specific letter that you request or stamp the letters of their name. The first letter most children learn is the first letter of



their name.

- b. Centers: Alphabet puzzle, Alphabet wooden blocks, Large alphabet puzzle  
As families work through items at centers encourage learning with these prompts:
- Is that an uppercase or lowercase letter?
  - What words start with "\_\_\_(sound or letter name)\_"?
  - Where is the letter of your first name?
  - Can you sing the ABCs?
  - Point to the lowercase \_(letter name)\_\_\_? Show me the uppercase \_( letter name)\_\_\_?
  - Can you trace over the open spot in the puzzle? You just drew \_\_\_(letter name)!

**Submitted by:** LEE

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Rhyme Time	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Rhyming is a reading readiness skill children need. Join in the fun as we rhyme our way through: the sweet <i>Is Your Mama a Llama</i> by Deborah Guarino and the silly <i>Here Comes the Big, Mean Dust Bunny!</i> By Jan Thomas.	
Learning Objective	Correlating PK Standards
TLW name words that rhyme in a read aloud book written in rhyme. TLW predict what might happen next in a story. TLW explain what is happening in pictures.	<b>III.B.6</b> Child can produce a word that rhymes with a given word. <b>III.D.3</b> Child asks and answers appropriate questions about a book.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Is Your Mama a Llama</i> by Deborah Guarino</li> <li>• <i>Here comes the Big, Mean Dust Bunny!</i> By Jan Thomas</li> <li>• Rhyming words on note cards (either as necklaces for puppets or use masking tape to attach)</li> <li>• Puppets: Cat, Hog, Mallard duck</li> <li>• Puppet pairs (infant &amp; adult): Llama, Bat, Swan, Cow, Seal, Kangaroo</li> <li>• Bongo bag to keep puppets secret</li> <li>• Scissors</li> <li>• Ziplock bags for take-away</li> <li>• Pre-printed <a href="#">Rhyming Sets 1-2-3</a> on white Cardstock</li> </ul>	
TOTAL	\$280.00
Program Outline	

1. BEFORE program, prepare puppets by labeling them with note cards (tape or place around their necks):
  - a. Baby bat: That, Adult bat: Bat
  - b. Baby swan: On, Adult swan: Swan
  - c. Baby cow: Now, Adult cow: Cow
  - d. Baby seal: Feel, Adult seal: Seal
  - e. Baby kangaroo: True, Adult kangaroo: Kangaroo
  - f. Baby llama: Llama, Adult Llama: Mama
2. Introduction: Warm up Song/Welcome song: [Hands Go Up](#)  
*Tune: Twinkle Twinkle Little Star*

Hands go up and hands go down,  
 I can turn around and round.  
 I can jump upon two shoes.  
 I can listen; so can you.  
 I can sit.  
 I'll show you how.  
 Story time is starting now.
3. FWL announcements/advertisements
4. Learning objective, "Today we are going to play with rhyming words! Rhyming words are words that sound the same at the end. We will begin with a game to get you thinking about rhymes.
- Guessing game: (adapted from [source: brighthubeducation.com](http://source.brighthubeducation.com)) Tell the audience to close their eyes and try to guess the animal you are describing.
  - a. I'm an animal with whiskers and a long tail. I like to catch mice. My name rhymes with: pat, rat, and mat. Who am I?  
 Answer: Cat- Pull the cat puppet out of the bongo bag.
  - b. I'm an animal with 4 legs who lives on the farm. I might have a curly pink tail. My name rhymes with: bog, dog, and fog. Who am I?  
 Answer: Hog- Pull the hog puppet out of the bongo bag
  - c. I'm an animal with webbed feet who swims in the pond. I like to fly and dive. My name rhymes with: stuck, muck, and puck. Who am I?  
 Answer: Duck- Pull duck puppet out of the bongo bag.
5. Introduce *Is Your Mama a Llama*. Show the audience the cover and ask "What might this book be about?"
6. As you read the book:
  - a. Emphasize the rhyming words of the clue phrases by changing your voice
  - b. Ask children to guess the animal that was described- repeat the rhyming clue word
  - c. Display the labeled puppets in step with the story, point to & read their labels
7. Bat:
  - a. Rhyming words in intro: Dave/gave
  - b. Rhyming words in the clue: cave/behave
  - c. Rhyming words on puppets: that/bat
  - d. Additional questions:
    - i. Where is the bat? In a cave
    - ii. What is the bat doing? Hanging upside down, Hugging each other
    - iii. How do the bats feel? Happy What was your clue? Smiling
8. Swan:

- a. Rhyming words in intro: Fred/said
- b. Rhyming words in the clue: wings/things
- c. Rhyming words on puppets: on/swan
- d. Additional questions:
  - i. Where are the swans? In a pond
  - ii. What colors are the swans? Black, White, Gray, Orange
  - iii. Who is sitting behind the swans on a rock? A family of turtles

9. Cow:

- a. Rhyming words in intro: Jane/explained
- b. Rhyming words in the clue: moo/do
- c. Rhyming words on puppets: now/cow
- d. Additional questions:
  - i. Where are the cows? In a field/on the farm
  - ii. What is Mama Cow using to lick baby Jane? Her tongue
  - iii. Name the color of the field llama is standing in. (Yellow) Name the color of the field the cows are standing

10. Seal:

- a. Rhyming words in intro: Clyde/replied
- b. Rhyming words in the clue: day/way
- c. Rhyming words on puppets: feel/seal
- d. Additional questions:
  - i. Where are the seals? In the ocean
  - ii. What does Mama Seal have in her mouth? A fish.
  - iii. What will the seals do next? Eat the fish

11. Kangaroo:

- a. Rhyming words in intro: (none)
- b. Rhyming words in the clue: me/be
- c. Rhyming words on puppets: true/kangaroo
- d. Additional questions:
  - i. Where is the baby kangaroo? In a mama's pouch
  - ii. Describe a kangaroo tail. Long and strong
  - iii. Baby kangaroo and Mama have their hands up. What game could they play?  
It rhymes with: bake, make, and take. Pat-a-Cake!

(pause read aloud for a Kinesthetic activity)- "Pat-a-Cake" ([source](#))

Pat-a-cake, pat-a-cake, baker's man, (*clap your hands, then pat your legs alternately, baby can do the same*)

Bake me a cake as fast as you can (*clap your hands, then pat your legs alternately, baby can do the same*)

Roll it, (*roll your arms in a circle*) and pat it, (*pat your hands on your lap*) and mark it with a B, (*write a B in the air*)

And put it in the oven for baby and me! (*Make the motion of putting a cake in the oven*)

12. Llama:

- a. Rhyming words in intro: Llyn/grin
- b. Rhyming words in the clue: fur/her, you/too
- c. Rhyming words on puppets: mama, llama

d. Additional questions:

- i. Where are the llamas? In the forest/woods
- ii. Name the colors of fur that you see? Brown/tan, Gray/white
- iii. How many legs does a llama have: 4

13. Introduce the Book- *Here Comes the Big, Mean Dust Bunny!* Show audience the cover. Ask if anyone knows what a dust bunny is. What clues did Jan Thomas give us to show which dust bunny is mean? (Gray color, sharp teeth, away from the other dust bunnies, etc.)

14. While reading pause (by counting to 5 silently) so the audience has a chance to guess the rhyming words.

15. Possible statements to share while reading the book:

- t) pp.1-2 Which dust bunny's name doesn't rhyme? Bob
- u) pp 3-4 How do the dust bunnies feel? Worried, scared, nervous
- v) pp 5-6 Which words rhyme? Name and Game
- w) pp 7-8 What are other words that rhyme with fit/lit/kit? Bit, wit, mitt
- x) pp 9-10 Pretend you are the big mean dust bunny and sit and wiggle
- y) pp 11-12 What are other words that rhyme with fun/ton? Sun, bun, none
- z) pp 13-14 What are other words that rhyme with face/race/case/vase? Lace, ace, base
- aa) pp 15-16 Name colors of the dust bunnies in order: Green, purple, red, blue
- bb) pp 17-18 How can you tell that the dust bunnies aren't having **fun** as they **run**? Frowns, arms up, scared eyes, etc.
- cc) pp 19-20 Whose shadow could that be? Two pointy ears... This animal's name rhymes with bat, mat, and hat. CAT!
- dd) Pp 21-22- Splat rhymes with cat
- ee) Pp 23-24 What made big, mean dust bunny flat? The **cat-sat** on him.
- ff) Pp 25-26 What words rhyme with thug? Bug, dug, mug
- gg) Pp 27-28 What words rhyme with tug? Jug, lug, pug
- hh) Pp 29-30 What did the tugging do to the big, mean dust bunny? It re-inflated him
- ii) Pp 31-32 How does everyone feel now? Happy What did the illustrator (the person who drew the pictures) do to show you they were happy? Smiles
- jj) Pp 33-34 What rhymes with smile? Mile, pile, file

Activity:

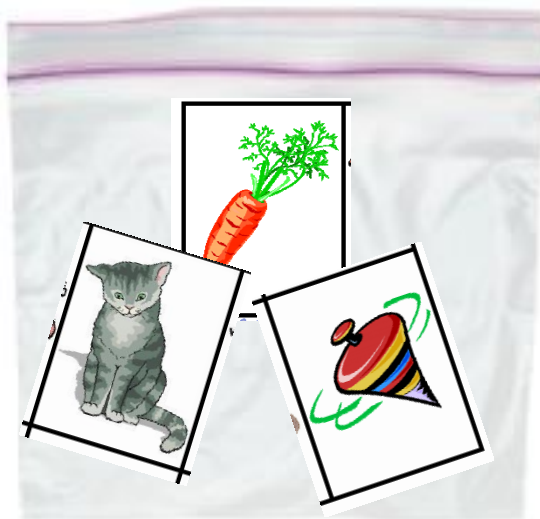
Make a Rhyming Game- children color and cut pre-printed sets of rhyming cards to make a matching game.

- At tables provide each child with a Rhyming Set (one mat and a sheet of cards) and a Ziplock baggie to collect their pieces. Also place scissors and crayons at tables for sharing.
- As children create, tell caregivers about why rhyming is important ([Source: blog.heidisongs.com](http://blog.heidisongs.com))
  - a. Rhymes are an engaging way for young children to hear, identify, manipulate and experiment with the sounds of a language.
  - b. Children simultaneously practice pitch, volume, and voice inflection while experiencing the rhythm of language.

Sample:

# Rhyming Match Game

Mat 1



Submitted by: Lee

## FWL Program Plan Template

Program Title	Age Group (circle one)
Bears, Bricks, & Balloons	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Preschoolers will enjoy learning about weight when they compare, bears, bricks, balloons, and more in this hands-on program. A special guest balloon artist will demonstrate that big doesn't equal heavier.	
Learning Objective	Correlating PK Standards
TLW sort, group, and classify objects based on weight. TLW investigate and discuss the mass of objects using a balance scale. TLW categorize weighted objects as heavy or light.	<b>VI.A.1.</b> Child describes, observes, and investigates properties and characteristics of common objects. <b>VI.A.3.</b> Child uses simple measuring devices to learn about objects.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>6 bricks</li> <li>10 balloons</li> <li>6 balance scales</li> <li>Balance Bears (6 sets)</li> <li>6 Crayon Boxes</li> <li>6 pennies</li> <li>60 Unit Cubes</li> <li>5 rolls of masking tape</li> <li>Balloon Artist</li> </ul> <p style="margin-left: 20px;">TOTAL</p>	\$126.00 + balloon artist fee per hour
Program Outline	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Introduce the topic: Bears, Bricks and Balloons by telling the audience: "Today we are going to use a balance scale to measure how much different objects weigh. When we say "Weight" we mean how heavy something it. This scale (point to plastic balance scale) will show us which objects is heavier."</li> <li>3. Ask the audience "Can you tell me something that is heavy- something that would be really hard to pick up because it weighs too much?"               <ol style="list-style-type: none"> <li>a. If needed use these statements to elicit additional answers: What has a long trunk and says "Urrrr"? Elephant; What rides on railroad tracks and says "Choo-Choo" Train; What is something that you can't move by picking it up or pushing it? (Variety of answers)</li> </ol> </li> <li>4. Ask the audience "Can you tell me something that is light- something that would be really easy to pick up because it doesn't weigh very much?"               <ol style="list-style-type: none"> <li>a. If needed use these statements to elicit additional answers: What can you pick up and put in your hand? (Variety of answers), What do you rest your head on in bed? (Pillow), What climbed up the waterspout, was washed out, and then climbed up the spout again? (itsy bitsy spider)</li> </ol> </li> <li>5. Sing One is a Giant (source: <a href="http://www.raising-readers.org">www.raising-readers.org</a>) with motions: One is a giant who stomps her feet. (stomp around room) Two is a fairy so light and neat. (flap arms and move around room)</li> </ol>	

Three is a mouse that curls up small. (crouch down)

Four is a great big bouncing ball. (jump/bounce around room)

6. Tell the audience: "Now let's see what is heavy and what is light."
  - a. During this portion of the program compare the collected objects using the balance. Tell the audience the name of each object as you place it in the balance cups and then ask them which is heavier and which is lighter. (Ask for volunteers to help put objects in the cups)
7. Introduce the special guest (balloon artist). Ask the balloon artist to put 5 pumps of air in a balloon, have the audience count to 5 as the artist fills the balloon, and then repeat with 10 pumps in a second balloon. Ask the audience which one will weigh more and/or do you think there will be a difference?
8. Tape balloons to the balance scale and talk to the audience about the results. Talk about air having no weight. Tell your audience that it's time for them to play with the balance scales and figure out what is heavier and what is lighter. They can also ask the balloon artist to make balloon animal for them.
9. Self-exploration time. Make 5 centers for self-exploration around the program space (each center should include: 1 balance scale, pre-inflated balloon, crayon box, 10 unit cubes, a penny, a brick, and a container of bears)
  - a. During this time walk around and expand on the concept further by asking questions like:
    - i. How does an objects size affect its weight? Does bigger always mean heavier? Remember in the balloon experiment that size doesn't always mean something will be heavier.
    - ii. What do you think will be heavier?
    - iii. What is something that might be lighter than a penny?
    - iv. Do you think a feather is heavy or light?
    - v. How many bears does it take to weigh more than the crayon box?

**Submitted by:** FWL Alignment Team (FWLAT)



# FWL Program Plan Template

Program Title	Age Group (circle one)
Touching Textures	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
<b>Promotional Description</b>	
Join us as we explore the wonderful world of texture. Children will learn about different textures and have the opportunity to have their face painted.	
<b>Learning Objective</b>	<b>Correlating PK standards</b>
TLW examine and describe the texture of materials. TLW explore and use sensory language to describe properties of natural and human-made materials. TLW sort, group and classify objects based on texture.	<b>III.A.3.</b> Child asks to be read to or asks the meaning of written text.  <b>VI. A.</b> A Child describes, observes, and investigates properties and characteristics of common objects.
<b>Materials Needed (for 25 participants)</b>	<b>Estimated Cost</b>
<ul style="list-style-type: none"> <li>• Oversized Post-it Pads</li> <li>• Markers</li> <li>• Plastic Containers (will be Texture Tubs)</li> <li>• Plastic Spoons</li> <li>• Paper Plates</li> <li>• Face Painter</li> <li>• Paint Brushes</li> <li>• Glue sticks</li> <li>• Pancake Syrup</li> <li>• Smooth rocks</li> <li>• Bubble Wrap</li> <li>• Stuffed Animal toys</li> <li>• Washable Paint</li> <li>• Sand paper or Sand</li> <li>• White Construction Paper</li> </ul> <b>TOTAL</b>	\$100 + Face Painter: rate per hour
<b>Program Outline</b>	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Introduce the topic: Textures and Toddlers by telling the audience "Today we will talk about how different objects feel different when we touch them. Today we are talking about Textures!" <ol style="list-style-type: none"> <li>a. Point to different containers on the table to spark interest <ol style="list-style-type: none"> <li>i. Containers should be labeled by content in large font size so audience can see the letters clearly</li> </ol> </li> </ol> </li> <li>3. Ask the audience "What are some words we can use to describe how something feels?" <ol style="list-style-type: none"> <li>a. Facilitator records answers on the oversized post it pad; ask for (and provide) real-world examples to help children make the connection to their life: <ol style="list-style-type: none"> <li>i. Ex: Soft~ blanket, smooth~ tablet screen, rough ~ sidewalk, sticky~ honey,etc.</li> <li>ii. Ask questions like: <ol style="list-style-type: none"> <li>1. What does a puppy dog's fur feel like when you pet it?</li> </ol> </li> </ol> </li> </ol> </li> </ol>	

2. If you run your fingers over a sea shell, how does it feel?
  3. What does a tree trunk feel like? What about leaves?
  4. What does dirt feel like? What about mud?
  5. What does jello feel like?
  6. Is this something that is in natural like a plant or animal or is it something that is human-made which means that people made it or built it?
4. Talk about the idea of thumbs up and thumbs down. Tell them that you are going to show them many different substances and you want them to give thumbs up for a sensory experience they might enjoy and thumbs down for a sensory experience they dislike.

Now one by one SHOW and describe the substances in the Texture Tubs. Be sure to showcase each word on the container (ex: "This container is labeled "Syrup" I wonder what kind of syrup it is... Let's find out!") & the substance inside by slowly taking it out of container and plopping, slowly dripping, swirling, etc. it from the spoon to the plate) , ask audience if this substance is human-made or natural, and ask "Thumbs up or thumbs down?"

- a. Next ask a volunteer to come up and feel the substance
  - i. Facilitator "paints" substance on volunteer's hand or holds materials for volunteer to touch then asks child how it feels-
    1. Depending on age ask the child to describe or give choices like "Does it feel sticky or fuzzy?"
    2. Ask the volunteer: Thumbs up or Thumbs down
5. Repeat for each substance
  - a. Pancake syrup (sticky), bubble wrap (bumpy), stuffed animal (soft), washable paint (smooth), sand paper/sand (gritty), rock (smooth)
6. Now tell the audience that it's time to make a "Texture Tile"
  - a. Show a sample Texture Tile (construction paper with the different substances painted on or glued on)
  - b. Tell them how to use the brushes to "paint" the substances on the construction paper and use glue sticks for the others



- c. Sample:
7. Introduce the face painting artist. (Set up a table chair and help the line form)
  - a. While waiting in line- hand children a dry paint brush and ask them to brush it on their arm- What does the brush feel like? Is it hard or soft? Prickly or smooth? What will it feel like when it has paint on it?)
  - b. As children are having their faces painted ask questions like: What does the brush feel like on your face? How does the paint feel? What will happen when the paint dries? (If they have glitter on their face- Can you feel the glitter on your cheek? What does it feel like if you touch it with your fingers?)
8. While they are working on their art and waiting in line talk to them about the textures and ask

questions like:

- i. What do you think will happen when it dries?
- ii. What's something you use every day that's soft?
- iii. What animal does this remind you of?

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Our Fabulous 5 Senses!	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Come learn about and explore the world using your five senses through hands-on investigations!	
Learning Objective	Correlating PK Standards
TLW identify the 5 senses and what they do.	<b>VI.A.1</b> Child describes, observes, and investigates properties and characteristics of common objects
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>My Five Senses</i> by Aiki (English and Spanish versions)</li> <li>• empty tissue boxes</li> <li>• empty condiment squeeze bottles (<a href="#">like these</a>)</li> <li>• various textural items such as: cotton balls, sandpaper, styrofoam, rock, wood, fur</li> <li>• various smelly items such as: lemon slices, cinnamon, cotton balls with essential oils on them, spearmint gum <i>[no peanuts or perfumes]</i></li> </ul> <p>TOTAL</p>	<p>\$100.00</p>
Program Outline	

## 1. Introduction

- a. song- "Five Senses Song" to the tune of "Head, Shoulders, Knees and Toes" ([source](#))

*See (point to eyes)*

*Hear (point to ears)*

*Smell (point to nose)*

*Taste (point to tongue)*

*And Touch (wiggle fingers in the air)*

*See (point to eyes)*

*Hear (point to ears)*

*Smell (point to nose)*

*Taste (point to tongue)*

*And Touch (wiggle fingers in the air)*

*We use our eyes (point to eyes),*

*ears (point to ears),*

*nose (point to nose),*

*tongue (point to tongue),*

*and our fingers (wiggle fingers in the air)*

*To*

*See (point to eyes)*

*Hear (point to ears)*

*Smell (point to nose)*

*Taste (point to tongue)*

*And Touch (wiggle fingers in the air)*

- b. FWL announcements/advertisements

2. Book- *My Five Senses*- (adapted from [source](#)): Introduce book by asking audience to look closely at the cover of the text. Where are the arrows pointing? *f*

- The top arrow is pointing to the boy's eye. *f*
- The next arrow is pointing to the boy's ear. *f*
- The middle arrow is pointing to the boy's nose. *f*
- The arrow just below is pointing to the boy's tongue. *f*
- The bottom arrow is pointing to the boy's finger.

3. Read the title of the book: *My Five Senses*. Ask the audience these questions: *f*

1. How do my eyes help me to know about new things in the world? , I see with my eyes. *f*
2. What do my ears help me to know about new things in the world? , I hear with my ears. *f*
3. Can you point to the part that helps you smell? , I smell with my nose. *f*
4. What helps you know if something is sweet or sour? , I taste with my tongue.
5. How does my finger help me to know about new things in the world? , I feel with the skin on my finger

4. While reading the book ask questions like:

- What does the boy see? How many birds does the boy see? (Count aloud together)
- What does the boy hear? What color is the airplane? What sound do you hear when a motorcycle is coming?
- What does the book smell with his nose? What type of flower is that? What color are the roses? What other things can we smell?

- What is the boy doing? What does our tongue help us do? What flavor of ice cream does the boy taste? Raise your hand if you like chocolate! What other things can we taste?
  - What does the boy feel with his fingers? How does the rabbit's fur feel? What else is soft? How would the rabbit feel if it had been in the rain?
5. Kinesthetic activity- Use your sense of touch and smell to predict items (create stations for children to rotate through)
- put textural items (cotton balls, sandpaper, styrofoam, rock, wood, fur, etc. )inside empty tissue boxes for children to explore/investigate and predict what the items are
  - put smelly items (lemon slices, cinnamon, vinegar, chocolate, cotton balls with essential oils on them, spearmint gum *[no peanuts or perfumes]*) in the condiment squeeze bottles for children to squeeze & sniff and identify the source of the smell



- instructor will walk around, facilitate the learning, and monitor activities
- As children explore these activities, ask questions like:
  - Which is your favorite sense? Why?
  - What sense are you using to touch/smell?
  - What sense do you use to help you know what color something is?
  - Discuss the similarities and differences of the various items. (Hard/soft, sweet/sour, manmade/natural, etc.)

### Questions/Talking Points/Discussion/Modeling

**Submitted by:** FWLAT

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Earth Day, Every Day!	PreK   K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   adult
Promotional Description	
Come join us to find ways to make Earth day, every day!	
Learning Objective	Correlating PK Standards
TLW identify and discuss "green" practices. TLW dramatize conservation and recycling practices. TLW re-enact parts of a story with real-world objects.	<b>VI.C.4</b> Child demonstrates the importance of caring for our environment and our planet <b>III.A.1.</b> Child engages in pre-reading and reading-related activities
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>The Earth Book</i> by Todd Parr</li> <li>• Blank Paper</li> <li>• Worth Reading reusable bag</li> <li>• Glass bottle</li> <li>• Aluminum foil</li> <li>• Newspaper</li> <li>• Plastic jug</li> <li>• Recycle Bins labeled with Recycle sign</li> <li>• Plastic food items (vegetables, breads, etc.)</li> <li>• Craft sticks (for pot labeling)</li> <li>• 100% Biodegradable 2" Seed Starting 60 pots (<a href="#">click here</a>)</li> <li>• variety of plant seeds</li> <li>• soil</li> <li>• paper towels</li> <li>• spoons and measuring cups</li> <li>• spray bottle with water</li> <li>• newspaper</li> <li>• paper sacks</li> <li>• hole punchers</li> <li>• washable markers</li> <li>• ribbon or yarn</li> <li>• recycling themed stickers</li> <li>TOTAL</li> </ul>	\$184.00
Program Outline	

## 1. Introduction

- a. song- Dr. Jean's "Earth Day" (source: [click here](#))

Earth Day, Earth Day! Let's all come together.

(Clap hands.)

Earth Day, Earth Day! To make this world much better.

'Cause we love our planet Earth, beautiful and blue. (Make a circle with arms.)

We want to take care of it with everything we do.

We can recycle – tell your friends and neighbors!

(Pretend to pick up paper.)

Glass, aluminum, plastic and paper.

'Cause we love our planet Earth, beautiful and blue.

(Make a circle with arms.)

We want to take care of it with everything we do.

We can plant a tree or two, to create green spaces;

(Pretend to dig.)

Walk or ride our bikes to go different places.

(Ride a bike.)

'Cause we love our planet Earth, beautiful and blue.

(Make a circle with arms.)

We want to take care of it with everything we do.

- b. FWL announcements/advertisements

- c. Learning Objective: "Today we are learning about how to take care of our Earth!"

2. Book- *The Earth Book*- Throughout reading- stop to allow volunteers from the audience to demonstrate using provided materials
3. "Use both sides of the paper"- volunteer uses blank paper and crayons and demonstrations drawing on the front and the back with a crayon
4. "Bring my own bag to the market" volunteer is handed Worth Reading bag and pulls out plastic food items to show audience
5. Ask: How does using both sides of the paper help the trees? How does using a reusable bag help the owls have trees to live in?
6. "Turn off facet" – ask the whole audience to pantomime turning off the water facets by turning their wrists in the air in front of them, also pantomime
7. Ask: What happens when you turn off the water as you brush your teeth? Do you use more or less water? How can you help the ocean stay full for the fish?
8. "I ride my bike"- ask audience to pantomime riding a bike (pretend to hold handlebars with hands and pump legs up and down as if peddling)
9. Ask: Where can you ride your bike to visit? Who else can ride a bike with you? How does riding your bike keep the air clean?
10. "eat every bite on my plate"- ask volunteer to pantomime eating a plastic vegetable or fruit from the Worth Reading reusable bag
11. Ask: What happens when you don't eat all your food? Where does it go?
12. "Remember to shut off the lights"- if in a program room- ask adult volunteer to turn off the lights and turn them back on again quickly, if not in a separate room ask audience to pantomime closing the fridge door
13. Ask: How can closing your fridge and turning off the lights help the polar bears? How can it keep a snowman cold?
14. "I recycle glass, aluminum, paper and plastic"- set down recycle bin and a trash can. Tell them the difference and show them the symbol for recycling. Then hand out a glass bottle, aluminum foil, newspaper, and a plastic jug to audience members for them to place in the recycle bin instead of the trashcan
15. Ask: What might happen if everyone threw their trash on the ground? Could you walk barefoot without getting hurt? The little girl said she doesn't want to live on Mars- what could make her leave the planet earth and move to Mars?



16. Kinesthetic activity- **Recycling Song** (sung to: Row, Row, Row Your Boat)- Hold Up the items that were recycled during the Earth Book reading as their names are called. Ask audience to clap along

Save, save, save the **cans**, throw them in the bin  
We can help to save the earth, if we all pitch in.

Save, save, save the **papers**, throw them in the bin  
We can help to save the earth if we all pitch in.

Save, save, save the **bottles**, throw them in the bin  
We can help to save the earth if we all pitch in.

Save, save, save the **plastics**, throw them in the bin  
We can help to save the earth if we all pitch in.

17. Craft

- a. children will plant a seed using the materials provided

Directions:

18. Set up an assembly line of items for planting that goes around in a circle with the soil bag in the middle (possible order: pots, smallest measuring cup, seed packets, spoon, spray bottle, markers and craft sticks)

19. Model for audience how to go through the line:

- a. Pick up pot, use cup to put a small amount of soil in pot, pick 3 seeds and push them with your finger tip into the soil, use spoon to add more soil on top, and then add 1 spray of water; finally write name on craft stick and push into soil  
b. children will create their own personal litter bag using the materials provided

Directions (adapted from: [Dr. Jean](#)):

20. Make several folds down from the top of a brown paper sack.

21. With help children can punch holes in the sides and tie on a ribbon or string, then decorate their litter bags with markers.

22. Tell audience as they are decorating the bags:

- a. You can use your litter bags on a clean-up walk around your neighborhood. You can even use them in the car!  
b. Ask questions like:
- How can we help our planet? Why is it important?
  - What are some ways to recycle?
  - How can we save water?



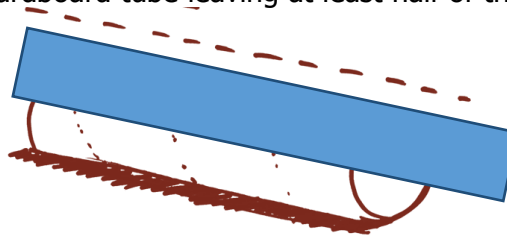
**Questions/Talking Points/Discussion/Modeling**

**Submitted by:** FWLAT

## FWL Program Plan Template

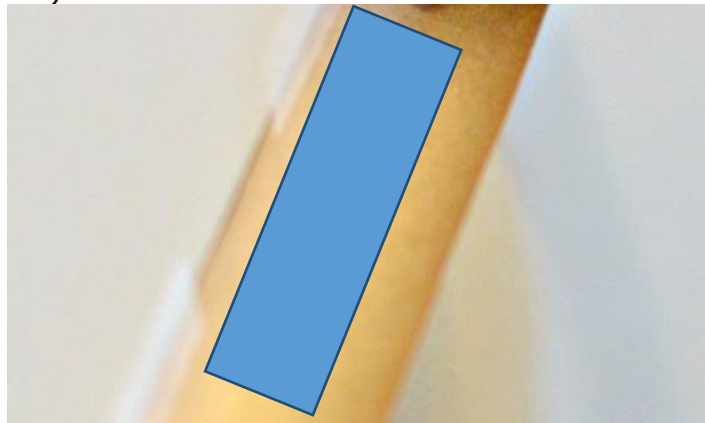
Program Title	Age Group (circle one)
Zig, Zag, Zip	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Preschoolers will enjoy learning about motion during this hands-on program. Put your construction hats on as we build zig-zagging mazes for cars and balls.	
Learning Objective	Correlating PK Standards (← click for link)
TLW observe and describe how various objects move in a zig-zag pattern. TLW state conclusions after objects move through zig-zag and straight mazes.	<b>VI.A.1.</b> Child describes, observes, and investigates properties and characteristics of common objects. <b>VI.A.2</b> Child investigates and describes position and motion of objects.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>25 bouncing balls</li> <li>25 foam balls (light)</li> <li>30 paper towel cardboard tubes, cut in half to make semi-circles</li> <li>30 toilet paper rolls, cut in half to make semi-circles</li> <li>10 mailing tubes (uncut)</li> <li>25 Hot Wheel type cars</li> <li>25 rolls of Brightly colored craft tape</li> <li>1 sample cardboard tube maze (use craft tape to arrange tubes in a zig-zag maze on the front a large piece of cardboard and on the back make a long straight path with an uncut mailing tube)</li> <li>15 large pieces of cardboard (use as building surfaces in locations without wall space)</li> <li>Locking containers for balls and cars</li> <li>Meeting Room (requires empty wall space at preschooler height)</li> </ul> <p>TOTAL</p>	\$200.00
Program Outline	
<ol style="list-style-type: none"> <li>1. Welcome and WR commercial</li> <li>2. Introduce the topic: Zig, Zap, Zip by showing the audience a sample cardboard tube maze (run a ball down the course and then a car). Then tell them: "Today we are going to learn about how things move."</li> <li>3. Show a Styrofoam ball and ask:               <ol style="list-style-type: none"> <li>a. What can you tell me about this ball? What color do you see? What shape is it? What do you think it's made of? Do you think it is natural or built by people?</li> </ol> </li> <li>4. Hold the ball at the top of the maze and tell the audience "The ball will ROLL down the maze. Let's</li> </ol>	

- say "Roll while the ball rolls," and when you let the ball go say "Ro!!!!!!!!!!!!!!!!!!!!!!!"
5. Point to parts of the maze that are zigging and zagging. Ask "How is a zig-zag different from a straight line?" Tell the audience "The ball goes ZIG-ZAG. Let's say "Zig-zag while the ball rolls," and when you let the ball go say "Zigggg- Zaggggg"
  6. Show a toy car and ask:
    - a. What can you tell me about this object? What is it? What colors do you see? What shapes do you see? What do you think it's made of? Do you think it is natural or built by people?
  7. Hold the car at the top of the maze and tell the audience "The car will go SLOW down the maze. Let's say "SLOW while the car rolls," and when you let the car go say SLOW!" Ask the audience: What is the car rolling? How is the motion similar to a fall? How are the motions of the car and the ball the same? How are they different?
  8. Now turn the maze over to reveal the long straight maze. Tell the audience "This maze is different. Does this maze zig-zag? (use your finger to make a zig-zag over the board) No! This maze goes STRAIGHT down. (use your finger to show the straight down motion) Do you think the car will go fast or slow? FAST! Let's experiment!
  9. Angle the maze so the car will roll out into the audience then say "Let's say FAST while the car goes straight down the maze," and when you let the car go say "FASSSSSSSST!"
  10. Experiment time! Tell the audience that now it's their turn to build mazes on the surrounding walls
    - a. Show them how to tape the cardboard tubes to an empty wall space:
      - i. Tear a strip of tape an inch longer on each side than the cardboard tube
      - ii. Affix the tape to the cardboard tube leaving at least half of the sticky part

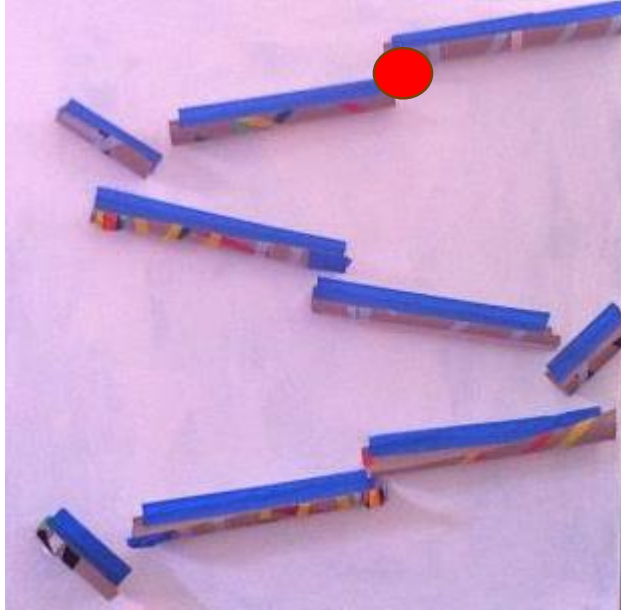


unattached.

- iii. Tape the cardboard tube to an open space on the wall (or cardboard sheet if location has no free wall space) and place more in a zig-zag pattern (see sample picture at end) and roll a car or ball down



iv.



- v.
- b. Tell the audience the rules:
  - i. Play with 1 toy at a time – Pick 1 ball OR 1 car at a time
  - ii. Put away your toys- When you finish with a toy put it back in the basket
  - iii. Your adult holds the tape and tears it for you
- 11. As they build mazes ask them questions like:
  - a. Which goes faster/slower in your maze? The car or a ball? Which ball?
  - b. What do you have at home that rolls?
  - c. How many zig-zags are in your maze?
  - d. What can you move to make the ball roll faster

**Submitted by:** Lee

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Milia's Big Day	PreK K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Did you know? Zebra foals recognize their mothers and other members of the herd by the pattern of each zebra's stripes. Zebras can run up to 35 miles per hour. Join us to learn interesting facts about zebras.	
Learning Objective	Correlating PK Standards
TLW identify parts of a book. TLW state that Zebras live in the African savanna. TLW name 3 ways zebras depend on each other: <ol style="list-style-type: none"> <li>1. Oldest mare leads the herd</li> <li>2. 1 zebra stays on guard when zebras rest</li> <li>3. The stallion protects the herd</li> </ol> TLW name 3 facts about zebras: <ol style="list-style-type: none"> <li>1. Zebras communicate with body language</li> <li>2. At 18 to 24 months old, female zebras join another stallion's herd</li> <li>3. Zebras can run up to 35 miles per hour</li> </ol>	<b>110.14 (13) B.</b> draw conclusions and from the facts in text and support those assertions with textual evidence <b>112.13 (9) C.</b> compare and give examples of how organisms depend on each other and on their environments <b>110.11 (1) F and G.</b> hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of a book (e.g., front and back cover, title page).
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Milia's Big Day</i></li> <li>• Laptop and projector</li> <li>• Paper to run copies of color sheets</li> <li>• Markers</li> </ul> TOTAL	\$10.78
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduction: Warm up Song/Welcome song: <a href="#">Hands Go Up</a>  <i>Tune: Twinkle Twinkle Little Star</i>            Hands go up and hands go down,            I can turn around and round.            I can jump upon two shoes.            I can listen; so can you.            I can sit.            I'll show you how.            Story time is starting now.</li> <li>2. Before reading show children the book <i>Milia's Big Day</i>. Identify the front cover and show them the title, author, and illustrator, title page and dedication. Show them the back cover and spine. Explain that the spine keeps the books shape. Explain why it is important to take care of books.</li> <li>3. FWL announcements/advertisements</li> <li>4. Read book _ <i>Milia's Big Day</i> <ol style="list-style-type: none"> <li>A. P. 1 Notice each page has a shadow of zebra and a fact about the zebra is written in the</li> </ol> </li> </ol>	

shadow. The story is written at the top of the page.

- B. P.1 How did Milia know she was grown up? What is a herd? What is an adult male called? What is a mare? What are foals?
- C. P. 3 What do we know about Damali?
- D. P. 5 Why did Erasto have to fight? How do zebras communicate?
- E. P. 7 What part of their bodies do zebras use to fight?
- F. P. 9 What does a zebra do when she is 18-24 months old?
- G. P. 11 How do zebras take care of the herd at rest time?
- H. P. 13 Why did Milia wake the herd?
- I. P. 15 Why would the zebra be worried that baby Alto was missing?
- J. P. 17 Where did Erasto find baby Alto?
- K. P. 17 What are zebras' stripes like?
- L. P. 19 What do zebras spend most of their time doing?
- M. P. 21 Why do zebras stay near watering holes?
- N. P. 23 Did Milia have a good day? Why?
5. Show YouTube video of Zebra song: <https://www.youtube.com/watch?v=kCcFllt-xdm> and <https://www.youtube.com/watch?vhE35B4KyDiQ> (If these do not pull up the video, type in songs about zebras and pull up The Stripy Zebra/Zebra song and the Zebra song. Warn the kids the singers have accents and pronounce Zebra as Zěbra.)

**Activity:**

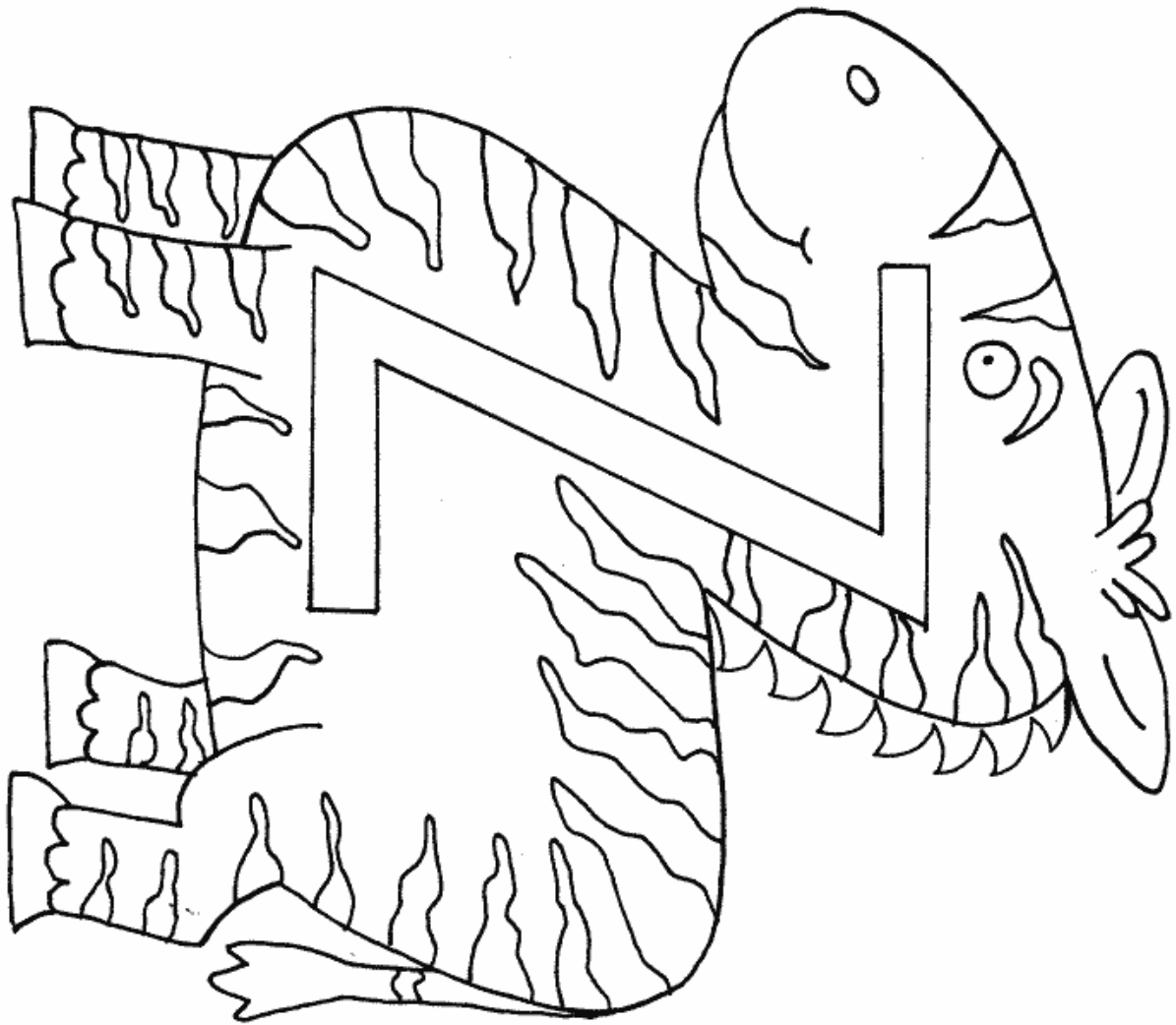
Attached to this program are two worksheets children can color. One has a "Z" on the zebra and can be used to teach the letter of the alphabet and its sound. The other already has the black stripes colored. This sheet could be cut up into puzzle pieces and used as a puzzle.

Play Milia Says. It is Simon Says except you say Milia Says. One child (it) stands in front of the group and faces the other children. It gives instructions such as "Milia says touch your nose." All children touch their noses. If "it" gives an instruction without saying Milia says, such as "turn around" then the person who follows the instruction becomes it. You are only to follow the instruction if it is preceded by Milia says.

**Questions/Talking Points/Discussion/Modeling**

- What do you know about zebras?
- Which animals are like zebras?
- Which country is home to the zebra?
- Zebras are herbivores. Do you know what that means?
- Which animal stalks the zebra?
- Do you think it is better for a zebra to live on the savannah in Africa or in a zoo in the United States?
- Name three ways zebras depend on each other.
- Name three facts about zebras.

**Submitted by** Charlene Hymel







## FWL Program Plan Template

Program Title	Age Group (circle one)
Rain, Rain, Don't Go Away!	PreK    K-2 <sup>nd</sup> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Preschoolers will learn about weather as they experiment with making indoor clouds and rain.	
Learning Objective	Correlating PK Standards
<p>TLW demonstrate rain falling from "clouds".</p> <p>TLW discuss the appearance of clouds and describe how they change</p> <p>TLW discuss and predict what might happen regarding characters and actions in a read aloud book.</p>	<p><b>VI.C.2.</b> Child identifies, observes, and discusses objects in the sky.</p> <p><b>VI.B.3.</b> Child recognizes, observes, and discusses the relationship of organisms to their environments.</p> <p><b>VI.C.3.</b> Child observes and describes what happens during changes in the earth and sky.</p> <p><b>III.D.3.</b> Child asks and answers appropriate questions about the book.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Bring the Rain to Kapiti Plain</i> by Verna Aardema</li> <li>• 5 deep plastic containers</li> <li>• 1 water pitcher</li> <li>• 5 cans of sensitive skin shaving cream</li> <li>• 5 bottles of blue food coloring</li> <li>• 5 tables</li> <li>• Paper towels</li> <li>• 25 sets of Types of Clouds Template</li> <li>• 1 large bag of Extra Large Cotton balls</li> <li>• 1 package of blue construction paper</li> <li>• Glue sticks</li> <li>• Variety of Washable markers</li> <li>TOTAL</li> </ul>	\$150
Program Outline	
<p>1. Introduction</p> <p style="margin-left: 20px;">a. song- "Oh When the Clouds Go Floating By" (to the tune of "When the Saints Come Marching In" (source: <a href="#">click here</a>)</p> <p style="margin-left: 40px;">Oh when the clouds go floating by Oh when the clouds go floating by I classify three types of families Cirrus, Stratus, Cumulus</p> <p style="margin-left: 40px;">Oh cirrus clouds are high and thin Oh cirrus clouds are high and thin They look like commas or a feather Often meaning fair weather</p> <p style="margin-left: 40px;">Oh stratus clouds are low and layered Oh stratus clouds are low and layered They seem to be a blanket of gray</p>	

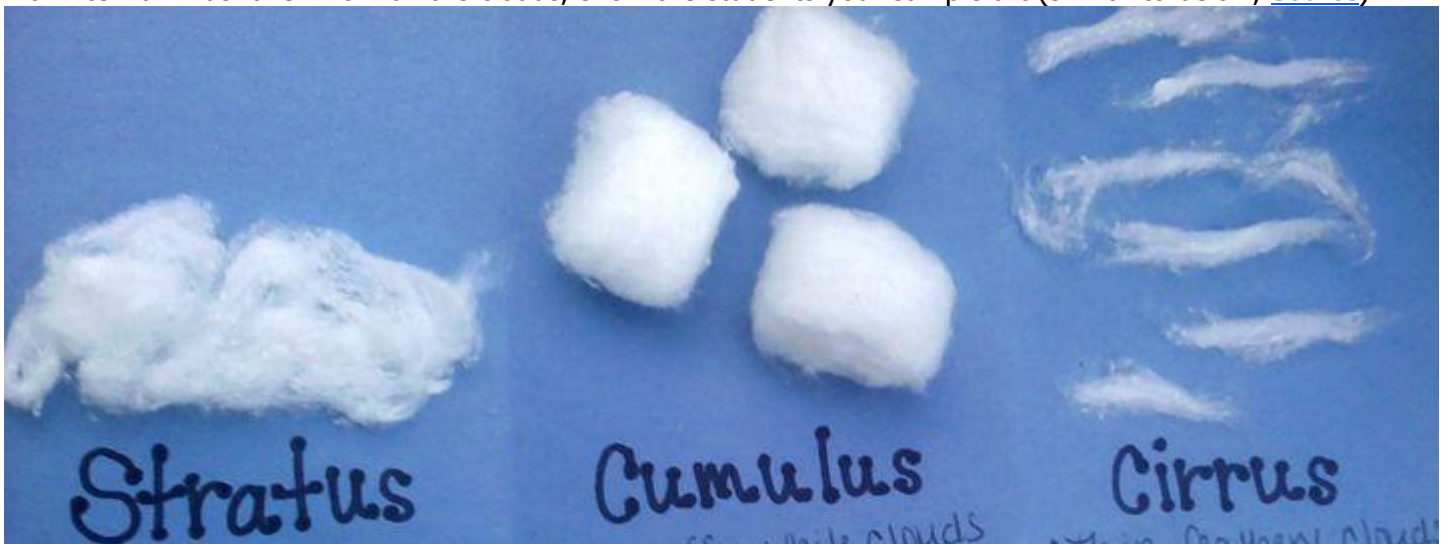
To say it just might storm today  
 Oh cumulus are high and fluffy  
 Oh cumulus are high and fluffy  
 They look like heaps of cotton candy  
 Outside the sun is oh so dandy!

- b. FWL announcements/advertisements
  - c. Learning Objective: "Today we are learning about clouds!"
2. Book- *Bring the Rain to Kapiti Plain* - Throughout reading- ask audience to physical act-out text and encourage discussion.  
 Suggestions are below:
- a. Pp 3-4: Ask audience to imitate rain (wiggly fingers falling down to the ground), sea of grass (wave arms slowly back and forth like ocean waves), resting wild creatures (lay their heads down and close their eyes)
  - b. Pp. 5-6: Tell me what you see when you look at the cloud? (gray color, round edges, big, etc.);Name the animals you see. (cranes, antelope, ostrich, leopard, etc.)
  - c. PP.7-8: Ask audience imitate dry grass- stand up and slump body forward, let your arms hang down limp and lifeless
  - d. Pp 9-10: Ask audience to imitate the cows- slowly walking/crawling on all fours with tongues hanging out and mooing
  - e. PP 11-12. Ask audience to imitate Ki-pat- stand on one leg with one hand on your chin like you are thinking
  - f. Pp 13-14: What is in front of the eagle? (feather), Where did the feather come from? (it fell off the eagle), Do you have feathers? (no)
  - g. Pp 15-16: Tell me what Ki-Pat sees. Can you sit like him (cross-legged)? What is he holding?
  - h. PP. 17-18: Have you seen something like this before? Any ideas on what it might be? (a bow), How do you use an arrow and a bow together? Can you imitate Ki-Pat and put your arrow on your bow? What might happen next?
  - i. PP. 19-20 Tell me what Ki-Pat is doing. (aiming his bow at the cloud) Ask audience to imitate Ki-Pat aiming and shooting his arrow at the sky. Where are the lighting and raindrops coming from? (the cloud). Have you seen lighting before? Have you heard thunder before? Let's make thunder by stomping our feet! Is this real? Can you shoot an arrow into a cloud to make it rain? When you hear thunder and see lightning what might be falling from the clouds? (rain).
  - j. Pp. 21-22 Ask audience to imitate rain falling by wiggling their fingers down to the ground. How will the cows feel when it rains? (happy) What will they do? (drink the rain)
  - k. PP 23-24 Tell me what's different about the grass? (the color is green again)
  - l. PP 25-26 How does Ki-Pat feel? (happy) What makes him feel happy at the end of the book? (the grass is green so the cows can eat)
3. Hands-on science activity- ask the audience to move to the tables to make rain clouds!
- a. On tables, ask adults to help you pour about 3-4 inches of water (from the pitcher) into each of the 5 shallow containers and then staff walks to each table to make a shaving cream cloud on top of the water. Explain to the audience that you are making cumulus clouds with shaving cream. Cumulus clouds are puffy clouds that can turn into thunderstorms. We are going to add blue food coloring drop by drop to symbolize water droplets. In the water cycle, more and more water droplets fill up a cloud until they become heavy enough to fall. As you add more food coloring "rain drops" watch what happens. DURING the experiment: ask children to take turns adding food coloring drops to the shared "Cumulus cloud." Discussion questions: What do you see/observe? How is this experiment similar to clouds when it rains? Where do the food coloring/rain droplets go when you drop them in the cup?

What happens to the cloud when there are too many rain droplets?  
Will look similar to this (but in a different container):



4. Art: After rain has fallen from all the clouds, show the students your sample art (similar to below, [Source](#)):



5. Clear away shaving cream, food coloring and containers. Bring out markers, glue sticks, cotton balls and blue construction paper.
6. Tell the audience that they will be making a cloud poster. You can make a poster like mine or you can make a poster of whatever clouds you like. You might say to the audience as you point out the different types of clouds:
  - a. Stratus clouds are flat dark and gray. They might bring rain. (Demonstrate how make stratus clouds by lightly stretching a cotton ball then gluing it to the paper and finally coloring it lightly with a black or gray marker)
  - b. Cumulus clouds are fluffy. If they turn dark gray there might be a thunderstorm. (Demonstrate how to make cumulus clouds by gluing unaltered cotton balls directly to the paper)
  - c. Cirrus clouds are stretched out and thin. If you see cirrus clouds it probably a nice day with no rain. (Demonstrate how to create cirrus clouds by pulling small pieces cotton off the main cotton ball and stretching them out into thin lines. Show them how to glue them on the paper.)
  - d. Discussion starters during art: (Ask these questions to let the children think and share with their own ideas before you share the scientific answers.)
    - The dark gray clouds might bring what? (rain)

- What makes clouds move? (They can be moved by air currents, winds or get streams.)
- Are real clouds made of cotton balls? If not, what could they be made of. (Water droplets or ice)
- What type of cloud helped bring rain to the Kapiti plain? (Cumulus because it was a thunderstorm)
- Do you think you could walk on clouds?
- Why are clouds white? (They reflect the light of the sun)
- Why do the animals need the rain? (They get water to drink and the grass grows so they can eat)

**Submitted by:** Lee

## FWL Program Plan Template

Program Title	Age Group (circle one)
Yoga for Littles	PreK    K-2nd    3rd-5th    6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
This program provides a gentle introduction to yoga for preschoolers and parents. You'll learn simple poses for energizing in the morning and calming before bedtime.	
Learning Objective	Correlating PK Standards
TLW demonstrate modeled yoga exercises. TLW name upper and lower case letters as they appear in <i>The ABCs of Yoga for Kids</i> .	<b>VI.D.3.</b> Child identifies good habits of nutrition and exercise. <b>III.C.1.</b> Child names at least 20 upper and at least 20 lower case letters.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li><i>The ABCs of Yoga for Kids</i> by Teresa Power</li> <li>Laptop</li> <li>Portable projection screen</li> <li>Projector</li> <li>Space for projection</li> <li>TOTAL</li> </ul>	\$0 (all materials are already owned)
Program Outline	
<ol style="list-style-type: none"> <li>Welcome and WR commercial</li> <li>Introduce the topic: Yoga for Littles. Tell the audience "Today we are going to learn some simple yoga poses you can practice at home. We will begin with a warm-up song." <ol style="list-style-type: none"> <li><b>Starting the Day</b> (<a href="#">Source</a>) modified lyrics: Merrily we start the day Start the day, start the day. Merrily we start the day All of us here today!</li> </ol> </li> <li>Next do warm-up stretches as you tell the audience these facts about yoga (<a href="#">source</a>): <ol style="list-style-type: none"> <li>The American Academy of Pediatrics and The National Association of the Education for Young Children recommend that children participate in activities that support the whole child which is what yoga is about.</li> <li><b>Yoga teaches us about our bodies.</b> (Stretch: from a seated position, slowly raise both arms above your head and lower them gently.) We learn how to move with ease and develop strength as well as flexibility.</li> <li><b>Yoga teaches us how to use our energy more effectively.</b> (Stretch: from a seated position, breathe forcefully and then gently out of your nose) We learn how to be aware of our energy so that we can feel more relaxed, focused and motivated.</li> <li><b>Yoga teaches us how to quiet the mind.</b> (Stretch: from a seated position, stretch both legs out in front of you and lean forward, stretching your arms over them) We practice being still which will help us pay attention and make thoughtful decisions.</li> <li><b>Yoga teaches us about balance and how to be the "boss" of our bodies.</b> (Stretch:</li> </ol> </li> </ol>	

stand up, spread feet to shoulder-width apart stance, and place hands on your hips [super-hero pose]) Physically we increase our ability to create balance because we learn to listen to our bodies when they tell us a position is too difficult or is painful. If any of the positions we try today are not right for you, it is okay! You can change the position to a position you are more comfortable in. DO NOT attempt anything that is painful!

- f. **Yoga teaches us to take care of ourselves.** (Stretch: from standing, hug yourself by wrapping both your arms around your chest, hold for 3 counts of breathe through your nose then switch so that opposite arm is on top, hold for 3 counts) Yoga is a type of physical exercise which helps us move our bodies and feel healthy. When we practice yoga we are showing our body love!
4. Read the book (*The ABCs of Yoga for Kids*) while simultaneously displaying graphics (on the projection screen) for each yoga pose as described in book:
  - a. For each letter:
    - i. Point to the letter in the book and ask audience to name the letter. Use "uppercase" and "lowercase" as part of your vocabulary when pointing out each letter.
  - b. Model the positions as they are in described in the poems.

Example: Bb- Bird

"High on my tiptoes,  
I am a bird preparing to fly.  
Flapping my wings repeatedly,  
I give flying a try!"

Questions and statements that could be presented during the program:

1. Airplane- What could you see as your fly around the sky? (Birds, clouds, etc.)
2. Bird-(Energizing pose) Where do you land when you are outside? (A tree, the sidewalk, on mommy!)
3. Cat- Who has a cat at home? How many legs does a cat have?
4. Dinosaur-(Energizing pose) Name a dinosaur that has 2 legs, short arms, and loves to roar? (tyrannosaurus rex)
5. Elephant- Where might an elephant go for a stroll?
6. Flamingo- What parts of the flamingo's body are long? (beak, neck, legs)
7. Grasshopper- Which part of the grasshopper's body do they use to jump? (legs, wings)
8. Happy baby-(Calming pose) What sounds do babies make when they are in this position? What have you seen a baby do with their feet?
9. Inhale- Inhale means to bring air into your nose, exhale means to send air out of your nose. When we breathe through our nose we keep our mouths closed.
10. Jack-in-the Box- Ask caregivers to turn a pretend handle on the side of their child (while child is in jack-in-the-box pose) as they count to 3 when kids pick up their heads, caregivers can tickle
11. Knot-(Calming pose) Where have you seen knots?
12. Lion-(Energizing pose) Point to your shins and point to your thighs.
13. Mouse-(Calming pose) Tell us what sounds a mouse makes.
14. New Pose- Ask children to come up with a new pose and have their adult imitate them!
15. Otter- Fun fact- Otter's homes are called couches!
16. Pretzel- Raise your hand if you like to eat pretzels. Ask caregivers to take pretend bites of their children in pretzel position (i.e. place hands up by their mouth, lean close to child and tickle)

17. Queen- The queen (and king) are holding still so their crown stays on their head
  18. Rag doll- If it feels good slowly and gently sway your arms left and right
  19. Shark- Fun fact: The dorsal fin is the fin on the top of the shark's body and the fins on the side are called pectoral fins.
  20. Turtle- What does a turtle do when it is scared?
  21. Unicorn- Which part of your body is making the horn? What sound do you think a unicorn would make?
  22. Volcano- Name the liquid that comes out of a volcano when it erupts. (Lava)
  23. Windmill- What does a windmill look like? A giant pinwheel
  24. X- Ask caregivers to trace their child's arms in the X position
  25. Yoga- Our bodies are making the letter Y- y for yoga
  26. Zero- Ask caregivers to face their child(ren) and make the zero pose. Then bring arms down from over their heads and open their arms for a hug!
5. At the end of the book, ask participants to check out some of the yoga for kids books that are on display so they can practice at home!
    - a. Ask how they feel. Tired? Energized? Ready to learn more poses?

Additional book suggestions:

- You are a Lion by Tae-eun Yoo
- My Daddy is a Pretzel by Baron Baptise
- Good Night Yoga by Mariam Gates (great for an evening program)

**Submitted by:** Lee



## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Stranger in the Woods	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
What happens to the animals in the winter? Who feeds them? Would you like to find out how two children help feed the animals in the woods during the winter? Join us and to find out.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW demonstrate the correct way to hold and read a book.</p> <p>TLW identify different parts of a book.</p> <p>TLW identify alliteration and personification when it is present during the reading.</p> <p>TLW distinguish the use of photography for illustrating a book vs. drawings.</p> <p>TLW evaluate the need to feed animals during the winter.</p>	<p><b>K.110.11 (b) 1.F-G.</b> Students understand how English is written and printed. Students are expected to hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of the book (e.g., front and back covers, title page)</p> <p><b>2.110.13 (3) A.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshowing to make and confirm predictions.</p> <p><b>2.110.13 (11)</b> Students understand, make inferences and draw conclusions about how the author's sensory language creates imager in literary text and provide evidence from text to support their understanding.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Stranger in the Woods</i> by Carl R. Sams II and Jean Stoick</li> <li>• Construction paper</li> <li>• Copy paper</li> <li>• Crayons</li> <li>• Glue sticks</li> <li>• Scissors</li> <li>• Die-cut shapes for snow men, trees, small animals, deer</li> <li>• Pictures cut from magazines of winter, animals, nature</li> </ul> <p>TOTAL</p>	<p>\$30.95</p>
Program Outline	

1. Introduction: Warm up Song/Welcome song: [Hands Go Up](#)

*Tune: Twinkle Twinkle Little Star*

Hands go up and hands go down,  
I can turn around and round.  
I can jump upon two shoes.  
I can listen; so can you.  
I can sit.  
I'll show you how.  
Story time is starting now.

2. Library announcements

3. Hold up *Stranger in the Woods*. Have children identify parts of the book: front and back cover, spine, title page, dedication page. Have children name author and illustrator. This book is a "photographic fantasy". What does that mean? Who is the photographer?

4. Flip through the book showing children how the book is illustrated with photographs rather than drawings.

5. Read *Stranger in the Woods*. Point out the figurative language as you go through the book.

- P. 1 Notice the beautiful language the author uses "twisting twirling dance through the air" is alliteration it has repeated "t" sound. Also, the author has used personification. That means the author gave non-living things human characteristics. Snowflakes can't dance or twist, twigs on trees don't wear coats, and daybreak doesn't stretch. However, doesn't the author make it seem like they do? Can't you picture a snowflake dancing, a twig in a coat and daybreak stretching?
- Pp. 3-4 We have more personification.. Making birds and deer talk. Look at the beautiful picture of the bluejay and the deer.
- pp. 5-6 The last 3pages have "Stranger in the Woods!" written in large letters. Why do you think that is? Who do you think the stranger will be? Look at the owl. Doesn't it feel as if he is staring at you?
- pp. 7-8 Personification – what is it? The mourning dove said to follow the trail. Point out trail on p. 8
- pp. 9-10 Who is asking questions? Who answered? What did he say?
- pp. 11-12 What did the buck say?
- pp. 13-14 Who is talking? Can they really talk? What do we call it when animals talk?
- pp. 15-16 Point out pictures and personification
- pp. 17-18 Point out pictures and personification
- pp. 19-20 Which animals volunteered to go look and see who the stranger is?
- pp. 21-22 Now who wants to go? What reasons do the deer and cardinal give to convince others that they should go?
- pp. 23-24 The cardinal and the deer go together. Who is the stranger?
- pp. 25-26 Who was already there?
- pp. 27-28 What did the chickadee discover?
- pp. 29-30 Look at beautiful picture
- pp. 31-32 What did the doe find to eat?
- pp. 33-34 Do you think the fawn could be right? Could there be more than one stranger?
- pp. 35-36 All the animals leave. What are the red things in the picture?
- pp. 37-38 Who are the other strangers? What do they do?
- pp. 39-40 How long does the boy plan on feeding the animal? Why do you think he does it?
- Do you think this is a true story? Read the back flap on the book cover. Share with the

children.

**Activities:**

- Using construction paper, die-cut shapes, pictures from magazines, crayons let the children make nature pictures or collages.
- Sing Frosty the Snow Man, words on next page.
- Let children color the color sheets or cut out pictures to use in the collage or picture.
- Using die-cut circles, let children make snowmen. Glue circles on to construction paper to make body, cut nose out of orange paper, cut hat, gloves, scarf out of other colors.

**Questions/Talking Points/Discussion/Modeling**

- This book has won 19 awards since it was published in 2000. Why do you think it has won so many awards?
- What kind of award would you give it?
- Why do you think this book received the 2004 National Humane Society KIND Award?
- Would you like to visit the snowman and wait to see the animals come for food?
- How can you feed the wild animals where you live?
- Do you think we should feed the animals in the winter? What about the summer?

**Submitted by** Charlene Hymel

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Poetry with a Capital "P"	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Words do amazing things. They paint pictures, cause emotions, make us want to sing and dance. Join us as we read and write poems.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW demonstrate holding a book correctly and reading from left to right, top to bottom</p> <p>TLW define poetry</p> <p>TLW use rhymes to write a poem</p> <p>TLW explain how colors, weather, nature and other forms can express feeling in poetry</p> <p>TLW explain the rhythm of a poem</p>	<p><b>K.110.11 (1) F and G</b> Students understand how English is written and printed. Students are expected to hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of a book (e.g., front and back covers, title page)</p> <p><b>K.110.11 (7)</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry by identifying a regular beat and similarities in word sound.</p> <p><b>1.110.12 (8)</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Student are expected to describe rhyme, rhythm, and alliteration in poetry.</p> <p><b>2.110.13 (7)</b> Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Shout: Little Poems that Roar</i> by Broad Bagert</li> <li>• Recommended for display: <i>Beastly Verse</i> by Johee Yoon</li> <li>• PWP with Poetry Definition (if no PWP) use Post-it note pad Refer to page 5 anchor chart</li> <li>• Markers</li> <li>• Copy paper for making "I See" handouts p.4</li> <li>• Pencils</li> <li>TOTAL</li> </ul>	\$44.46
Program Outline	

1. Welcome song: The More We Get Together  
The more we get together, together, together  
The more we get together the more we will read;  
Because your friends are my friends and my friends are your friends.  
The more we get together the more we will read.
2. Hold *Shout: Little Poems that Roar* up and show the book to the children. Ask the children to identify front and back cover, spine, title page as you point to them. Ask the children why it is important to take care of books and how these parts of the book help us take care of the book. Ask one child to open the book and demonstrate how our eyes move as we read (help child, if necessary)
3. Define poems as a collection of words that express an emotion or idea, sometimes with a specific rhythm.
4. Define rhythm as regular repeated sounds, beats, movement, sounds, and activities. Demonstrate by singing:  
Head, Shoulder (1X), Knees and Toes (2X) (touch the part of the body as you say the word)  
Head, Shoulder (1X), Knees and Toes (2X)  
Eyes and Ears (1X), Nose and Mouth (2X)  
Head, Shoulder (1X), Knees and Toes (2x)
5. Read three poems from *Shout: Little Poems that Roar*. Ask children to listen carefully because you are going to ask them to their favorite poem "Shout," "Taking Turns," "Quack," or "Two plus Two is Twenty-Three". After each poem ask:
  - Did you like that poem?
  - How were the words used?
  - Did you hear words that rhyme?
  - Was there a rhythm?
  - Did the words help you see a picture in your head as the poem was read?
  - Which poem was your favorite?

#### Activities:

- Show the children the anchor chart (example on p. 4). Help them create an anchor chart for their favorite poem using chart paper. On the anchor chart list words that rhyme (give definition and use prepared anchor chart as example). Do the same for Rhythm, repetition, onomatopoeia, and alliteration (give the definition then state if it was in the poem. You may have to reread parts of the poem.
- Have the students work in pairs. Help them pair up. Define and review the 5 senses: sight, hearing, taste, smell, and touch. Give each child a copy of the Sensory Worksheet. Allow the children to look around, talk, and walk around as they look for one particular item to use in a poem. Have them fill in the Sensory Worksheet about this item. Then have them write a poem about the item they chose. You can model a poem on chart paper using one child's Sensory Worksheet. If children are able, have them peer edit one another's work and help with revisions. Poems can be written on a clean sheet of paper when done. Children can read their poems to the group.

#### Questions/Talking Points/Discussion/Modeling

- Do you like listening to poems?
- What do you think about when you hear poems read aloud?
- Why do you think poets like to rhyme words?
- Are there only funny poems?
- Do poems have to be famous to be good? Why or why not?
- Do you like to play with words? Write poetry?

**Submitted by** Minerva Gates

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
<i>Cloudy With a Chance of Meatballs</i>	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
What would you think if food fell from the sky? Would that be a good thing? Learn how the people in Chewandswallow handled the problem of too much food.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW retell the story using correct sequence.</p> <p>TLW compare and contrast their city with Chewandswallow.</p> <p>TLW describe the characteristics of the main characters in <i>Cloudy with a Chance of Meatballs</i>.</p>	<p><b>K.110.11 (8) A and B.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to retell a main event from a story read aloud; and describe characters in a story and the reasons for their actions.</p> <p><b>1.110.12 (9) A and B.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events and describe characters in a story and the reasons for their actions and feelings.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Cloudy with a Chance of Meatballs</i> by Judi Barrett</li> <li>• Books recommended for display: <i>Animals Should Definitely Not Wear Clothing</i> by J. Barrett, <i>Grandpa's Cloudy with a Chance of Meatballs Cookbook</i> by J. Barrett, <i>The Marshmallow Incident</i> by J. Barrett, <i>Benjamin's 365 Birthdays</i> by J. Barrett (these books can be used for compare/contrast writing of books written by the same author)</li> <li>• Markers, pencils, crayons</li> <li>• Bad weather bulletin board pattern sheets</li> <li>• Umbrella coloring sheet</li> <li>• Umbrella cut out and real umbrella</li> <li>TOTAL</li> </ul>	\$6.48
Program Outline	

1. Welcoming Song: The More We Get Together  
 The more we get together, together, together  
 The more we get together the more we will read;  
 Because your friends are my friends and my friends are your friends.  
 The more we get together the more we will read.
2. Have children look at *Cloudy with a Chance of Meatballs*' cover and predict what the story will be about.
3. Read *Cloudy with a Chance of Meatballs*. Ask questions as you read:
  - p. 1 What was special about Saturday morning?
  - pp. 2-3 What landed on Henry's head?
  - pp. 4-5 Is Chewandswallow a real town? Where did it come from?
  - pp. 6-7 How was Chewandswallow different from other towns?
  - pp. 8-9 What was the weather like in Chewandswallow?
  - pp. 10-11 How did the people in Chewandswallow prepare for the weather?
  - pp. 13-14 What did the Sanitation Department do with all the extra food?
  - pp. 15-20 What happened when the weather took a turn for the worse? Describe the weather.
  - pp. 21-22 Why did the Sanitation Department give up trying to clean? What did the people decide they needed to do?
  - pp. 23-24 How did the people leave Chewandswallow?
  - p. 26 What did the people have to get used to in their new town?
  - pp. 27-28 How did the children feel the day after Grandpa told them the story of Chewandswallow?
4. Show students a visual of an umbrella and a real umbrella and ask "Which one would be used in real life?"

#### Activities:

- Divide children into two groups and give them chart paper and markers. Group 1 will discuss and write what in the story is comparable to the town they live in. Group 2 will discuss and write what in the story is different or contrasts with the town they live in. Give them time to discuss as a group and write their thoughts on chart paper. Tell them the group with the longest list wins. Have stickers available for the winning group. (Before this activity define contrast, differences among things, and compare, similarities among things.)
  - Have children pick umbrella coloring sheets. On the back of the coloring sheet have children write an original story about food and their town. Instead of meatballs, what food will they use? Once their stories are finished, children can color their umbrella. (Due to the ages of the students, they may draw a picture of food.)
5. Good-bye song: It is time to say Good-Bye  
 It is time to say good-bye to all our friends (2X; hand motions- clap your hands, pat your legs)  
 It is time to say good-bye give a smile (hand motions-use index fingers to show a smile)  
 It is time to say goodbye to all our friends- wave Adios/Good-bye friends (hand motions-waving good-bye)  
 Give me a yeehaw! (hand motion- pulling the chain of a train)
  6. Thank children for their active participation.

#### Questions/Talking Points/Discussion/Modeling

- Describe Grandpa. Include what he likes to do and tell how you know.
- What happened at the beginning of this story, in the middle and in the end?
- Would you like your food to fall from the sky?
- Do you think there were any hungry people in Chewandswallow?

- |  |
|--|
| <ul style="list-style-type: none"><li>• What was the problem in this story? How was it solved?</li></ul> |
| <b>Submitted by</b> Minerva Gates  |



## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Let's Play Ball	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Children love to play ball – girls and boys. Learn about one girl's day of glory. Learn what is fun to do after school. Let's play ball!	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW demonstrate the correct way to hold and read a book.</p> <p>TLW identify different parts of a book.</p> <p>TLW distinguish between fiction and historical fiction.</p> <p>TLW be introduced to Josh Gibson through historical fiction.</p>	<p><b>K.110.11 (b) 1.F-G.</b> Students understand how English is written and printed. Students are expected to hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of the book (e.g., front and back covers, title page)</p> <p><b>2.110.13 (13)</b> Student analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li><i>Just Like Josh Gibson</i></li> <li><i>Fall Ball</i></li> <li>Copy paper to run coloring sheets</li> <li>Markers</li> <li>TOTAL</li> </ul>	     \$10.78
Program Outline	
<ol style="list-style-type: none"> <li>Hold up <i>Just Like Josh Gibson</i> and <i>Fall Ball</i>. One at a time have the children identify the front and back cover, the spine, the title page, the author and the illustrator. Do both books have dedication pages? Which one does? (<i>Just Like Josh Gibson</i>). Explain to the children the importance of taking care of books.</li> <li>Library announcements</li> <li>Tell the children to look at the covers carefully. They are going to hear both books today. They are very different – one is fiction and one is historical fiction. Children will be asked which book they liked best and give their reason.</li> <li>First, read <i>Fall Ball</i>. Ask questions as you read.               <ul style="list-style-type: none"> <li>p. 2 What can you tell me about fall?</li> <li>p. 4 Do you think all children want to play when they get home from school? What do you think these children want to play?</li> <li>pp. 5-8 Look at the picture do you think the bus is going fast?</li> <li>p. 10 Look at this picture. Does it give us a clue about what the children will play?</li> <li>p. 11 What are they going to play? How do you know?</li> </ul> </li> </ol>	

- p. 12 Is Jimmy going to play football? What is he going to do? Who is bothering him?
- p. 18-22 What does Sparky do?
- p. 23 How do the children know it is time to go home?
- p. 26-30 What is good about going home?

5. Now read *Just Like Josh Gibson*. Ask questions as you read

- Look at the picture on the dedication page. Do you think this story takes place in the city or in the country?
- pp. 1-2 What is on the table? What is grandma's story going to be about?
- pp. 3-6 Josh Gibson played baseball on the Negro Leagues in the 1940s. At that time white and black men did not play baseball together. Josh Gibson was a great player. He could play as well as Babe Ruth, some say he could play better. So, what do they mean when they say Josh Gibson hit a ball so hard in Pittsburgh that it didn't come down until the next day in Philadelphia? Is this possible or an exaggeration?
- pp. 7-8 When grandma was born, her papa brought her a Louisville slugger. What is a Louisville slugger? What does it tell us about grandma's papa that he would bring his new baby daughter a baseball bat? (He loves baseball)
- pp. 9-10 What did Grandma and her papa do early in the morning?
- pp. 11-12 Grandma was a girl in the 1940s and they weren't allowed to play baseball with the boys. Not many girls played baseball at all.
- pp. 13-14 When did grandma get to play ball?
- Pp. 15-16 When grandma played ball, who did she think she was? Why do you think she thought that?
- pp. 17-18 What do you think will happen now?
- pp. 19-20 Why did the team look to grandma?
- pp. 21-26 Look at each page carefully. What is happening? How do the children's do faces look?
- How does grandma end her story? Does it sound like she still likes baseball?

Activities:

- Discuss favorite sports. Do an informal survey (hands up) to determine which sport is most popular among the group.
- Discuss favorite sports players.
- Play Duck, Duck, Goose. Have students sit in a circle. Choose one student to be the goose. She/he walks around the circle touching each child on the head saying "duck". When she/he says "goose", that child stands up and races around the circle trying to get back to her/his spot. The child who was the goose races also trying to take the spot. Whoever reaches the spot first, sits and the loser becomes the goose. (This is a chance to show your running skill. Are you as fast as an athlete?)
- Baseball and football coloring sheets attached to this program. Can be run for the children.

### Questions/Talking Points/Discussion/Modeling

- Which book did you like best? Why?
- *Just Like Josh Gibson* is historical fiction. It includes information about a real player. In a book like this you learn some history as well as enjoying a story. What part of this story was real?
- *Fall Ball* is just fiction. It tells story for enjoyment. None of it is real. Did it seem like it could be real? Why?
- There are people who feel girls should be allowed to play sports with boys even in the major leagues. What do you think about that?
- Do you think that girls may someday play sports with boys on major leagues? Remember no one

thought black men and white men would play on a team together.

**Submitted by:** Charlene Hymel

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Two Bad Ants	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Have you ever been on a field trip and left the group? Have you ever been lost because you disobeyed? Hear what happens to two bad ants when they don't follow instructions.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW identify parts of a book.</p> <p>TLW predict the location of the ants using picture and textual clues.</p> <p>TLW retell the story using proper sequence.</p> <p>TLW write a descriptive piece from the view point of an ant who ended up in a bedroom instead of the kitchen.</p>	<p><b>K.110.11 (1) F and G.</b> Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of a book (e.g., front and back cover, title page).</p> <p><b>1.110.12 (9) A.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence to support their understanding. Students describe the plot (problem and solution) and retell a story's beginning, middle and end with attention to sequence of events.</p> <p><b>2.110.113 (18) A.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to write brief stories that include a beginning, a middle and an end.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Two Bad Ants</i> by Chris Van Allsburg</li> <li>• Lined paper for writing</li> <li>• Pencils</li> <li>• Copy paper for color sheets and drawing</li> <li>• Crayons or markers</li> </ul> <p>TOTAL</p>	<p>\$10.95</p>
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduction: Warm up Song/Welcome song: <a href="#">Hands Go Up</a>  <i>Tune: Twinkle Twinkle Little Star</i>  <p>Hands go up and hands go down,  I can turn around and round.  I can jump upon two shoes.  I can listen; so can you.  I can sit.  I'll show you how.  Story time is starting now.</p> </li> <li>2. Library announcements</li> <li>3. Hold up <i>Two Bad Ants</i> have children identify the parts of the book: front and back cover, spine, title</li> </ol>	

page. Have the students identify the author, dedication page, and the correct way to hold and read a book. Explain the importance of taking care of books.

4. Read *Two Bad Ants*. Ask questions as you read:

- Pp 4-5 What are the tunnels of the ant world? What do you think the delicious crystal is? Look at pictures. An ant is entering a tunnel, and the queen is eating
- Pp 6-7 Where is the scout leading them? What is the forest?
- Pp 8-11 What are some of the dangers the ants encounter? Listen for spiders, dew falls on them, firefly passes overhead, they reach a mountain, wind. Look at the picture. What is the mountain?
- P. 12 where are they?
- Pp. 13-14 What are the crystals? What tells you on p. 14?
- P. 15 Why did the two small ants decide to stay?
- PP 16-17 What just happened to the ants?
- P. 19 What is the "terrible, bitter water"?
- P. 20 If the ants had gone into the cave, where would they have been?
- P. 21 What is the huge round disk?
- P. 22 Where are the ants now?
- Pp. 24-25 Where are the ants now?
- Pp. 26-27 Where does the force of the water take them?
- Pp. 28-29 Where are they now? Where do they land?
- Pp. 30-31 When the ants returned, how did the two little ants feel?

5. Was it easy to tell where the ants were by looking at the picture?

6. Do you think you could have understood this book without the words? Did the words help?

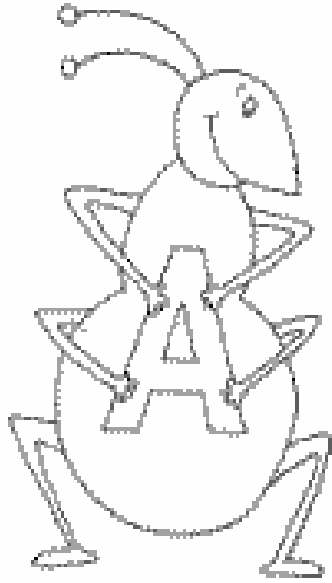
Activities:

- Children can color color sheets
- Have children line up and march around the room as you sing *The Ants Go Marching By*. Children will not know all of the lyrics, but they will catch on to the refrain quickly.
- Give children a pencil and piece of copy paper. Let them study the drawings in Van Allsburg's book and try to copy his or draw an original.
- Give children a paper and have them write a descriptive paragraph about another ant who ended up in the bedroom rather than the kitchen. What did this ant encounter? They can have several encounters or just one. Allow them to illustrate their encounter if they wish.

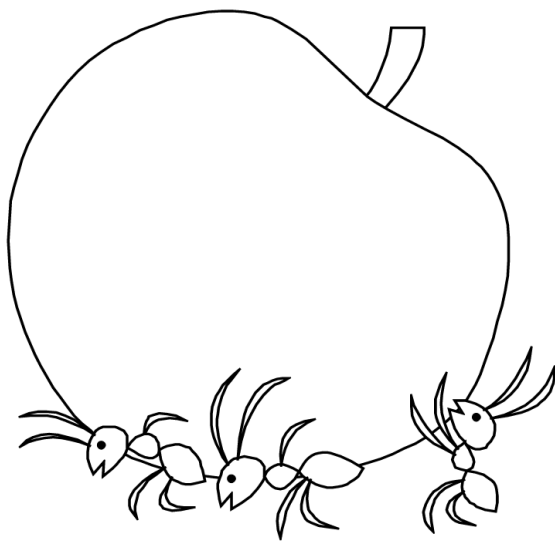
#### **Questions/Talking Points/Discussion/Modeling**

- Notice how Van Allsburg uses lines to draw most of his picture. Do you think it is effective? Do you like the drawings in this book?
- Have you ever been in a strange place where there were things you were not familiar with? Can you explain how you felt?
- Pretend you are an ant. What do you think would scare you? What is scary in the library?
- Could this be a true story?

**Submitted by** Charlene Hymel



Golden Carpenter Ant



# ANT

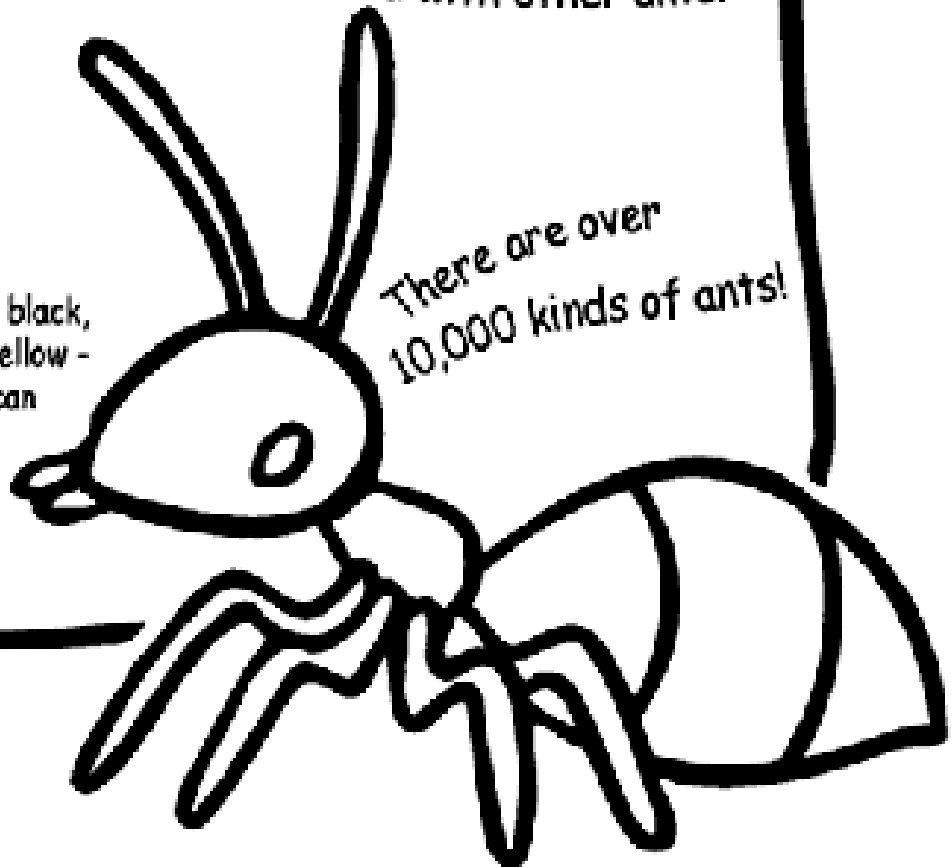
All the ants in the world weigh more  
than all the humans in the world!

An ant can lift 20 times its weight.

An ant has 2 stomachs: one for itself,  
and one for sharing food with other ants!

Ants are black,  
red, or yellow -  
but you can  
make up  
your own  
colorful  
ant!

There are over  
10,000 kinds of ants!



# The ants go marching lyrics

The ants go marching one by one.  
Hoorah! Hoorah!  
The ants go marching one by one.  
Hoorah! Hoorah!  
The ants go marching one by one;  
The little one stops to suck his thumb,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching two by two.  
Hoorah! Hoorah!  
The ants go marching two by two.  
Hoorah! Hoorah!  
The ants go marching two by two;  
The little one stops to tie his shoe,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching three by three.  
Hoorah! Hoorah!  
The ants go marching three by three.  
Hoorah! Hoorah!  
The ants go marching three by three;  
The little one stops to climb a tree,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching four by four.  
Hoorah! Hoorah!  
The ants go marching four by four.  
Hoorah! Hoorah!  
The ants go marching four by four;  
The little one stops to shut the door,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching five by five.  
Hoorah! Hoorah!  
The ants go marching five by five.  
Hoorah! Hoorah!  
The ants go marching five by five;  
The little one stops to take a dive,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching six by six.



Hoorah! Hoorah!  
The ants go marching six by six.  
Hoorah! Hoorah!  
The ants go marching six by six;  
The little one stops to pick up sticks,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching seven by seven.  
Hoorah! Hoorah!  
The ants go marching seven by seven.  
Hoorah! Hoorah!  
The ants go marching seven by seven;  
The little one stops to pray to heaven,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching eight by eight.  
Hoorah! Hoorah!  
The ants go marching eight by eight.  
Hoorah! Hoorah!  
The ants go marching eight by eight;  
The little one stops to roller skate,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching nine by nine.  
Hoorah! Hoorah!  
The ants go marching nine by nine.  
Hoorah! Hoorah!  
The ants go marching nine by nine;  
The little one stops to check the time,  
And they all go marching down into the ground  
To get out of the rain.  
Boom, boom, boom, boom!

The ants go marching ten by ten.  
Hoorah! Hoorah!  
The ants go marching ten by ten.  
Hoorah! Hoorah!  
The ants go marching ten by ten;  
The little one stops to shout  
"THE END!!"

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Dinosaur – Fact or Fiction	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS adult
Promotional Description	
Dinosaurs real and fiction. Come enjoy an entertaining story about dinosaurs' eating style then learn some facts about dinosaurs.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW demonstrate the correct way to hold and read a book.</p> <p>TLW identify different parts of a book.</p> <p>TLW determine which book, <i>How Do Dinosaurs Eat Their Food?</i> or <i>Dinosaurs!</i>, is fiction and which is factual.</p> <p>TLW identify the question and the answer addressed in <i>How Do Dinosaurs Eat Their Food?</i> They will state what happened in the beginning, middle and end of the story.</p> <p>The students will state 3 facts from the book</p> <ol style="list-style-type: none"> <li>1. Dinosaur means "fearfully great lizard"</li> <li>2. Dinosaurs lived between 250 and 65 million years before people lived on Earth.</li> <li>3. We learn about how dinosaurs lived by studying their fossils.</li> <li>4. Paleontologists are scientists who study life of past geologic periods as known from fossils. They are the scientists who study dinosaurs.</li> </ol>	<p><b>K.110.11 (b) 1.F-G.</b> Students understand how English is written and printed. Students are expected to hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of the book (e.g., front and back covers, title page)</p> <p><b>1. 110.12 (4) C.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading portion aloud.)</p> <p><b>1.110.12 (9) A.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from a text to support their understanding. Students are expected to describe the plot (problem and solution) and retell a story's beginning, middle and end with attention to sequence of events.</p> <p><b>1. 110.12 (10).</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.</p>
Materials Needed (for 25 participants)	Estimated Cost

<ul style="list-style-type: none"> <li>• <i>How Do Dinosaurs Eat Their Food?</i> By Jane Yolen</li> <li>• <i>Dinosaurs!</i> By Gail Gibbons</li> <li>• Computer Paper</li> <li>• Crayons or markers</li> <li>• Dinosaur color sheets</li> <li>• Computer, screen for viewing YouTube video</li> </ul> <p>TOTAL</p>	\$12
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## Program Outline

1. Introduction: Warm up Song/Welcom song: [Hands Go Up](#)

*Tune: Twinkle Twinkle Little Star*

Hands go up and hands go down,

I can turn around and round.

I can jump upon two shoes.

I can listen; so can you.

I can sit.

I'll show you how.

Story time is starting now.

2. Library announcements
3. Hold up the book *How Do Dinosaurs Eat Their Food?* With input from the children identify the front of the book, the back of the book, find the title, author, and illustrator, and find the same information on the title page. Show students the dedication page and read it to them. Show the spine of the book and tell its importance. Explain to children the importance of caring for books.
4. Ask for a volunteer to demonstrate how to hold the book and how to turn the pages. Show students how we turn pages and how we read left to right, top to bottom.
5. Tell children to listen closely as you read *How Do Dinosaurs Eat Their Food?* Because when you are finished, you want them to tell you what the question was throughout the story and what the answer was at the end. Read the story. As you read each page point out how the illustrator showed the behavior of the dinosaur as it related to the question at the top of the page. When finished have children tell the question asked throughout the story – How do dinosaurs eat? The answer – with very good manners.
6. Hold up the book *Dinosaurs!* And quickly have the children identify the front, back, spine, title page, and dedication. Have them identify the author.
7. Tell children we are going to read a nonfiction book about dinosaurs. Nonfiction books tell us facts and things that are able to be proven to be true.
8. P. 1. We have two important facts on this page. First, dinosaur means “fearfully great lizard”. Look at the picture. Do you think that is a good name for these animals? (wait for answers) They lived between 230 and 65 millions of years before people lived on Earth. That is a long time. Too long for us to remember.  
pp. 4-5 Look at the dinosaurs. There were dinosaurs of all sizes.  
p. 6 Look at the picture. Do you see how fossils are made.  
p. 8 Paleontologists are scientists who study fossils. Look at these men and women studying fossils. Where are they working? What are they doing?  
p. 10 How do paleontologists know if a dinosaur was a plant eater or a meat eater? Why do you think plant eaters’ teeth could be flat on top? Why were meat eaters’ teeth sharp and curved?  
pp. 12-13 What did prosauropods look like? What did they eat?

- pp. 14-15 Theropods were the most aggressive of all dinosaurs. What did they eat?
- pp. 16-17 Sauropods were the heaviest and largest dinosaurs. What did they look like? What did they eat?
- pp. 18-19 What did stegosaurus look like? What did they eat?
- p. 20 What did ankylosaurus look like? What did they eat?
- p. 21 What did ceratopsians look like? What is a frill? What did they eat?
- p. 22 What did ornithomimids look like?
- p. 23 What did dinosaurs use their excellent sight, smell, and hearing for?
- p. 24-25 Did all baby dinosaurs have mothers to take care of them after they hatched?
- pp. 26-27 Some scientists believe a meteor hit Earth 65 million years ago. What do they think this meteorite did to earth and dinosaurs?
- p. 29 What do scientist think birds descended from?
- p. 30 Where can you go to see dinosaurs today?
9. You just heard two books about dinosaurs. One was fiction and one was nonfiction. When they talked about how dinosaurs ate, how were they different? (In the fiction book the dinosaurs seemed like people. They were given the characteristics and habits of people. This is called personification. In the nonfiction book you hear about dinosaurs being plant or meat eaters. You heard scientists determined what dinosaurs ate by the shape of their teeth.
10. Which book did you like best?

**Activities:**

1. Let children select one or two pictures to color. (Pictures attached to this program)
2. Have paper and crayons available for children to draw a picture about the book(s) they just heard. They may want to draw a picture of dinosaurs or a picture of their own family eating.
3. On the Internet type in Dinosaur Songs for Kids. Go to Dinosaur Songs for Kids/Nursery Rhymes/Dinosaur songs. Select dinosaur songs for kids and let children listen to and watch video.

**Questions/Talking Points/Discussion/Modeling**

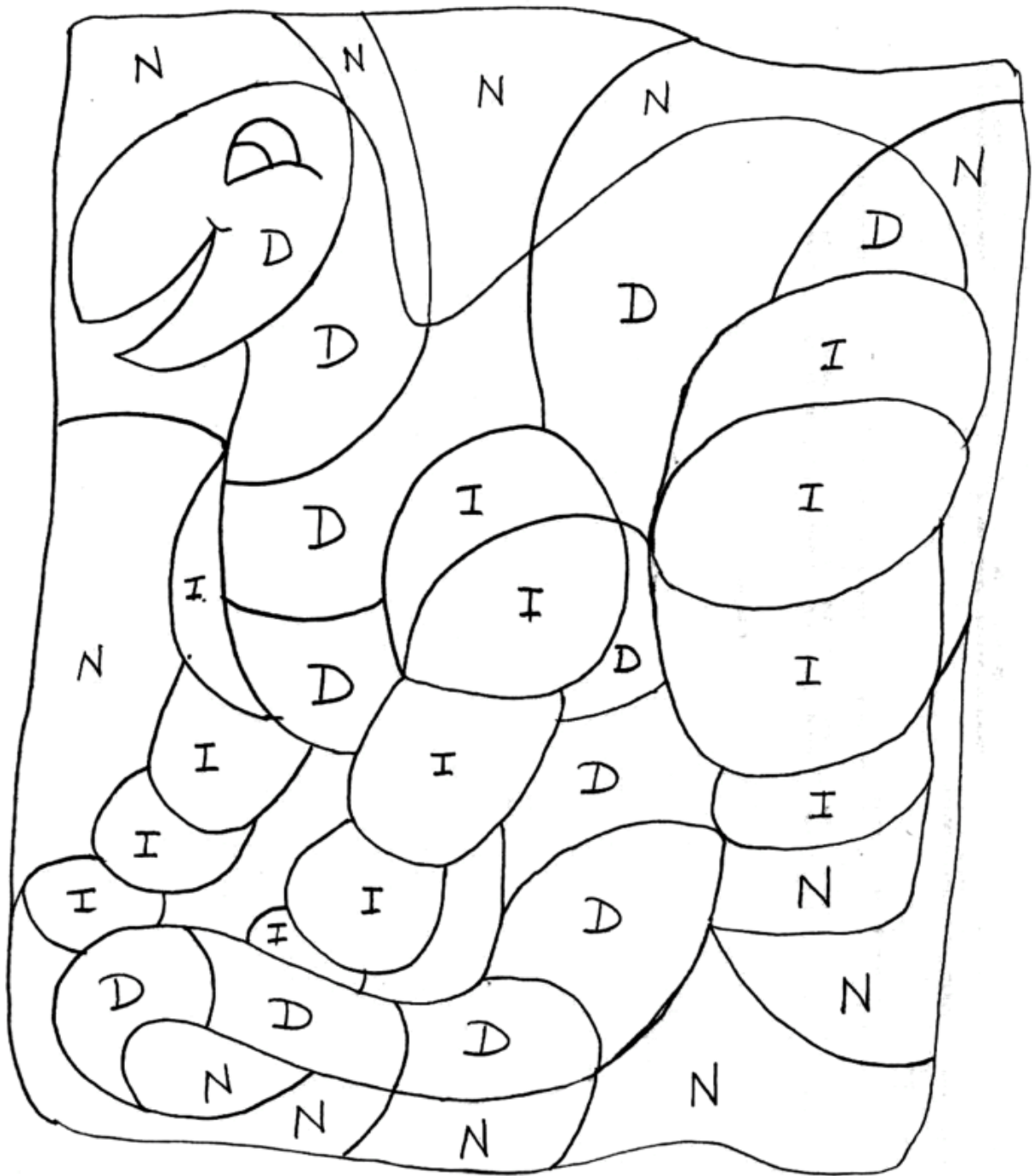
- Do you enjoy fiction, stories that are not real, or nonfiction, stories that tell us facts and are real, most?
- Would you read a fiction or nonfiction book if you wanted to know about rocks and mountains?
- Can you tell the names of some fiction books or stories you like? (Give an example such as *Little Red Riding Hood* if the children are having trouble.)

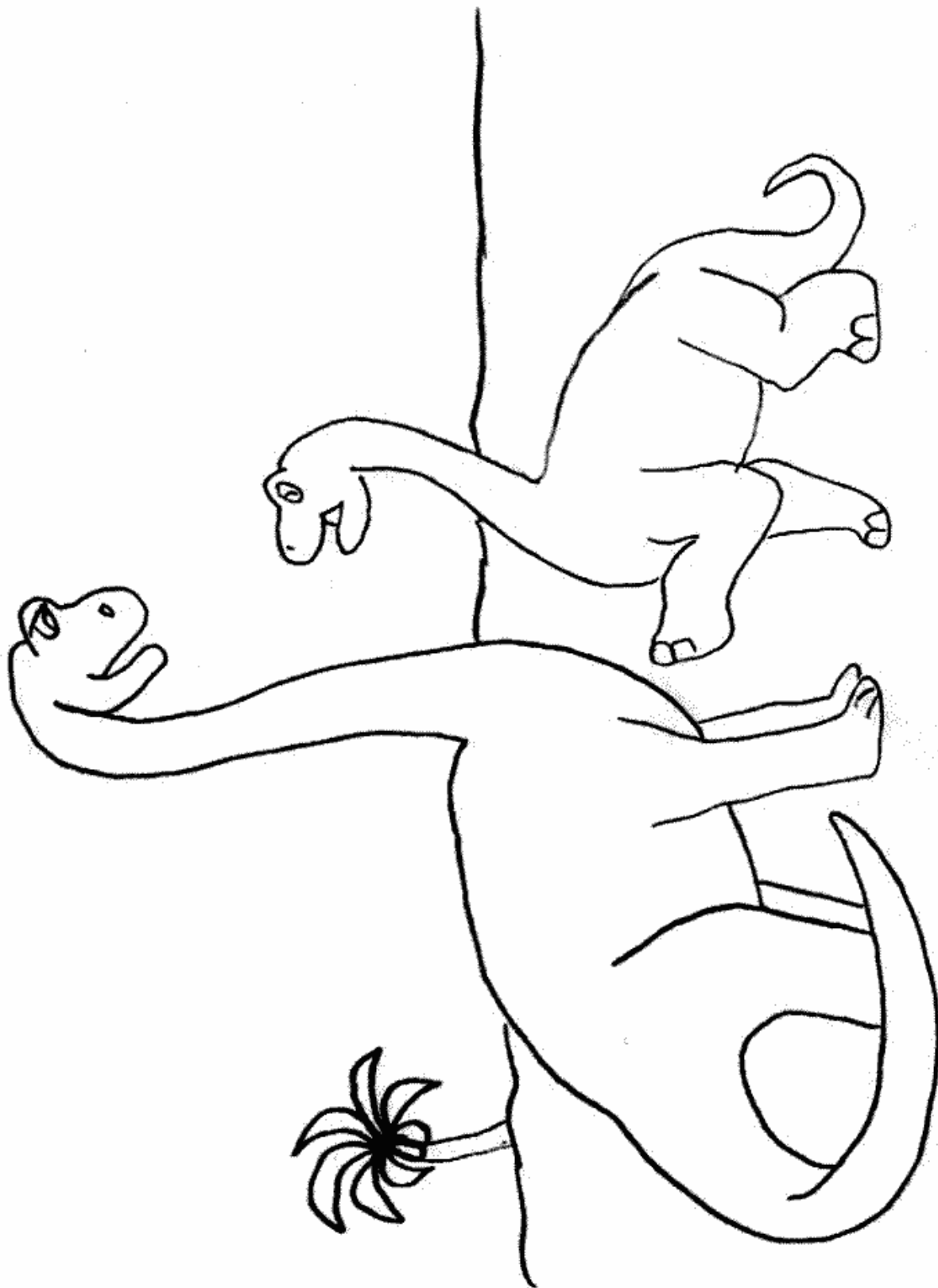
**Submitted by:** Charlene Hymel

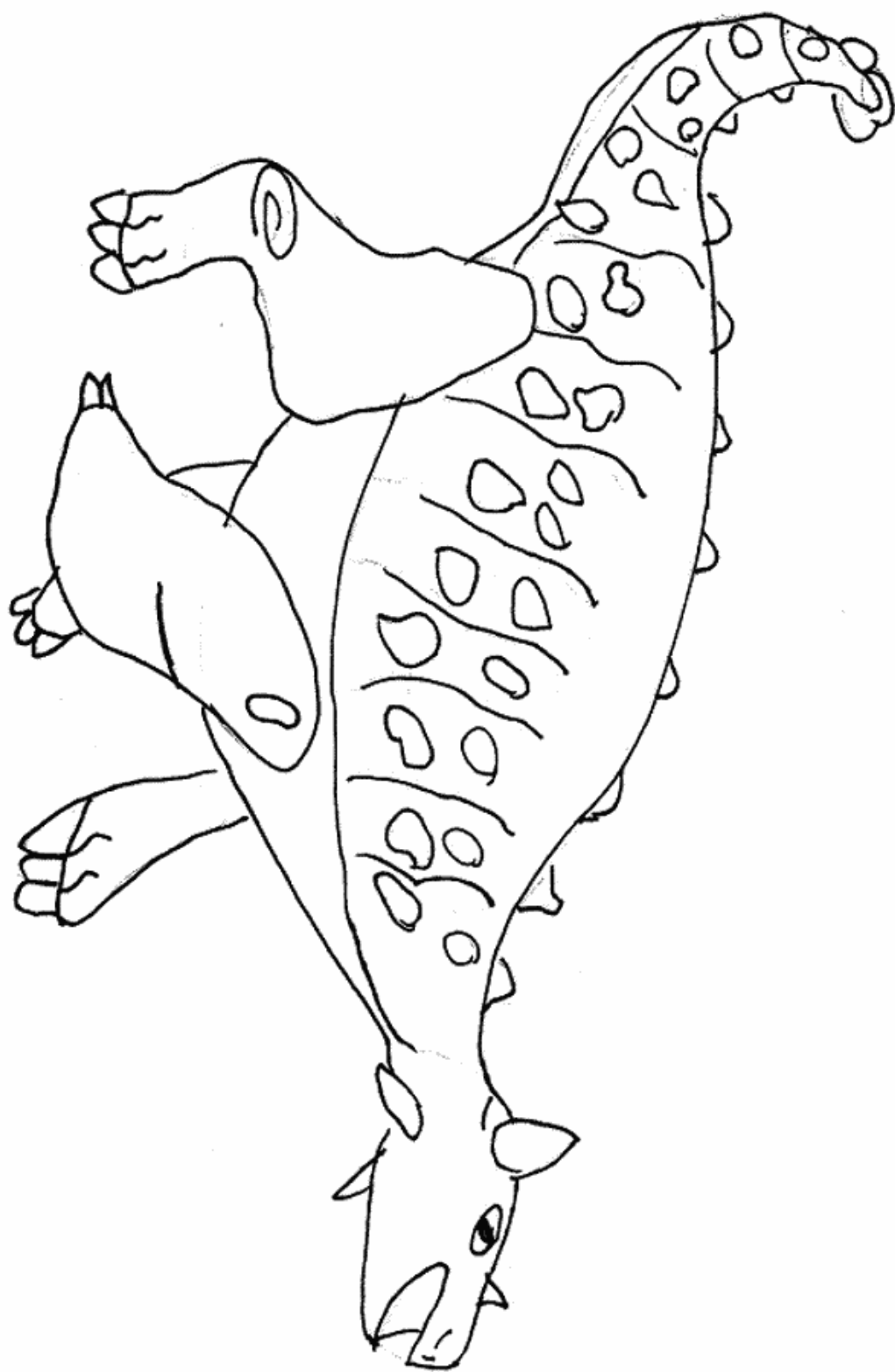
D - Green

I - Purple

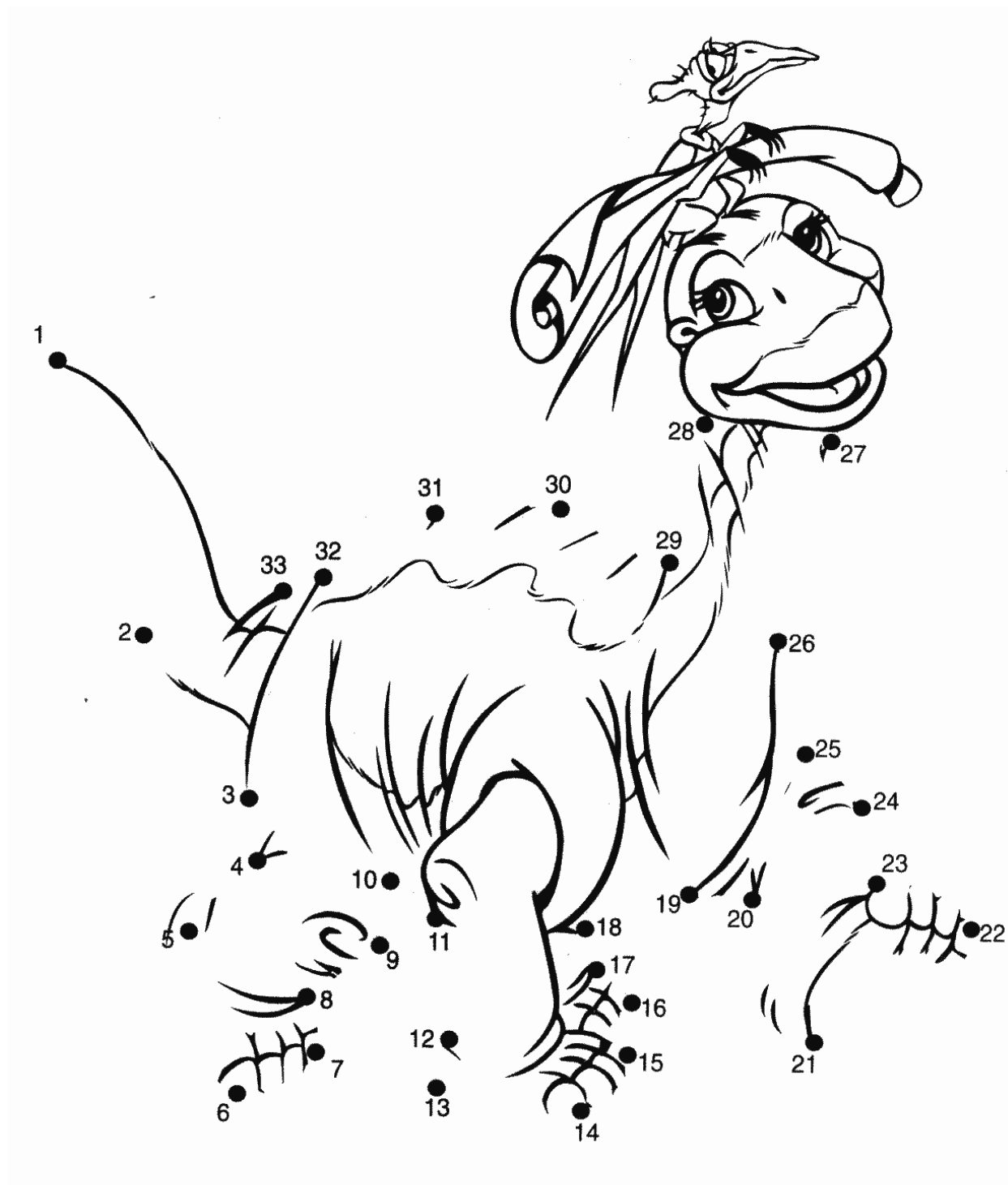
N - Blue







Ankylosaurus





## FWL Program Plan

Program Title	Age Group (circle one)
Differences Around the World	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS Adult
Promotional Description	
Come join us to learn why it's fun to celebrate our differences.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW identify parts of a book and how language is written</p> <p>TLW listen to a story</p> <p>TLW answer questions and make predictions based on evidence in the text</p> <p>TLW learn identify differences and similarities among different cultures</p> <p>TLW learn to celebrate the differences that make each of us unique</p>	<p><b>K.110.11 (1) F and G.</b> Students understand how English is written and printed. Students are expected to hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; identify different parts of a book (e.g., front and back covers title page)</p> <p><b>K.110.11 (1) F and G.</b> Students are expected to hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and identify different parts of a book (e.g., front and back covers, title page)</p> <p><b>1.110.12 (4) A.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to confirm predictions about what will happen next in text by "reading the part that tells"</p> <p><b>2.110.13 (6)</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>It's Okay to Be Different</i> by Todd Parr</li> <li>• <i>I Am the World</i> by Charles R. Smith Jr.</li> <li>• 25 sheets Multicultural construction paper</li> <li>• Crayons/markers</li> <li>• Miscellaneous craft materials (different colored yarn, pom poms, felt, googly eyes, etc.)</li> <li>• 25 Lunch sacks</li> <li>• Boy/girl head die-cut</li> <li>TOTAL</li> </ul>	<p>\$31.38</p>
Program Outline	

1. Intro song "*The More We Get Together*"

The more we get together,  
together, together,  
the more we get together,  
the happier we'll be.

Cause your friends  
are my friends,  
and my friends  
are your friends.

The more we get together,  
the happier we'll be.

2. Show the children *It's Okay to be Different*. Have them identify the front and back cover, title page, and spine. Point out the author and illustrator's names. Have one child hold the book and model turning the pages and reading from left to right.
3. Ask the kids what it means to be different. Is it good? Is it bad? What would happen if everyone in the world were the same?
4. Read the book *It's Okay to Be Different* by Todd Parr. Ask questions based on the book. Ex. Have you ever had to say no to something bad for you? Have you ever been embarrassed? Have you ever been proud of yourself?
5. Read the book *I Am the World* by Charles R. Smith Jr. Have the kids help with the story by repeating the phrase "I am" on each page. Define some of the cultural words within the story. Ex. Bratwurst, biscotti, pierogi, wasabi, kente cloth, capoeira.

Activity

- Paper Bag Puppet  
Using a die-cut of a boy or a girl head and miscellaneous craft materials (yarn, felt, pom-poms, googly eyes, etc.) have kids create a paper bag puppet of themselves

**Questions/Talking Points/Discussion/Modeling**

- Is it good to be different?
- What would happen if everyone was the same?
- Should we respect those who are different from us?
- Can we be friends with those who are different from us?

**Submitted by:** Phoebe DeSantis

## FWL Program Plan Template

FWL Prograogram Title	Age Group (circle one)
I Spy	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
<b>Promotional Description</b>	
Come join us for a fun I Spy Adventure through the library.	
<b>Learning Objective</b>	<b><a href="#">Correlating TEKS</a> (← click for link)</b>
<p>TLW state that books are read left to right and identify key part of a book</p> <p>TLW listen to a story and answer questions using context clues</p> <p>TLW identify and explain what an author does</p> <p>TLW identify and explain what an illustrator does</p> <p>TLW predicts which color will come next by looking at picture clues.</p>	<p>K.110.11 (1) F. Students are expected to hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.</p> <p>1.110.12 (1) F. Students understand how English is written and printed. Students are expected to identify the information that different prts of a book provide (e.g., title, author, illustrator, table of contents)</p> <p>2.110.13 (3) A. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to use ides (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.</p>
<b>Materials Needed (for 25 participants)</b>	<b>Estimated Cost</b>
<ul style="list-style-type: none"> <li><i>The Day the Crayons Quit</i> by Drew Daywalt</li> <li>25 Die-cuts of a red ladybug, purple grapes, brown gingerbread boy, white snowflake, black train, blue bluebonnet, green gecko, yellow giraffe, orange pumpkin, pink pig.</li> <li>Die-cut footprints</li> <li>25 sheets of tan paper</li> <li>Crayons</li> <li>Glue Sticks</li> <li>Computer and screen</li> </ul> <p>TOTAL</p>	<p>\$7.28</p>
<b>Program Outline</b>	
<p>1. Intro song "<i>The More We Get Together</i>"</p> <p style="padding-left: 40px;">The more we get together, together, together, the more we get together, the happier we'll be. Cause your friends are my friends,</p>	

and my friends  
are your friends.  
The more we get together,  
the happier we'll be.

2. Introduce the program by explaining that today you are going to go on an adventure throughout the library. On your adventure, you will have to keep a lookout for different colored items. The adventure starts by reading the book *The Day the Crayons Quit* by Drew Daywalt. Show the children how you hold the book. Point out the title, author and illustrator. As you read, see if the children can guess what color comes next by looking at the pictures.
3. After the story is read, lead the kids on a scavenger hunt through the library. They are looking for colored die-cut items that have been placed throughout the library before the program. For example, you have them say "I spy a red ladybug". Each child would take a red ladybug die-cut. Then the children follow the footprints to the next die-cut and so on until all the die-cuts have been collected.

Activities:

- Collage

Have the children create a collage with the die-cuts they collected during the scavenger hunt. Provide crayons for them to add on to their pictures.

- I Spy

Children sit in a circle. One child looks around the library and identifies an object. He/she says "I spy something red." The other children take turns trying to guess what the object is. The child who guesses correctly then finds an object and says "I Spy something \_\_\_\_." It continues until the students become bored.

- It is not always easy to find objects because of their color or shape. As a matter of fact many animals use camouflage as a trick to hide themselves from predators. Show the YouTube video "25 Incredible Camouflaged Animals". Type this into your browser, then go to the one that says YouTube. How would you like to have to find these animals?

- How could you tell what color was writing to Duncan before reading the letter?
- Do you have a favorite color?
- What does the author of a book do?
- What does the illustrator of a book do?

**Submitted by:** Phoebe DeSantis

## FWL Program Plan Template

FWL Prograogram Title	Age Group (circle one)
Make It Rain!	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
<b>Promotional Description</b>	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
TCW identify sources of water  TCW describe seasons  TCW observe and describe water cycle  TCW learn vocabulary words gas-evaporation and condensation to shrink turn into liquid-precipitation condensation  TCW investigate evaporation, condensation and precipitation	<b>2.4C</b> within living environment children explore, patterns, systems, and cycles by investigating characteristics of organisms, life cycles and interactions among all the components within their habitat <b>2.2A 2E</b> communicate observation and justify explanations using student-generated data generated from simple descriptive investigation <b>2.3B</b> make predictions based on observable patterns <b>2.8C</b> explore the water process cycle including evaporation, condensation, and precipitation as connected to weather conditions
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Suggested Books: <i>The Rain Stomper</i> by Addie Boswell</li> <li>• Alternative and/or display: <i>A Drop Around the World</i> by Barbra S. McKinney ; <i>Water Dance</i> by Thomas Locker; <i>It's Raining! It's Raining</i> by Nadia Higgins</li> <li>• Bilingual suggestions: <i>El Ciclo del Agua</i> by Robin Nelson; <i>El agua como líquido/Water as a Liquid</i> by Helen Frost</li> <li>• Sound of rain – video</li> <li>• Laptop and projector</li> <li>• Cycle of rain video animation</li> <li>• Cycle of rain song to be played in the background</li> <li>• PWP sources of water=pictures of lakes, oceans, reservoirs, streams, rivers, canals(surface source) Springs, wells (ground source)/ use pictures if no PWP available</li> <li>• Legal size file folders</li> <li>• Dies cuts: yellow sun, plants cactus, flowers, small animals-frog, humans</li> <li>• Color paper (brown, blue, green )</li> <li>• Tape</li> </ul>	

<ul style="list-style-type: none"> <li>• Glue, sticks and/or liquid</li> <li>• Cotton balls</li> <li>• Scissors</li> <li>• Cellophane</li> <li>• Markers</li> <li>• Pictures of rivers and streams</li> </ul>	
Total	\$

## Program Outline

1. 5 minutes- Listen to audio of rain and identify the sound; What sounds do you hear? What do you think it is? <https://youtu.be/baiR5UpjEKI>  
How do you know it is rain? Where does rain come from? How does rain relate to them? When identified CW watch video of rain.
2. Describe water. What is the source of water? Where can we find water? Use following video to show the sources of water; rivers, lakes streams. If unable to use video use pictures added to materials needed list.  
Cycle of rain video animation: <https://youtu.be/nm1IvwxBCMs>  
What is liquid? What is precipitation? Is water liquid? Describe.  
What is gas? What is condensation? What is evaporation? Is water gas? Describe water.  
What is a cycle?
3. 5 minutes -Ask questions: How does rain relate to them?
4. 10 minutes- Read a book a loud – *The Rain Stomper*
  - How does the rain change Jazmin's plans for the parade? (No sun, rain pouring, no one was going to go watch the parade...or so she thought.)
  - Was it a calm rain? What kind was it? (Thunderstorm.)
  - How was Jazmin feeling towards the rain? (Hates it.)
  - What names did she call the rain? (Mud puddler, cloud crasher, parade wrecker.)
  - How does she realize being in the rain was not that bad? (she splashes, clatters, skips in it.)
  - What does she call herself? (Rain Stomper!)
  - What happens when others see her in the rain? (They join her in the fun, cheering her on.)
  - What happens in the end? (Sun comes out and everyone in the community along with Jazmin enjoyed their time in the rain parade.)
5. - Sing in the rain: <https://www.youtube.com/watch?v=1RGHXtepyrM>
6. 25 minutes – create a water cycle diorama: using legal size file folders have children create their water cycle. Instructions <https://www.youtube.com/watch?v=Vi0yC9URoCA>

Legal size folder open and use upper side for the sky the bottom for the land and water.

brown construction paper-land

blue construction paper - sky

green- grass

die cut of the sun

cotton ball – clouds

cellophane - water

markers-draw arrows

glue blue construction paper on one side of the folder covering it entirely

glue the cotton balls onto the sky blue construction paper as the clouds

half of the bottom part of the folder glue the land and grass

half of the bottom part glue the cellophane representing the water

using makers have child draw arrows representing the water cycle

7. Play water cycle song in the background during small groups (diorama)  
<https://youtu.be/TWb4KIM2vts>
8. Have children discuss in their small group and describe the water cycle process to the big group. Describe what happens when water turns into gas what does it look like. What happens when it turns into liquid? Are they using the vocabulary terms precipitation, condensation, evaporation?
9. Close with good bye song. It is time to say goodbye-general song.  
 It is time to say goodbye to all our friends, it is time to say goodbye to all our friends, it is time to say good bye give a smile and wink your eye, it is time to say goodbye to all our friends, wave goodbye friends and give me a yeehaw!

Movements – pat your legs then your clap your hands-repeat with lyrics “it is time to say goodbye” with hands make the motions of a smiley face with lyrics give me a smile and wink with the lyrics wink your eye, wave good bye with lyrics say goodbye friends, hand movement like pulling the chain of a train with the lyrics yeehaw!

- Do we see rain in every season? No. What are the seasons we do? Spring-April showers bring May flowers.
- What would happen without any rain? No one could survive without rain. A drought would occur. Drought is a long period of time when a region/place/location receives no water supply and everything in the area is dried up.
- When does gas turn into liquid? molecules go flying apart and become a gas (like when you boil water to make steam)
- What would you wear if you knew it was going to rain? Umbrella, rain coat, rain boots

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan Template

Program Title	Age Group
Slithering Snakes!	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS Adult
Promotional Description	
SSSSSSS-somebody's going to love learning about snakes in this slithering program which features snake books, snake songs, snake poems and a snake craft that will come alive!	
Learning Objective	Correlating TEKS (← click for link)
<ul style="list-style-type: none"> <li>• TCW use clue words of color and location to understand the text in "Verdi"</li> <li>• TCW be able to predict the next part of the story by looking at the illustrations "Verdi"</li> <li>• TCW be able to identify what is said and what is inferred or thought</li> <li>• TCW will understand why Verdi changed his mind about turning green. Pg 30</li> <li>• TCW will understand the meaning of "molt"—when snakes shed their skin</li> <li>• TCW will know the two types of Diamondback Rattlesnakes (eastern diamondback and the western diamondback)</li> <li>• TCW will know that baby diamondback snake can shoot venom when they are born. Pg12</li> <li>• TCW know what is in a diamondback's rattler pg. 14 (every time a rattlesnake sheds its skin, a tiny piece remains on the tip of its tail. When these pieces build up, a rattle grows.</li> <li>• TCW identify what a rattlesnake eats</li> </ul>	<p style="text-align: center;"><b>Science 1st Grade</b></p> <p><b>(10)</b> Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:</p> <p><b>(A)</b> investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;</p> <p style="text-align: center;"><b>Science 2nd Grade</b></p> <p><b>(9)</b> Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:</p> <p><b>(A)</b> identify the basic needs of plants and animals;</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Verdi</i> by Janell Cannon</li> <li>• <i>Diamondback Rattlesnake/Cascabel diamontada</i></li> <li>• <i>Sure as Sunrise/Bru Snake and Bur Possum</i> by Alice McGill</li> <li>• Snake puppet template</li> <li>• <a href="http://www.mrprintables.com/finger-puppets-snakes.html">http://www.mrprintables.com/finger-puppets-snakes.html</a></li> <li>• Construction paper or felt</li> <li>• Markers</li> <li>• Scissors</li> <li>• Googly eyes</li> <li>• Glue sticks</li> <li>• Pictures of snakes</li> </ul>	





TOTAL

Materials can already be found in the art supplies owned by the library. However, if materials are unavailable in the supplies already found, they can be purchased for an estimated cost of \$10.00-\$15.00.

### Program Outline

1. The librarian will ask children if they've seen a snake and if so what color was it.
2. Do all snakes crawl only on the ground?
3. Have you ever seen a snake swing from limb to limb in a tree?
4. The Librarian reads "Verdi"
5. Why did Verdi want to stay yellow?
6. What did he do to try to stay yellow when he saw the green on his skin?
7. Why do snakes shed their skin?
8. Do people shed their skin? (Yes, every day) Is it in one piece like a snake? (No it's dusty or flaky) How do we get our dead skin off our bodies? (Bathe)
9. Is it dangerous to touch a baby diamondback rattle snake? Pg 14
10. What kind of food do diamondback rattlers eat?
11. What two areas of the United States can you find rattlesnakes? Pg 8 Can you find them in Texas? So Texas is in which part Eastern or Western?
12. Make snake puppets <http://www.mrprintables.com/finger-puppets-snakes.html>

### Questions/Talking Points/Discussion/Modeling

- Do you ever feel that if you change something about yourself you might turn into a different person?
- Why does Verdi not want to grow up and turn green?
- Does being green mean you're lazy or rude?
- Why do snakes change colors?
- What lesson does Verdi learn?
- What can snakes do that humans cannot?
- What do snakes need to survive?

**Submitted by:** FWL Alignment Team (FWLAT)

# FWL Program Plan Template

Program Title	Age Group (circle one)
Give It a Little Push!	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
Promotional Description	
Push or Pull, each one affect motion. Join us in understanding just how pushing and pulling affects our motion.	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<ul style="list-style-type: none"> <li>• TCW observe and discuss motion in demonstrations</li> <li>• TCW observe and discuss how a push and pull effects motions</li> <li>• TCW discuss gravity in relation to pushing and pulling</li> </ul>	<p><b>§112.13. Science, Grade 2, Beginning with School Year 2010-2011</b></p> <p><b>2.II.D.</b> The student will know that objects move in various ways. 2. The student will observe that push and pull forces can make objects move.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• And Everyone Shouted, 'Pull!': A First Look at Forces and Motion by Claire Llewellyn</li> <li>• Motion: Push and Pull, Fast and Slow by Darlene Stille</li> <li>• Bag of rubber band (medium thickness)</li> <li>• Rulers (25)</li> <li>• 25 TO 50 Toy trucks in different sizes</li> <li>• Wooden blocks small, magnet weights</li> <li>• Note book paper</li> <li>• Paper towel rolls</li> <li>• 25 small balls (solid and hollow</li> <li>• Empty large cardboard boxes</li> <li>TOTAL</li> </ul>	\$300
Program Outline	

**Vocabulary:**

1. -Motion  
-Push  
-Pull  
-Force  
-Gravity  
-Direction
2. Children will make flash cards with the vocabulary words and their meanings.
3. Read "And Everyone Shouted, 'Pull!'" : A First Look at Forces and Motion by Claire Llewellyn. Ask questions during the reading that relate to the vocabulary words above.
4. Activity One: each child will get a rubber band and a toy car to show that forces start objects moving,  
-Attach a rubber band to the front bumper of a toy truck. Put a ruler on the floor beside and in front of the truck.  
-Pull the rubber band until the truck starts to move. Note on the ruler how far the rubber band has stretched.  
-Repeat the activity this time adding blocks (weight) to the truck. Compare the length of the rubber band stretches and help the students conclude that heavier objects need more force to start them moving.
5. Read "Motion: Push and Pull, Fast and Slow" by Darlene Stille
6. Activity 2 Push: Place one end of a cardboard tube on a stack of thick books. Place the back of the toy truck at the lower end of the tube.  
-Put a ruler on the floor beside and in front of the truck. Roll a small ball down the tube so it hits the truck. Measure how far the truck moves.  
-Repeat the activity, this time adding blocks (weight) to the truck. Compare the distances and help the students conclude that if the pushing force is the same, the weight of the truck changes the distance it will travel.
7. Read "Gravity is a Mystery (Let's Read-and-Find-Out Science 2) by Franklyn M Branley
8. Activity 3- Put children into small groups and give them one of the large boxes to develop into a ramp  
-Children will race the cars down the ramp with first a push then a pull. Students have to decide from the facts from class whether to add weight to their car or leave it light.  
-Children will write on notebook paper why their car moved fast or why it was slow.  
-Children will write the meanings of push, pull and gravity in their own words.

**Questions/Talking Points/Discussion/Modeling**

- How do you know how far a truck will travel? Will a truck with a certain weight be pushed or pulled the same distance? Allow time for children to make their own hypothesis about push and pull on different size toy trucks. Students should have the opportunity to make hypotheses and observe what takes place. (work in pairs)

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan Template

Program Title	Age Group
Fun with Food: Ways to eat healthy	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS Adult
Promotional Description	
Which foods are healthy? Why can't I eat what I want? Just like an automobile you can't put any kind of fuel in your engine and expect your car to run great. The same holds true for your body. Join us and see which foods will give you energy and make you healthier.	
Learning Objective	Correlating TEKS (← click for link)
<p>The child will recognize the different food groups and categorize foods according to their groups. (food groups: fruits, vegetables, dairy, grains, proteins)</p> <p>The child will distinguish between healthy and unhealthy food choices.</p> <p>The child will understand what a standard meal size or My Plate (see discussion).</p> <p>The child will recognize the Food Pyramid and compare it to My Plate.</p> <p>The child will be able to describe causes of dental cavities, obesity (over weight) and physically weak.</p>	<p style="text-align: center;">Health Education 2nd Grade</p> <p><b>(1)</b> Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:</p> <p><b>(C)</b> identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;</p> <p><b>(D)</b> identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;</p> <p><b>(G)</b> describe how a healthy diet can help protect the body against some diseases.</p>
Materials Needed (for 25 participants)	Estimated Cost

- 1 pkg of 250 sheets white cardstock
- Markers, rulers, food stickers, pictures of candy, pizza, hamburger, jello etc.
- Glue sticks 25
- Construction paper 11 x 14
- 1 Tri-fold poster board
- Contact paper- two rolls (to cover construction paper after decorated)
- *Proteinas en MiPlato/Protein on my Plate* by Mari Schuh part of a series about My Plate
- *Showdown At the Food Pyramid* by Rex Barron
- Images of the food pyramid and pictures of My Plate <http://www.choosemyplate.gov/>
- Resource <http://healthyeating.sfgate.com/4-major-food-groups-4130.html>



- [http://www.choosemyplate.gov/downloads/mini\\_poster\\_English\\_final.pdf](http://www.choosemyplate.gov/downloads/mini_poster_English_final.pdf) Print out posters for kids
  - Children will design a table matt with example of the pyramid or My Plate Craft---using stickers, stamps, drawing pictures of foods
- TOTAL

\$95.00

## Program Outline

1. The librarian will welcome the children.
2. The librarian will explain that the day's lesson will talk about the food pyramid verses My Plate. Are they the same or different?
3. Librarian will use trifold poster to present the food triangle and compare with My Plate
  - What do you see that they have in common?
  - Are the terms used on the plate indicating a different kind of food than the pyramid?
  - What is missing from the My Plate that's on the pyramid? ANS: the top of the pyramid is sweets
4. Read *The Showdown at the Food Pyramid*
  - Name two foods that would be in the grain section, page 15
  - Name three foods for protein (not added protein to foods) page 19
5. The librarian will then read *My Plate and You* by Gillia M Olson
  - Child will write down food they want to try
  - What would they substitute for sweets?
6. After reading, the librarian will ask the children to work together and come up with a meal plan for a day. Each group will share what they have come up with and the other children will discuss the plans.
7. The librarian will remind the students about the display of cookbooks and encourage them to take the books home and try some of the recipes.

#### **Questions/Talking Points/Discussion/Modeling**

- Why is it important to eat healthy? (We need energy to play) How does this help your body?
- What would happen if you only ate unhealthy foods?
- Why do you think the government created a website dedicated to healthy eating?
- Can you think of the last meal you ate? How would you categorize the food?
- If you could eat any one food for the rest of your life, what would it be?
- Why are the other foods upset about junk food coming to visit? (*Showdown at the Pyramid*)
- Create the perfect healthy meal to remind you to make healthy choices.

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan

Program Title	Age Group (circle one)
First Impressions	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
Promotional Description	
Some people love certain animals and dislike others. Come find out why and see if you change your mind about the animals you like/dislike after you learn some facts about them.	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<p>TLW listen to a story and answer questions about it</p> <p>TLW be able to describe characteristics of different animals</p>	<p><b>112.11</b> Science, Kindergarten  <b>(a)</b> Introduction  <b>(4)</b> Students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• The book <i>ABC Safari</i> by Karen Lee</li> <li>• Pictures of butterfly, snake, rabbit, bat, frog, opossum, fish</li> <li>• White construction paper</li> <li>• Crayons or markers</li> <li>TOTAL</li> </ul>	<p>\$2.69</p>
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduce the program and explain that today you will be discussing different animals.</li> <li>2. Read the story <i>ABC Safari</i>. Have the participants guess each animal in the rhyme.</li> <li>3. Ask if anyone has a favorite animal/least favorite animal. What makes that animal their favorite/least favorite? What characteristics does the animal have? - discuss. Ask the participants if they know what it means to "judge a book by its cover"- discuss.</li> <li>4. Smiley, Frowny, Neutral Game               <ul style="list-style-type: none"> <li>• Mark 3 large circles on the floor with masking tape. Label one circle with a smiley face, one with a frowny face and one with a neutral face.</li> <li>• Hold up a picture of a spider. Ask the participants to stand inside the circle that best fits how they feel about spiders (if they like spiders they would stand in the smiley circle, if they don't like spiders they would stand in the frowny circle, and if they neither like or dislike spiders they would stand in the neutral circle).</li> <li>• Read some facts about spiders                   <ol style="list-style-type: none"> <li>1. Most spiders are harmless</li> <li>2. All spiders have fangs</li> <li>3. All spiders produce silk</li> <li>4. Not all spiders make webs</li> </ol> </li> <li>• After learning the facts about spiders, ask if any of the participants want to change their opinion about spiders and move to a different circle.</li> <li>• Repeat game with pictures of butterfly, snake, rabbit, bat, frog, opossum, fish</li> </ul> </li> </ol>	

- Butterfly facts
  1. Colorful
  2. Taste with their feet
  3. Cannot fly if they are cold
  4. Have 4 wings
- Snake facts
  1. Many are poisonous
  2. Shed their skin
  3. Reptiles are cold-blooded animals that raise their body temperature by lying in the sun or lower it by crawling into the shade.
  4. Some only need to eat couple times a year
- Rabbit facts
  1. Have an excellent sense of smell, hearing and vision
  2. Live in groups
  3. Have a lifespan around 10 years
  4. Reproduce quickly
- Bat facts
  1. Only mammal that can fly
  2. Eat insects
  3. They are nocturnal
  4. Best hearing of all land mammals
- Frog facts
  1. Begin their lives as tadpoles
  2. Have very good eyesight
  3. Most frogs will starve before they eat a dead insect or animal.
  4. Only the male frog that can croak
- Opossum facts
  1. Only marsupial found in the United States
  2. When threatened it sometimes plays dead
  3. Resistant to the venom of snakes
  4. Will eat insects, snails, slugs, rodents, and other small vertebrates
- Fish facts
  1. Most fish reproduce by laying eggs
  2. Most brands of lipstick contain fish
  3. A fish can drown in water. Like humans, fish need oxygen, so if there isn't enough oxygen in the water, they will suffocate
  4. Fish can form schools containing millions of fish.
  5. Craft
 

Have kids draw a picture of their favorite or least favorite animal. On the back of the paper have them list the reasons why that animal is their favorite/least favorite.

### Questions/Talking Points/Discussion/Modeling

- Do you have a favorite animal?
- Why do you like that animal?
- What characteristics does xyz animal have?

**Submitted by:** Phoebe DeSantis



## FWL Program Plan

Program Title	Age Group (circle one)
Pet Paradise	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
Promotional Description	
Love Animals? Come learn what makes the perfect pet and how to be safe around them.	
Learning Objective	<a href="#">Correlating TEKS</a> (🔗 click for link)
<p>TLW identify animals and characteristics that make appropriate vs. inappropriate pets</p> <p>TLW learn how to greet an unfamiliar dog</p> <p>TLW listen to a story and answer questions about it</p>	<p><b>112.11</b> Science  <b>(K,1,2.1B)</b> Scientific investigation and reasoning- discuss the importance of safe practices to keep self and others safe and healthy  <b>(K,1,2.2A)</b> Scientific investigation and reasoning- ask questions about organisms, objects, and events in the natural world  <b>(K.9B)</b> Organisms and environments- examine evidence that living organisms have basic needs...  <b>(1.3A)</b> Scientific investigation and reasoning- identify and explain a problem such as finding a home for a classroom pet and propose a solution  <b>(1.9B)</b> Analyze and record examples of interdependence such as pet and caregiver</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• May I Pet Your Dog by Stephanie Calmenson</li> <li>• Please Don't Tease Tootsie by Margaret Chamberlain</li> <li>• My Brother Bert by Ted Hughes</li> <li>• Laminated picture of: dog, cat, fish turtle, hamster, bear, alligator, elephant, lion and skunk</li> <li>• Tri-fold science board</li> <li>• Tape</li> <li>• Crayons</li> <li>• Construction paper</li> <li>TOTAL</li> </ul>	<p style="text-align: right;">\$12.47</p>
Program Outline	

1. Intro song "*The More We Get Together*"

The more we get together,  
together, together,  
the more we get together,  
the happier we'll be.

Cause your friends  
are my friends,  
and my friends  
are your friends.

The more we get together,  
the happier we'll be.

2. Read *May I Pet Your Dog* by Stephanie Calmenson. Ask questions prompted by the story. Pg. 6 Why is it important to ask the owner if you may pet his or her dog? Pg. 8 Should you just reach for a dog or let them sniff your hand first? Pg. 27 Why is it important not to go near a working dog?

3. Sing the song "*Bingo*"

There was a farmer had a dog,  
And Bingo was his name-o.

B-I-N-G-O!

B-I-N-G-O!

B-I-N-G-O!

And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.

(Clap)-I-N-G-O!

(Clap)-I-N-G-O!

(Clap)-I-N-G-O!

And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.

(Clap, clap)-N-G-O!

(Clap, clap)-N-G-O!

(Clap, clap)-N-G-O!

And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.

(Clap, clap, clap)-G-O!

(Clap, clap, clap)-G-O!

(Clap, clap, clap)-G-O!

And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.

(Clap, clap, clap, clap)-O!  
(Clap, clap, clap, clap)-O!  
(Clap, clap, clap, clap)-O!  
And Bingo was his name-o!

There was a farmer had a dog,  
And Bingo was his name-o.  
(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, clap, clap)  
(Clap, clap, clap, clap, clap)  
And Bingo was his name-o!

4. Read *My Brother Bert* by Ted Hughes. Ask questions prompted by the story.  
Why would a gorilla not make a good pet? What would you need to keep an elephant happy as a pet?
5. Read *Please Don't Tease Tootsie* by Margaret Chamberlain. Ask questions prompted by the story.  
Why is it not a good idea to tease animals?
6. Activity:
  - In the middle panel of a tri-fold science board write To Be or Not To Be A Pet. On the right panel write Good Choice and on the left panel write Not a Good Choice.
  - Have a stack of laminated animal pictures and hold up one at a time. Have kids take turns coming up and taping the picture to the side of the board that they think it belongs on (Good Choice for a pet or Not a Good Choice). Ask the kids why they made the choice they did. Add discussion about what owners need to provide for their pets and why some animals have needs that are too great to make them a good pet. (For example, elephants are too big and eat way too much food).
7. Craft- Have the kids use their imaginations and draw their very own fantasy pet, real or imaginary. After they have drawn their pet, have the kids identify (by writing on the back or discussing) what makes this a good pet. Then have them write about or draw pictures of what the owners of this pet would need to provide for the pet.

#### Questions/Talking Points/Discussion/Modeling

- What do you think this book is about?
- Why do you think xyz would make a good/bad pet?
- Why should you not tease animals?
- Why do pets depend on their owners?
- Why do people like to have pets?

**Submitted by:** Phoebe DeSantis

## FWL Program Plan

Program Title	Age Group (circle one)
Grow As We Go	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
Promotional Description	
Come learn about the life cycles of different animals.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW listen to a story and answer questions about it</p> <p>TLW define what a life cycle is</p> <p>TLW identify similarities between parents and offspring</p>	<p><b>112.11</b> Science, Kindergarten  <b>(a)</b> Introduction  <b>(4)</b> Students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.  <b>(D)</b> In life science, students recognize the interdependence of organisms in the natural world. They understand that all living organisms have basic needs that can be satisfied through interactions with living and nonliving things  Students will investigate the life cycle of plants and identify likenesses between parents and offspring.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• The book <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>• The book <i>Is Your Mama a Llama?</i> By Deborah Guarino</li> <li>• The book <i>Animal Life Cycles: Growing and Changing</i> by Bobbie Kalman</li> <li>• Life Cycle Pictures of Butterfly, Ladybug, Grasshopper, Frog, Bass, Turtle, Bird, Squirrel. (see attached)</li> <li>• 13 Pictures of adult animals w/ 13 matching pictures of baby animals. (see attached)</li> <li>• Construction paper</li> <li>• Crayons</li> <li>• Die-cut of butterfly, chrysalis, caterpillar and mini eggs</li> <li>TOTAL</li> </ul>	<p>\$2.69</p>
Program Outline	

1. Introduce the program and explain that today you will be discussing life cycles. Ask if anyone knows what a life cycle is.
2. Read the story *The Very Hungry Caterpillar*. Ask questions such as why was the caterpillar so hungry? And how did the caterpillar change? Did he look the same or different from the beginning to the end?
3. Read the story *Is Your Mama a Llama*. Ask questions such as how did the Llama know the other animals were not his Mama? Talk about characteristics.
4. Discussion on life cycles. Introduction of fancy words :
  - **Life cycle**- a series of changes an animal goes through as it grows
  - **Metamorphosis**- process of transformation where animals look completely different when they are young compared to when they are adult
  - **Embryo**- when animals begin to grow

Show the book *Animal Life Cycles: Growing and Changing*. Discuss the difference between animals being born and hatching. Some embryos grow inside the mother's body and some grow inside eggs.

5. Life Cycle Game
  - Ask for volunteers to hold up the life cycle pictures of the butterfly (1 volunteer per picture = 4 volunteers).
  - Have the volunteers line up not in order of their pictures.
  - The rest of the kids have to put the volunteers holding the pictures in order.
  - When done, the volunteer holding the picture of butterfly eggs should be first, then butterfly larvae/caterpillars, then butterfly pupa/chrysalis, then butterfly.
  - Continue with different volunteers and different life cycle pictures.
6. Adult/Baby Matching Game
  - Hand out an adult animal card or a baby animal to every participant
  - Have participants go around the room and see if they can find their "adult/baby match"
7. Craft

Participants will create their own butterfly life cycle with die-cut pieces of construction paper:

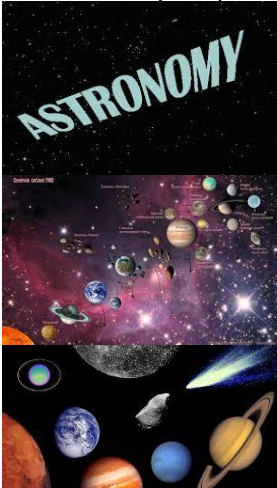
Egg  $\Rightarrow$  Caterpillar  $\Rightarrow$  Chrysalis  $\Rightarrow$  Butterfly

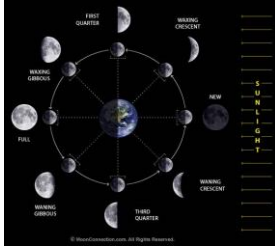
#### Questions/Talking Points/Discussion/Modeling

- See above questions

**Submitted by:** Phoebe DeSantis

## FWL Program Plan

Program Title	Age Group (circle one)
What do you know about the Moon?	PreK <b>K-2<sup>nd</sup></b> 3 <sup>rd</sup> -5 <sup>th</sup> 6 <sup>th</sup> -8 <sup>th</sup> HS Adult
Promotional Description	
Learning Objective	Correlating TEKS (🔗 click for link)
<p>CW recognize the phases of the Moon</p> <p>CW understand the Moon goes around the Earth</p> <p>CW will explain the sun lights up the Moon</p>	<p><b>K (2) (E)</b> communicate observations with others about simple descriptive investigations</p> <p><b>1 7 (A)</b> observe, describes, compares, sorts by size, color, shape and texture</p> <p><b>1 (8) (B)</b> observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun</p> <p><b>2 (8) (D)</b> observe, and record patterns objects in the sky, including the appearance of the Moon</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>Recommend books to read: Read Goose Moon by Carolyn Arden</li> <li>Reference book: Moon by Steve Tomecek pages 24 and 25</li> <li>Books for display: Clara and Clem in outer space by Ethan Long Stargazer's Alphabet by John Farrell; Keepers of the Earth by Michael J. Caduto; No Place Like Space by Tish Rabe; Outer Space= El espacio exterior by Elisa Peters</li> <li>Pictures of space, PWP or print pictures.</li> </ul> 	



- 
- Oreo cookies (4 cookies per child)
- Spoons
- Plates
- Strips of paper to write the names of the phase of the Moon: new moon, full moon, waxing crescent, waning crescent, first quarter, waxing gibbous, waning gibbous
- Flip chart with name of the phases of the moon for display to the children or white board/ PWP if available

Moon phase observation journal (optional for children to take home)-

<https://moonkam.ucsd.edu/files/activities/MoonKAM%20-%20Moon%20Observation%20Journal.pdf>

TOTAL

\$

## Program Outline

- 1 Ask the children what they know about the Moon? It's round, in space, looks like cheese...accept random answers
- 2 Read Goose Moon by Carolyn Arden
  - What is the Goose Moon? New moon that brings geese and it means Spring is coming and Summer will follow
  - Is the moon always a round? Yes, Explain. Sometimes you see no moon, sometimes it's a bright silver moon peeking, sometimes it forms a banana looking shape, sometimes you can see only half of it, and sometimes it's a giant glowing moo but it is always round/circle. (descriptions of phases of moon from the book: Goose Moon)
- 3 Show pictures of the phases of the moon after reading the book: PWP with animation of moon phases and or pictures
- 4 Explain to the students they will be creating their own phases of the moon.
- 5 Each child will be give 8 split Oreo cookies and one plate with the phases of the moon on the bottom of the plate. The child will use their spoon to move the cream off of the cookie to model the correct phase of the moon. After completing eight correct moon phases with their cookies, the student will label each phase of the moon with the correct name strip (new moon, full moon, waxing crescent, waning crescent, first quarter, waxing gibbous, waning gibbous).
- 6 Once the student has correctly labeled the 'moons', they may eat the cookies and take the plate home, where it can be used to track the moon from their own neighborhood.

Good bye song: It is time to say Good-Bye: It is time to say Good-Bye; It is time to say to good-bye to all our friends (2X) hand motions- clap your hands pat your legs- It is time to say good-bye give a smile (hand motions use index fingers to show a smile) it is time to say good bye to all friends- wave

Adios/Good-bye friends (hand motions waving good-bye) give me a yeehaw! (hand motion pulling the chain of a train). Thank the children for their active participation.

### **Questions/Talking Points/Discussion/Modeling**

- What is the Goose Moon? New moon that brings geese and it means Spring is coming and Summer will follow
- Is the moon always a round? Yes. Explain. Sometimes you see no moon, sometimes it's a bright silver moon peeking, sometimes it forms a banana looking shape, sometimes you can see only half of it, and sometimes it's a giant glowing moon. (descriptions of phases of moon from the book: Goose Moon)
- Why does the moon change shapes? It is going through a phase
- Is one side of the moon always lit? Yes. Explain. Because a side always faces the sun
- Does the moon make its own light? No- it reflects sunlight.

**Submitted by:** FWL Alignment Team (FWLAT)



## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Galimoto or Building from Scraps	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Which toys are best those you buy or those you make? Hear about Kondi's determination to make a galimoto even though he has nothing to work with.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW describe differences between Kondi, who lives in Malawi, Africa, and themselves.</p> <p>TLW know the meaning of and make a galimoto.</p> <p>TLW sequence the events in the story <i>Galimoto</i>.</p> <p>TLW identify how women in Malawi, Africa, prepare a meal.</p> <p>TLW identify Kondi as living in an African village, 7 years old, determined, creative, and able to bargain.</p>	<p><b>Third Grade English Language Arts/Reading</b></p> <p><b>110.14 (2) A.</b> use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions.</p> <p><b>110.14 (4) B.</b> use context to determine the relevant meaning of unfamiliar words or multiply-meaning words.</p> <p><b>110.14 (5)</b> Students analyze, make inferences and draw conclusions about themes and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p><b>110.14 (8) A.</b> sequence and summarize the plot's main events and explain their influence on future events.</p> <p><b>110.14 (8) B.</b> describe the interaction of characters including their relationships and the changes they undergo.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Galimoto</i> by Catherine Stock</li> <li>• Optional one computer with internet connection, streaming video capability, and audio speakers (required for introduction and overview of Malawi).</li> <li>• Sequence worksheet</li> <li>• Wire – a variety of copper, steel, or dark galvanized – gauges should vary from 16-19 for the frame to 20-24 for the detail of the spokes and wheels</li> <li>• Wire cutters, pliers</li> <li>• Toys – cars, trucks, pick-ups</li> <li>• Pipe cleaners, washers bolts, misc. hardware</li> <li>• Popsicle sticks</li> <li>• Recycled materials to add as details and decorations</li> <li>• Paper for sketches</li> <li>• Pencils</li> <li>• Envelopes</li> </ul>	

TOTAL	\$60.69
<b>Program Outline</b>	
<ol style="list-style-type: none"> <li>1. Library announcements</li> <li>2. To provide background information on Malawi and the life of the people living there, use computer to access and show Malawi – Our Africa, <a href="http://www.our-africa.org/Malawi">http://www.our-africa.org/Malawi</a> and go to “Growing Up” on that site; <a href="#">Man-eaters of Malawi</a> – 2 min. 21 sec. streaming video shows extraordinary survival challenges faced by citizens of Malawi. (Malawi is one of the poorest countries in the world.)</li> <li>3. Show students the cover of the book and the title page. Ask them to name the author and illustrator. Ask them to predict what the story will be about.</li> <li>4. P. 1 What did you notice about all the items in Kondi’s box? (Reread the page if necessary. Everything in Kondi’s box had been made by him.)</li> <li>5. P. 3 Do you know what a galimoto is? (Read definition found on back of cover page.) How old is Kondi</li> <li>6. P.6 Kondi trades with Gift to get more wire. What was the trade? (Kondi’s knife for Gift’s wires)</li> <li>7. P. 7 What does Kondi ask his uncle for? (wires on old packing boxes)</li> <li>8. P. 9-10 Why are the women waiting in line? Why did they get angry? (Waiting to have their maize ground into flour to make food. They thought Kondi was cutting in line.)</li> <li>9. P.12 The miller found out Kondi wanted wire for a galimoto. What did he do? (Told him he could have the wire behind the mill.)</li> <li>10. P. 13 What did Kondi teach Munde? (How to catch ants with a stick and water) Why did he do that? (So she would trade her wire for his stick)</li> <li>11. P. 14 Look at Kondi climbing the fence. Do you think that is a good idea?</li> <li>12. P. 16 Why do you think the policeman let Kondi take the wires? (They were on a trash heap and didn’t belong to anyone.)</li> <li>13. P. 18 When Kondi returned to sit under the red flame trees in his village and build his galimoto, what were his mother and sisters doing? (pounding their maize) Why? (to make maize porridge for supper) In the United States, how do mothers get food to make supper? (in stores)</li> <li>14. P. 19 When Kondi went home, what did he have? (His galimoto was finished and he had a new toy)</li> <li>15. How did Kondi’s day end? (Playing with his friends guiding his galimoto over the dusty path)</li> <li>16. P. 23 Do you think Kondi will change his galimoto into something different tomorrow?</li> </ol>	
<p>Activities:</p> <p>Build a galimoto (Annie Sirkin, Brookline Public Schools developed this project):</p> <ol style="list-style-type: none"> <li>1. Using pencil and paper, have children sketch a galimoto they would like to build. Have toy cars, trucks, other vehicles sitting around so they can get ideas.</li> <li>2. Children need to work in small groups with an adult helper to cut the heavier wire and to help bend the wire. (The wire is sharp, so ends need to be bent to keep the galimoto safe. When cutting wire, the pieces need to be longer than needed to allow for bending and attaching to other pieces.)</li> <li>3. Children need to begin by building the base for the vehicle. Heavier wire should be used for the base. If children are having difficulty with just wire, wrap the wire around popsicle sticks. Remember adding triangle shapes to the base will give it more support.)</li> <li>4. Children can add other materials to the toy to give it detail and character.</li> <li>5. When the galimotos are complete, the children can share their toys and talk about how they made them.</li> </ol> <p>Cut the sequence worksheet for <i>Galimoto</i> along the lines. Mix up the pieces and place them in an envelope. Give each child an envelope and have him/her sequence the story from memory. Go over correct answers when everyone is done.</p>	
<b>Questions/Talking Points/Discussion/Modeling</b>	

- Name three differences between your life and Kondi's.
- Do you agree or disagree with the statement that life in Africa is more difficult than life in the United States?
- Would you like a friend like Kondi? What do you think you would do together?
- Have you ever made a toy for yourself out of materials you found or gathered? If yes, what was it?
- Describe Kondi.
- What was Kondi's quest in this story? Was he successful?
- What can you tell about the setting (Africa, Malawi) from this story?

**Submitted by:** Charlene Hymel

# SEQUENCE SHEET FOR *GALIMOTO*

Have the strips cut up and mixed up. Each set can be placed in an envelope. Give one to each student and using his/her memory put them in the sequence in which they happened.

<i>Galimoto</i> by Karen Lynn Williams and illustrated by Catherine Stock	Kondi looked at his ball made of plastic bags, a knife made from a piece of a tin can, and a dancing man made of cornstalks.
Seven-year-old Kondi wanted to make a galimoto.	Kondi traded his knife with Gift for his wires.
Kondi's uncle gave him wires from old packing boxes.	Kondi went to the mill and the women thought he was trying to cut into line.
The miller let Kondi have the wires that were in a pile of old motor parts.	Kondi teaches Munde to catch ants with a stick and water. He trades her a stick for her wire.

Kondi climbs a fence to get wire from a trash heap behind the bicycle repair shop. Some children think he is a thief.	The policeman lets Mondri have the pieces of wire.
While his mother and sisters pound their maize for supper, Kondi bends and twists wire into a galimoto.	The children chant “Galimoto, Galimoto”, form a line, and follow Kondi around the dusty path as he guides his galimoto.

## FWL Program Plan Template

Program Title	Age Group (circle one)
Can any good come from lies and deceit?	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
<b>Promotional Description</b>	
Too much boasting got the farmer's daughter in a heap of trouble. Can a rain soaked Princess find her true love? Join us to see if any good came from all these tests in Rumpelstiltskin and The Princess and the Pea.	
<b>Learning Objective</b>	<b><a href="#">Correlating TEKS</a> (← click for link)</b>
<ul style="list-style-type: none"> <li>TLW distinguish truth from a lie</li> <li>TLW explain that one lie can lead to many more lies</li> <li>TLW explain that not all gifts come without a price</li> <li>TLW ask relevant questions about The Princess and the Pea story and Rumpelstiltskin</li> <li>TLW use the facts in the text to support their answers</li> </ul>	<p><b>Reading Comprehension 110.13 Second Grade</b></p> <p><b>2(3)(A)</b> use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions</p> <p><b>2(3)(B)</b> ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and</p>
<b>Materials Needed (for 25 participants)</b>	<b>Estimated Cost</b>
<ul style="list-style-type: none"> <li><i>Rumpelstiltskin</i> by Xavier Carrasco</li> <li><i>The Princess and the Pea</i> by Hans Christian Andersen, ill. By Paul Galdone</li> <li>Notebook paper</li> <li>Construction paper</li> <li>Staples</li> <li>Crayons, or</li> <li>Markers</li> <li>Stickers</li> <li>25 pencils with erasers</li> <li>3 Staplers (Need a volunteer to make the little books for the program. Two sheets notebook paper folded in half use construction paper for the cover and staple on the side.)</li> <li>Scrap material to make 5"x8" quilts</li> </ul> <p>TOTAL</p>	<p>\$65.87</p>
<b>Program Outline</b>	

- Define the difference between a lie and the truth: a lie-- an intentionally false statement and the truth-- The reality of a situation; A statement proven to be or accepted as true
- Read *Rumpelstiltskin* out loud as children listen to the story decide what is true and what is a lie
- Children will make a chart with three columns: True (fact), False (lie), and Magic in the booklet and pencils provided by the presenter.
- Work in pairs to review to complete the charts. Presenter will have an example chart for children to follow.
- Read *The Princess and the Pea*, ask the children what is meant by "real" (not a fake) no page numbers but at page 13. "But all the same she said she was a real princess." Presenter lists their answers on a large notebook page.
- Why didn't the Prince marry one of the many princesses that he met on his journey? Page 10 "There were plenty of princesses but the prince had great difficulty in discovering whether they were real or not. There was always something which was not quite right about them." What could have been wrong with the princesses?
- Who placed the pea on the bed railing? (the Queen and she told no one for it was a test) pg 17
- Think about the two stories and answer these questions: A. Was magic used in each story? No only Rumpelstiltskin because the Princess only slept and felt the pea through all the bedding. B. The miller was poor and the Prince had a king for his father: how are the girls alike/different( same: about the same age, single, both want to be a queen (very little girl's dream) , both had to accomplish something before they gained their crown: differences: one was rich and one poor, one had to work and the other didn't, the princess didn't know that she was being tested and the miller's daughter knew her father had told the king a lie she was tested to see if she could spin straw into gold. (Presenter will have a chart ready to with the questions already written on it with columns for the answers.)

### Questions/Talking Points/Discussion/Modeling

1. How can we tell the truth from a lie? If we know the topic we will know the person is lying or by researching through asking professionals, experienced people, looking up the information (web, books, etc.)
2. Ask what part of the story is the truth and what parts are lies. They can refer to charts or notes from their little booklets.
3. Why did the daughter go along with what her father told the king?
4. Was it fair for the Queen's servants to tell her Rumpelstiltskin's name?
5. How would you change the story, Rumpelstiltskin?
6. Where did the Princess come from? (Not given? They can guess.)
7. How did the queen know about the test with the pea?
8. Do you believe the Princess came to meet the Prince to be his wife?

#### Activities:

Play the story game: Have children sit in a circle(s) or lines. The first person starts the story and each by turn adds something to the story. It can be true or make-believe. The last person must end the story.

Kids can switch groups or start a story over again in the same group.

Have three small quilts made from cloth, 5"x8". Inside one sew a bean. Mix the quilts up and see if child can pick the quilt with the pea. (Use batting to make this more difficult)

**Submitted by:** Jacqui Rash

## FWL Program Plan Template

Program Title	Age Group (circle one)
Start your autobiography today!	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Have you ever thought about writing your autobiography? Join us as we read about Sidney Poitier an awesome actor. Kids will practice the basic steps in writing an introductory paragraph. For ages 8 to 10 years old.	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<ul style="list-style-type: none"> <li>TCW will understand the genre of biographies.</li> <li>TCW be able to use proper grammar in an introductory paragraph</li> <li>TCW be able identify familiar facts from Mr. Poitier's life that are the similar to facts in their lives</li> <li>TCW be able to correct mistakes on their drafts (grammar, structure, spelling, etc)</li> <li>TCW be able to share their paragraph with the group</li> </ul>	<b>4<sup>th</sup> Grade Language Arts</b> <b>4(15)A</b> plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience <b>4(15)B</b> develop drafts by categorizing ideas and organizing them into paragraphs <b>4(15)C</b> revise drafts for coherence, organization, use of simple and compound sentences, and audience <b>4(15)D</b> edit drafts for grammar, mechanics, and spelling <b>4(15)E</b> revise final draft in response to feedback from peers
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>Sidney Poitier, Actor by Carol Bergman</li> <li>Film clip "Lilies of the Field"</li> <li>Projector</li> <li>DVD of Lilies of the Field"</li> <li>Pencils</li> <li>Notebook paper</li> <li>Multi colored Construction paper</li> <li>Large notebook pad with adhesive strip</li> <li>Wide tip markers</li> </ul>	\$55.00
Program Outline	
<p>Program goal: To write a first draft of an introductory paragraph for the students' autobiographies</p> <p>First review the steps to writing a paragraph. Steps to writing a paragraph: 1. Choose a topic    2. Write a topic sentence—the first sentence is considered the opener because it introduces the topic and grabs the reader's attention. It also expresses your opinion about your topic. An example of this type of sentence is, "Sidney Poitier lived a very interesting life". This introduces my topic of Sidney Poitier and expresses my opinion that his life was interesting. Think for a minute about yourself and what you plan to tell about yourself. Write a topic sentence and read it to a partner. 3. After stating your topic sentence, you need to provide information to prove, illustrate, clarify, and/or exemplify your point. (Develop a trifold chart with the steps and information on writing a paragraph and definition of an autobiography and biography.)</p> <p>A. Explain the difference between an autobiography and a biography. Autobiography--the biography of a person narrated by himself or herself    Biography--A biography is a written account of the series of events that make up a person's life.</p> <p>B. The biography of Sidney Poitier will serve as an example of facts and details that are of interest to</p>	



readers. We will read parts of his biography to inspire customers to think about their lives and remember details of events and people.

Read pages 19 through 23 from Sidney Poitier by Carol Bergman

Sidney Poitier was born in Miami Florida on Feb. 20, 1927. His parents were from the Bahamas. He was a premature baby and his mother was the only one that believed her baby would live. He was 3 months old when he left Florida to live on Cat Island in the Bahamas. At 10 months old Sidney's mother threw him repeatedly into the sea until he learned to swim. Sidney got into mischief and by the age of 13 was arrested for stealing corn. His parents sent him to live with his older brother in the United States. He was about 16 years old.

**One way to write an introductory paragraph is to outline the important events in your life.**

One way to begin is by outlining the major events of your life, in chronological (timed sequence) order and selects a childhood event that deeply affected you. It might be the time you were most frightened, felt most loved and cherished, accomplished or failed at something that meant a lot to you, or felt alone. Any of these are excellent opening personal stories to begin an autobiography; remember to include the details of the event, the people involved and particularly your feelings at the time. Your "self" in this case is revealed through your emotional responses.

Brainstorm facts from the reading: Write on large note pad and tape to wall to add facts

- Born in US (a premature baby thought he would die)
- Returned to Bahamas (3 months)
- Learned to swim to keep from drowning
- Sent to US to live with his older brother
- He loved movies
- \*\*could be more from kids\*\*

Write similar facts about your life from when you can remember to now: Write on the individual papers:

- I was born \_\_\_\_\_
- Lived in Texas all my life (8 years)
- Parents born in Texas
- I don't know how to swim, etc. \*\*more from kids\*\*

Give the highlights of Mr. Poitier's life from 16 to 18 found on pages 29 to 40:

- Dishwasher
- No place to live (slept in subway, on top of a building)
- Arrested when he slept in the train station
- Enlisted in the army (lied about his age, so he'd have food and a place to stay)
- Assigned to work at a mental hospital and after a year of seeing how badly the patients were treated he staged a crazy act to be dismissed from the army. His psychiatrist wanted to give him shock treatment and Sidney confessed that he wasn't crazy but wanted to leave the Army. The doctor had compassion on him and recommended he be released from the Army. He returned to civilian life on December 11, 1944. He love acting and moved to New York to pursue his dream of being famous.

Do you have a dream of being famous or receiving an award? Include that in your opening paragraph.

Children will write their paragraph. Read paragraphs silently. Correct grammar and revise and rewrite.

Read paragraphs to a partner, if a small group, read them to the whole group. Glue paragraph paper to colored construction paper. Children keep their work to add details while in school to further develop their autobiographies.

**Questions/Talking Points/Discussion/Modeling**

- Have you ever heard of Sidney Poitier? Have you seen him in a movie? \*\*\*done before reading the first section\*\*

Sidney Poitier was the first black person to win an Academy Award for Best Actor, a prize he received in 1963

for his work in *Lilies of the Field*. Poitier won fame on stage and screen, particularly for his roles in both the Broadway and film version of Lorraine Hansberry's *A Raisin in the Sun*, the first play written by an African-American woman to be staged on Broadway.

- Have your parents ever done anything drastic like Sidney's mother (throwing him in the sea at 10 months)
- What do you want to be in 10 to 15 years? Will you move from Texas? Serve in the Army, Navy, or Air Force?
- What have you accomplished in school thus far? On Principal Honor Roll, best dancer in dance class, awesome 3 points shooter in basketball, a great soccer player or what?
- What three things would you like to tell the world?

**Submitted by:** Jacqui Rash

# ANANSI AND THE TALKING MELON

Retold by Eric A. Kimmel

Reader's Theater Script by: Jacklyn Moore

**Narrator 1   Narrator 2   Narrator 3   Anansi**  
**Elephant   Hippo   Warthog   King**

**Narrator 1:** One fine morning Anansi the Spider sat high up in a thorn tree looking down into Elephant's garden.

**Narrator 2:** Elephant was hoeing his melon patch. The ripe melons seemed to call out to Anansi, "look how juicy and sweet we are! Come eat us!"

**Narrator 3:** Anansi loved to eat melons, but he was much too lazy to grow them himself. So he sat up in the thorn tree, watching and waiting, while the sun rose high in the sky and the day grew warm.

**Narrator 1:** By the time noon came, it was too hot to work. Elephant put down his hoe and went inside his house to take a nap.

**Narrator 2:** Here was the moment Anansi had been waiting for. He broke off a thorn and dropped down into the melon patch. He used the thorn to bore a hole in the biggest, ripest melon.

**Narrator 3:** Anansi squeezed inside and started eating. He ate and ate until he was as round as a berry.

**Anansi:** "I'm full,"

**Narrator 1:** Anansi said at last.

**Anansi:** Elephant will be coming back soon. It is time to go."

**Narrator 1:** But when he tried to squeeze through the hole, Anansi had a surprise. He didn't fit!

**Narrator 2:** The hole was big enough for a thin spider, but much too small for a fat one.

**Anansi:** "I'm stuck!"

**Narrator 3:** Anansi cried.

**Anansi:** "I can't get out. I will have to wait until I am thin again."

**Narrator 1:** Anansi sat down on a pile of melon seeds and waited to get thin. Time passed slowly.

**Anansi:** "I'm bored,"

**Narrator 1:** Anansi said.

**Anansi:** "I wish I had something to do."

**Narrator 2:** Just then he heard Elephant returning to the garden. Anansi had an idea.

**Anansi:** "When Elephant gets closer, I will say something. Elephant will think the melon is talking. What fun!"

**Narrator 2:** Elephant walked over to the melon patch.

**Anansi:** "Look at this fine melon. How big and ripe it is!"

**Narrator 2:** he said, picking it up.

**Anansi:** "Ouch!"

**Narrator 3:** cried Anansi. Elephant jumped.

**Elephant:** "Aah! Who said that?"

**Anansi:** "I did. The melon,"

**Narrator 3:** Anansi said.

**Elephant:** "I didn't know melons could talk,"

**Narrator 1:** said Elephant.

**Anansi:** "Of course we do. We talk all the time. The trouble is, you never listen."

**Elephant:** "I can't believe my ears!"

**Narrator 1:** Elephant exclaimed.

**Elephant:** "A talking melon! Who could believe it? I must show this to the king."

**Narrator 2:** Elephant ran down the road, carrying the melon with Anansi inside. Along the way, he ran into Hippo.

**Hippo:** "Where are you going with that melon?"

**Narrator 2:** Hippo asked.

**Elephant:** "I'm taking it to the king,"

**Narrator 2:** Elephant told him.

**Hippo:** "What for? The king has hundreds of melons."

**Elephant:** "He doesn't have one like this,"

**Narrator 2:** Elephant said.

**Elephant:** This is a talking melon."

**Narrator 2:** Hippo didn't believe Elephant.

**Hippo:** "A talking melon" What an idea! That's as ridiculous as. . ."

**Anansi:** ". . . a skinny hippo,"

**Narrator 3:** the melon said. Hippo got so angry his face turned red.

**Hippo:** "Who said that? Did you say that, Elephant?"

**Elephant:** "It wasn't me. It was the melon,"

**Narrator 3:** Elephant said.

**Elephant:** "I told you it talks. Do you believe me now?"

**Hippo:** "I do!"

**Narrator 3:** Hippo exclaimed.

**Hippo:** "I want to go with you. I want to hear what the king says when you show him this talking melon."

**Elephant:** "Come along, then,"

**Narrator 3:** said Elephant. So Elephant and Hippo went down the road together, carrying the melon.

**Narrator 1:** By and by, they ran into Warthog.

**Warthog:** "Where are you taking that melon?"

**Narrator 1:** Warthog asked them.

**Elephant and Hippo:** "We're taking it to the king,"

**Narrator 1:** Elephant and Hippo told him.

**Warthog:** "What for? The king has hundreds of melons,"

**Narrator 1:** Warthog said.

**Hippo:** "He doesn't have one like this,"

**Narrator 1:** Hippo replied.

**Hippo:** "This melon talks. I heard it."

**Narrator 1:** Warthog started to laugh.

**Warthog:** "A talking melon? Why, that's as ridiculous as . . ."

**Anansi:** “. . . a handsome warthog,”

**Narrator 1:** said the melon. Warthog got so angry he shook all over.

**Warthog:** “Who said that? Did you say that, Elephant? Did you say that, Hippo?”

**Hippo and Elephant:** “Of course not!”

**Narrator 1:** Hippo and Elephant told him.

**Hippo and Elephant:** “The melon talks. Do you believe us now?”

**Warthog:** “I do!”

**Narrator 1:** cried Warthog.

**Warthog:** “Let me go with you. I want to see what the king does when you show him this talking melon.”

**Narrator 1:** So warthog, Elephant, and Hippo went down the road together, carrying the melon.

**Narrator 2:** Along the way, they met Ostrich, Rhino, and Turtle. They didn’t believe the melon could talk either until they heard it for themselves. Then they wanted to come along too.

**Narrator 3:** The animals came before the king. Elephant bowed low as he placed the melon at the king’s feet.

**Narrator 1:** The king looked down.

**King:** Why did you bring me a melon?”

**Narrator 2:** he asked Elephant.

**King:** “I have hundreds of melons growing in my garden.”

**Elephant:** “You don’t have one like this,”

**Narrator 3:** Elephant said.

**Elephant:** "This melon talks."

**King:** "A talking melon? I don't believe it. Say something, Melon."

**Narrator 1:** The king prodded the melon with his foot. The melon said nothing.

**King:** "Melon,"

**Narrator 2:** the king said in a slightly louder voice,

**King:** "there is no reason to be shy. Say whatever you like. I only want to hear you talk."

**Narrator 3:** The melon still said nothing. The king grew impatient.

**King:** "Melon, if you can talk, I want you to say something. I command you to speak."

**Narrator 1:** The melon did not make a sound. The king gave up.

**King:** "Oh, this is a stupid melon!"

**Narrator 2:** he said. Just then the melon spoke.

**Anansi:** "Stupid, am I? Why do you say that? I'm not the one who talks to melons!"

**Narrator 3:** The animals had never seen the king so angry.

**King:** "How dare this melon insult me!"

**Narrator 1:** he shouted. The king picked up the melon and hurled it as far as he could. The melon bounced and rolled all the way to Elephant's house. **KPOM!** It smacked into the thorn tree and burst into pieces. Anansi picked himself up from among the bits of melon rind.



**Narrator 2:** All the excitement had made him thin. And now that he was thin again, he was hungry. Anansi climbed the banana tree. He settled himself in the middle of a big bunch of bananas and started eating.

**Narrator 3:** Elephant returned. He went straight to the melon patch.

**Elephant:** "You melons got me in trouble with the king!"

**Narrator 3:** Elephant said.

**Elephant:** "From now on, you can talk all you like. I'm not going to listen to a word you say!"

**Anansi:** "Good for you, Elephant!"

**Narrator 3:** Anansi called from the bananas.

**Anansi:** "We bananas should have warned you. Talking melons are nothing but trouble."

## FWL Program Plan Template

Program Title	Age Group (circle one)
A Kite Flying and Steer Roping Good Time!	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Folktales travel around the world. Join us to see what an Emperor and Cowboy folktales have in common. Who will be the Hero?	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<p>TLW identify the characteristics of a folktale</p> <p>TLW identify the characteristic of a tall tale</p> <p>TLW identify the characteristics of a fairy tale</p> <p>TLW describe similarities and differences between a folk tale, tall tale, and fairy tale</p> <p>TLW identify and discuss new vocabulary found in the stories</p>	<p><b>110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.</b></p> <p>(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p style="padding-left: 40px;">(A) Paraphrase the themes and supporting details of fables, legends, myths, or stories</p> <p style="padding-left: 40px;">(B) Compare and contrast the settings in myths and traditional folktales.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>The Emperor and the Kite</i> by Jane Yolen</li> <li>• <i>Pecos Bill</i> by Steven Kellogg</li> <li>• <i>Anansi and the Hat Shaking Dance</i></li> <li>• Disc player</li> <li>• White construction paper</li> <li>• Washable Crayon Markers (eight pack)</li> <li>• Sentence Strips</li> <li>• Glue</li> <li>• Pencils</li> <li>• Scotch tape</li> <li>• Scissors</li> <li>• Zip lock sandwich bags</li> <li>• Large tub with props items from Pecos Bill (rope, horse, ect.)</li> <li>TOTAL</li> </ul>	<p style="text-align: right;">\$230.19</p>
Program Outline	

A folktale is usually an anonymous, timeless, and placeless tale circulated orally among a people. A fairy tale is a story (as for children) involving fantastic forces and beings (as fairies, wizards, and goblins). Therefore the two terms are used interchangeably at times.

1. Brainstorm about what you think a fairy tale tall tale or folktale is. Write them on the board as our definition.

**Folktale:** a story that has been handed down by word of mouth and belongs to a particular culture rather than an individual. Folktales give us insights into the cultures from which they spring. Folktales are timeless and universal. Folktales are fluid and change as they are passed from generation to generation. Folktales are teaching tools. They often have a moral and make judgments. They show that some actions, feelings and thoughts are good while others are bad. They relate that in order to win approval one must display what is seen as acceptable, good behavior. Folktales are a mirror of humanity.

**Fairy tale:** fairytales or wonder tales are a kind of folktale or fable. Fairytales were told and retold for generations before they were written down. Amazingly, similar fairy tales can be found in all regions of the world. Fairytales have some distinct characteristics: (1) they take place in a far off time and place, (2) they typically begin with "Once upon a time. . ." (3) magical happenings are everyday occurrences, (4) they generally end happily, (5) magical objects often play key roles, (6) characters are often ogres, witches, kings, queens, mythical beings, and (6) they often contain the number 3 in some form.

**Tall Tale:** Tall tales were popularized in the 18<sup>th</sup> century. They were told by people for entertainment and relaxation after a long day of work. Tall tales involve a lot of exaggeration or hyperbole which makes them funny. The main character(s) is given amazing abilities which allow him to accomplish incredible feats.

- Why do you think people told these stories?
  - Why do you think they were eventually written down?
  - Do you think they might have been told at campfires as the cowboys were going to bed?
  - Why do you think they have always been so popular?
  - Did they have Nintendo?
  - Do these stories seem to be real stories? Do you think they could they really happen?
2. Listen to the folktale *Anansi and the Hat Shaking Dance*. When the story is over, have children identify the traits of a folktale.
  3. Discussion following story:
    - How was Anansi's hair important in the story?
    - Name some of the artifacts (clay pot, hat, etc.) and tell how they represent events in the story.
    - What was your favorite part of the story?
  4. Read the tall tale *Pecos Bill*. During the story define any unfamiliar words such as kinfolk. When the story is over, have children identify the traits of a tall tale.
  5. Discussion following story:
    - What was the conclusion of this book?
    - Who did Pecos Bill marry?
    - Do you think authors have to do research to write a story like this? Why or why not?
    - If you wanted to write about a person or event, what resources might you use to learn true facts about that person or event?
    - Do you think this might have come from a real true story?
  6. Read the story *The Emperor and the Kite*. When the story is over, have the children identify traits of a fairy tale.
  7. Discussion following story.

- How does the little princess keep the emperor alive?
- After her father died, how did Djoew Seow rule? "As gentle as the wild and in her loyalty, as unyielding" Read this passage to them after they answer.
- Is the ending a good one? Why or why not? Are you left hanging? Write your answer to this last question in you journals.
- On a fresh piece of paper in your journal, write summary of this story.

Activities:

**Anansi and the Hat Shaking Dance**

1. What lesson is learned in this story? Think of a story you could make up that has happened to you that teaches this same lesson. Share your ideas with the group.

**The Emperor and the Kite**

1. Students will make a colorful banner of a character from the story. Write the character's name on the banner, draw a picture, and write descriptive words on sentence strips to be glued onto the banner.
2. Write a quote that the character said in the story.
3. Suggest another ending for the story (orally)

**Pecos Bill**

1. Make folk tale kits. Gather items from story prop tub that relate to this tall tale. Place the items in bags. Children will pull one item from their bags to orally tell how it was used in the story and how they would use it in another way.

**Questions/Talking Points/Discussion/ Modeling**

Review the three types of stories: Folk tales, tall tales, and fairy tales. Discuss similarities and differences of each.

Discuss how stories such as these teach us about our culture and the culture of others.

Would you rather learn from stories or text books?

**Submitted by:** DeSantis

## FWL Program Plan Template

Program Title	Age Group
A Look Through the Eyes of Texas	Ages 8-10 (Grades 3 <sup>rd</sup> -5 <sup>th</sup> )
Learning Objective	Correlating TEKS
<ol style="list-style-type: none"> <li>1. TCW identify biographies as books written about a person, his life, and his accomplishments</li> <li>2. Based on the biography of Juan Sequín, TCW name three contributions he made to the state of Texas. (List the contributions)</li> <li>3. TCW list three examples that show Juan Sequín was a good citizen.</li> <li>4. When reading the story of Juan Sedquin, TCW identify the significance of the battle of Texas' independence from Mexico and his role.</li> <li>5. TCW discuss how the structure of a biography teaches us about the culture, the time period, and other significant people in addition to the life of the person the book was written about.</li> </ol>	<p>3 (9) Students understand, make inferences and draw conclusion about the varied structural patterns and features of literacy nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p> <p>4 (7) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.</p> <p>5 (7) Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.</p>
Materials Needed	
<ul style="list-style-type: none"> <li>○ Recommended reading: <i>Juan Sequín: Tejano Leader</i> by William R. Chemerka</li> <li>○ Recommended books for display: Jose Antonio Navarro by David R. McDonald; Sam Houston by Barbra K. Miller; Stephen F. Austin: El Padre de Texas by Harriet Isecke; In the Shadow of The Alamo by</li> <li>○ Reading display and biography resources: Sam Houston, David Crockett,</li> </ul>	

- If possible PW with bullet points of Sequín's or have them listed on board/notepad on easel
- Paper sandwich bags
- Glue
- Die cuts- Cowboy hats and boots
- Markers/colors/pencils
- Sticky name tags 'HELLO my name is'
- Index cards (to write and make notes of their research)

### Procedures

11. Welcome the group- WR announcements; explain we are going to go back in history and learn about
12. Ask for names of famous people from Texas. Then define the word "biography."  
Sherry Garland
13. A biography tells the true story of someone's life.
14. Give a short description of Juan Sequín and his accomplishments and ask for the meaning of the word "citizen."  
*Sequín*, lead a group of his fellow Tejanos to fight alongside Sam Bowie, Davie Crockett, and other frontiersmen at the Alamo and helped secure Texas' independence from Mexico. From his family's early support of settlers such as Stephen F. Austin to his years in the Texas Senate and as mayor of Bexar. His heroic efforts in securing Texas's independence. As chief administrator of the San Antonio district, Juan was an outspoken critic of Mexican President Santa Anna and a vocal champion of the Texans' demand for greater self-government. When the fight for a separate state began, Juan recruited a company of Mexican ranchers and joined the Texans in battle. Despite having ultimately risen to lieutenant colonel after the Battle of San Jacinto and his three-term service in the Texas Senate, American newcomers to San Antonio -- who held themselves above the native families -- branded him a Mexican sympathizer and, fearing for his life, he fled to Mexico.
15. Citizen is define as: a person who lives in a particular place; a person who legally belongs to a country and has the rights and protection of that country.
16. List of leadership Sequin demonstrated in his role of Texas' independence of Mexico
  - Fought alongside Sam Bowie, Davie Crockett, and other frontiersmen at the Alamo and helped secure Texas' independence from Mexico
  - Texas Senate- three-term service
  - Mayor of Bexar
  - Chief Administrator of the San Antonio District
  - Vocal Champion of the Texans and its independence from Mexico
  - Recruited a company of Mexican ranchers and joined the Texans in battle
  - Lieutenant Colonel after the Battle of San Jacinto
17. Read paper clipped pages of *Juan Sequín: Tejano Leader* (pages
18. The children will list qualities of Juan Sequín that makes him a good citizen.
19. After reading and discussing what we've read ask children to get in pairs over the books on display including the Juan Sequín and tell them they will be making their very own puppet of the person who they feel is important in Texas History.
20. You can pair children – alpha letter them- A&B is a pair C&D, E&F, G&H and so on. Explain they will be using the information read about Juan Sequín and will create a puppet using a

sandwich bag. The front will have a cowboy hat and boots glued. The child will draw the face and write the person's name on the name sticker. On the back they will list three qualities of the leader. They will also add what the child thinks makes Sequin a Texas leader.

### Questions

What do we know about Juan Sequín?

What did the author tell us about him?

When style/genre of writing is this? Biography

What time is he from?

Why is he important in Texas's history? He helped Texas' become independent from Mexico

How was Sequín a model citizen?

Did help Texas? What are some ways he helped?

Write what you would say about Sequín?

Was it fair for him to be made to leave the place he called home? Why or why not?

How is this story different from an autobiography? Autobiography: a story of someone's life written by that person. Biography is someone's story by someone else.

## FWL Program Plan Template

Program Title	Age Group (circle one)
Whose Point of View is it, mine or theirs?	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Picture books are generally written in third person (narrator tells and knows each characters thoughts) and first person (a character telling the story). Join us to learn more about third person. Children will improve their writing skills. Ages 8 to 10 (creative writing)	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<ul style="list-style-type: none"> <li>• TLW identify two styles of writing First person and third person <b>A. First-person</b> perspective: the viewpoint of a character writing or speaking directly about themselves <b>B. Third Person Omniscient</b> is when the narrator doesn't have a "voice". The narrator is present, but they're "invisible"; they don't have a personality. The narrator relates the events as they happen, but doesn't offer any opinions on the events.</li> <li>• TLW be able to distinguish between picture books written in third person and picture books written in first person points of view</li> <li>• TLW be write a paragraph in first or third person</li> </ul>	<p><b>English Language Arts and Reading, Grade 5, 110.16 (6)</b> Reading/Comprehension of Literary Text/Poetry (C) explain different forms of third-person points of view.</p> <p><b>110.16 (16)</b> Writing/Literary Texts (A.1) write imaginative stories that include a clearly defined focus, plot, and point of view</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Notebook paper</li> <li>• Pencils</li> <li>• Objects like basketballs, DVD of Super Heroes, lovely dresses, shoes, chips, cookies</li> <li>• <a href="http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/">http://www.ereadingworksheets.com/point-of-view/point-of-view-activities/</a></li> </ul> <p>TOTAL</p>	<p>\$7.00</p>
Program Outline	



1. Introduction: **It's Traditional** – *Once upon a time there was a...* Most of the stories we were told as children were created in a third person point of view. There was a narrator and he/she told the story. Therefore it seems very natural to hear a story told in the third person. I Third person omniscient is a method of storytelling in which the narrator knows the thoughts and feelings of all of the characters in the story. It's when the narrator doesn't have a "voice". The narrator is present, but they're "invisible"; they don't have a personality. The narrator relates the events as they happen, but doesn't offer any opinions on the events. First person point of view is the viewpoint of a character writing or speaking directly about themselves in the story.
2. Example of first person is *The True Story of the Three Little Pigs* by [Scieszka, Jon](#). The Wolf says "I was framed."
3. First Person in the subjective case, the singular form of the first person is "I," and the plural form is "we." "I" and "we" are in the subjective case because either one can be used as the subject of a sentence. You constantly use these two pronouns when you refer to yourself and when you refer to yourself with others. Here's a sentence containing both: I (first-person singular) look forward to my monthly book club meeting. We (first-person plural) are currently reading "Hope for Haiti" by Jess Joshua Watson ref: <http://www.quickanddirtytips.com/education/grammar/first-second-and-third-person?page=all#sthash.QB8zwwXS.dpuf>
4. Example of third person—*Little Humpty* by Margaret Wild and Ann James "Big Humpty chased him here and there. When she caught him, she gave him a big sloppy kiss....."
5. List of books for the challenge

#### Omniscient Third Person Point of View

- *Knuffle Bunny Free: An unexpected Diversion* by Mo Willems
- *Move Over Rover!* By Karen Beaumont
- *Doggone Dogs!* By Karen Beaumont
- *Little Humpty* by Margaret Wild and Ann James
- *The Loopy Coop Hens* "Letting Go" by Janet Morgan Stoeke
- *Theodore and the Talking Mushroom* by Leo Lionni

#### First Person

- *Hope For Haiti* by Jesse Joshua Watson
  - *Trust Me, Jack's Beanstalk Stinks!* By Eric Braun
  - *The True Story of the Three Little Pigs* by [Scieszka, Jon](#).
  - *The Pigeon Finds a Hot Dog* by Mo Willems
  - *The Pete the Cat and His Four Groovy Buttons* by Eric Litwin
  - *Where's My TRUCK?* By Karen Beaumont
6. Librarian will read paragraphs from 2 books on 3<sup>rd</sup> person point-of-view list showing students how the writer knows all. Then she will read paragraphs from 2 books on 1<sup>st</sup> person point-of-view showing how the writer is speaking for him/herself. (Librarians select the books they want to use.)
  7. Librarian will read *The True Story of the Three Little Pigs* and the original *Three Little Pigs* noting the differences in point-of-view.

#### Activities:

1. Participants will be given paragraphs to read and determine if they were written in 1<sup>st</sup> or 3<sup>rd</sup> person.
2. Participants will be given paper and pencil. They will be able to view various objects around the room that could be used in a creative story. They will be asked to write a short story or an engaging paragraph in which they write in 1<sup>st</sup> or 3<sup>rd</sup> person. Participants will share their stories by reading them orally to a small group. Participants can work in pairs if they wish.

#### Questions/Talking Points/Discussion/Modeling

- Who is doing the talking in *The True Story of the Three Little Pigs*?

- Was the Giant telling the Truth?
- If your story has the person saying I or we, which point of view?
- Picture books are written in which point of view?
- What kind of story could you write about a dog puppet?
- Which is easier to write in third or first person?

**Submitted by:** J. Rash

## FWL Program Plan

Program Title	Age Group (circle one)
Differences Around the World	PreK   K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS   Adult
Promotional Description	
Come join us to learn why it's fun to celebrate our differences.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW listen to a story and answer questions about it using comprehension strategies such as titles illustrations and key words</p> <p>TLW identify similar traits found in different cultures</p> <p>TLW learn explain why we should celebrate the differences that make each of us unique</p>	<p><b>English Language Arts and Reading, Grade 3</b></p> <p><b>110.14 (2) A.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students use ideas (e.g. illustrations, titles, topic sentences, key word, and foreshadowing) to make and confirm predictions.</p> <p><b>110.14 (4) B</b> Students understand new vocabulary and use it when reading and writing. Students are expected to use context to determine the relevant meaning of unfamiliar words or multiple meaning words.</p> <p><b>110.15 (3) A.</b> Students analyze, make inferences and draw conclusion about theme and genre in different cultural, historical, ad contemporary contexts and provide evidence from the text to support their understanding. Students are expected to summarize and explain the lesson or message of a work of fiction as its theme.</p> <p><b>110.16 (B.2) E.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to use a dictionary, a glossary, or a thesaurus to determine the meanings, syllabication, pronunciation, alternate word choices, and parts of speech of words.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>I'm Like You, You're Like Me</i> by Cindy Gainer</li> <li>• <i>I Am the World</i> by Charles R. Smith Jr.</li> <li>• Pair of castanets for show</li> <li>• Calypso CD</li> <li>• CD player</li> <li>• Flags of Italy, France, Germany, Trinidad, Brazil, Spain, India, Ghana, Scotland, China, Poland, Japan, Serbo-Croatia</li> <li>• Definitions of Biscotti, Buon Giorno, Bonjour, Bratwurst, Calypso, Capoeira, Castanets, Flamenco, Ghagras, Namaste, Kente, Kilt, Ni hao, Pierogi, Wasabi,</li> </ul>	

Zdravo TOTAL	\$14.94
<b>Program Outline</b>	
<ol style="list-style-type: none"> <li>1. Introduce the program by asking the audience what it means to be different. In what ways can people be different (physical, cultural, religion, etc.)? Is being different a good or bad thing?</li> <li>2. Read the book <i>I'm Like You, You're Like Me</i> by Cindy Gainer. Ask questions prompted by the book. Pg. 14- Who is from a large family? Pg. 24- Who likes to share stories with their friends? Who likes to do different things than their friends? Do you take turns doing what you like and what your friend likes? What was the theme of this book?</li> <li>3. Introduce the next part of the program by telling the kids you are now going to talk about people from all across the world. Read the book <i>I Am the World</i> by Charles R. Smith Jr. Throughout the book there are many words that have cultural connotations that may be unfamiliar to the kids. Choose some words and see if the kids can guess the meaning by looking at the pictures. After the story is read, use the glossary in the back to define the unfamiliar cultural words. (Words are: Biscotti, Buon Giorno, Bonjour, Bratwurst, Calypso, Capoeira, Castanets, Flamenco, Ghagras, Namaste, Kente, Kilt, Ni hao, Pierogi, Wasabi, Zdravo)</li> </ol> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Show the kids the flag of a country. Have them guess what country the flag is from before telling them. Ex. Show the kids a picture of the flag of Italy. On the back have printed and read – Buon Giorno (bone-gior-no)- "Hello" or "Good day" in... and the kids would have to guess <a href="#">Italian</a>.</li> <li>• Read a word and its definition from the glossary of the <i>I Am the World</i> book. See if the kids can guess/remember what country it is from.</li> </ul>	
<b>Questions/Talking Points/Discussion/Modeling</b>	
<ul style="list-style-type: none"> <li>• Discuss how people from different cultures are different, but they are part of the human race, and we can learn a lot from one another. Each culture can teach us something.</li> <li>• Is it good to be different?</li> <li>• What would happen if everyone was the same?</li> <li>• Should we respect those who are different from us?</li> <li>• Can we be friends with those who are different from us?</li> </ul>	
<b>Submitted by:</b> Phoebe DeSantis	

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
I Spy	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Come join us for a fun I Spy Adventure through the library.	
Learning Objective	Correlating TEKS (← click for link)
TLW listen to <i>Stella Louella's Runaway Book</i>  TLW make predictions based on textual clues.  TLW define fiction and nonfiction.	<b>English Language Arts and Reading, Grade 3</b> <b>110.14 (2) A.</b> Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to use ideas (illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions. <b>110.14 (8)</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction.
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Stella Louella's Runaway Book</i> by Lisa Campbell Ernst</li> <li>• 11 die-cut magnifying glasses</li> <li>• 25 sheets of paper</li> <li>• Crayons or Markers</li> <li>TOTAL</li> </ul>	\$12.00
Program Outline	
<ol style="list-style-type: none"> <li>1. Introduce program by telling participants that following the reading of the book <i>Stella Louella's Runaway Book</i> they will be going on a scavenger hunt to learn about the parts of the library.</li> <li>2. Read the book <i>Stella Louella's Runaway Book</i> by Lisa Campbell Ernst. As you read the book, point out the clues as you come to them. See if children can guess what book is missing based on the clues.</li> <li>3. When you have finished the book, take the children on a library scavenger hunt. The scavenger hunt will follow the clues in the story:               <ul style="list-style-type: none"> <li>• Bears – show the children the juvenile non-fiction bear books (599.78)</li> <li>• Hiking – show the children the juvenile non-fiction hiking books (796.51)</li> <li>• Grooming – show the children the juvenile non-fiction grooming books (646.7)</li> <li>• Police – show the children the juvenile non-fiction police books (363.20973)</li> <li>• Cooking – show the children the juvenile non-fiction cooking books (641.5)</li> <li>• Chair – show the children where <i>Peter's Chair</i> by Ezra Jack Keats would be</li> <li>• Beds – show the children where <i>5 Little Monkeys Jumping on the Bed</i> by Eileen Christelow would be</li> <li>• Nap – show the children where <i>The Napping House</i> by Audrey Wood would be</li> <li>• Bears return – show the children where <i>Bear Feels Scared</i> by Karma Wilson would be</li> <li>• Bears discover girl – show children where <i>A Story for Bear</i> by Dennis Haseley would be</li> <li>• Last, but not least, show the children where <i>Goldilocks and the Three Bears</i> would be located. (398.2 or 398.22)</li> </ul> </li> <li>4. Discuss the difference between fiction and non-fiction. Determine what <i>Stella Louella's Runaway Book</i> is. Name examples of both fiction and non-fiction books. (Have books to show.)</li> </ol>	

**Activity:**

- Give the children a piece of paper and have them write down their favorite story, their favorite part of their favorite story, and the reason why it's their favorite story. They can use crayons or markers to add illustrations if they like.
- Working in groups or alone have students plan a scavenger hunt in the library looking for key places, such as check out desk, computers, restroom, etc.
- Have children write 5 clues about their favorite book. Have them read their clues aloud and see if other students can guess the title of their favorite book.

**Questions/Talking Points/Discussion/Modeling**

- What book did Stella lose?
- What is the difference between fiction and non-fiction?
- Have you ever lost something?
- Did you have help finding it?

**Submitted by:** Phoebe DeSantis

## FWL Program Plan Template

Program Title		Age Group
It's Raining Science	PreK   K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS <u>adult</u>	
Promotional Description		
Plop, Plop Hear the Drops! Where does rain come from? Explore the different stages of water and why we need the sun go have rain. 8 to 10 year olds		
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)	
<p>The child will demonstrate an understanding of the water cycle by recreating it.</p> <p>The child will differentiate the sun and ocean's jobs in the water cycle by defining each's purpose.</p> <p>The child will describe how water can change from one state to another by adding or taking away heat.</p>	<p style="text-align: center;">Science 4th Grade</p> <p><b>(8)</b> Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:  <b>(A)</b> measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key;  <b>(B)</b> describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and</p> <p style="text-align: center;">5th Grade</p> <p><b>(8)</b> Earth and space. The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to:  <b>(A)</b> differentiate between weather and climate;  <b>(B)</b> explain how the Sun and the ocean interact in the water cycle;</p>	
Materials Needed (for 25 participants)	Estimated Cost	
<ul style="list-style-type: none"> <li>Pipe cleaners (multiple colors)</li> <li>Beads (yellow, clear, white, blue)</li> <li><i>Can It Rain Cats and Dogs?</i> by Gilda Berger, Melvin Berger</li> <li><i>Water Dance</i> by Thomas Locker</li> <li><i>A Drop Around the World</i> by Barbara McKinney</li> <li><i>The Rainstick, A Fable</i> by Sandra Chisholm Robinson</li> <li><i>The Magic School Bus Wet All Over: A Book About The Water Cycle</i> by Pat Relf (additional books are used for the display)</li> </ul> <p>TOTAL</p>	<p>Materials can already be found in the art supplies owned by the library. However, if materials are unavailable in the supplies already found, they can be purchased for an estimated cost of \$20.00-\$25.00.</p>	

## Program Outline

1. Write vocabulary words on flashcards with the meaning on the back:

Evaporation: water changes from a liquid to a gas; occurs more rapidly at warmer temperatures

Atmosphere: the gases that surround the earth

Condensation: water changes from a gas to a liquid; occurs when water vapor gets cold

Precipitation: water falling to the earth in the form of rain, hail, mist, sleet, or snow

Collection: water that falls as precipitation comes together in bodies of water such as oceans, rivers, lakes, and streams, or underground.

**Transpiration** - Process by which water that is absorbed by plants, usually through the roots, is evaporated into the atmosphere from the plant surface, such as leaf pores. - U.S. Geological Survey, 2011 (a)

Precipitation creates runoff that travels over the ground surface and helps to fill lakes, oceans and rivers

2. Read—A Drop Around the World by Barbara McKinney.

3. Pass out worksheets and children will answer the following questions with a word from their word bank. The questions can also be written on a poster or projected for children to answer together.

Precipitation	Condensation	Evaporation	Atmosphere	Collection	Runoff	Transpiration
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- a. \_\_\_\_\_ is when water changes from a liquid to a gas
- b. The gases that surround the earth are called the \_\_\_\_\_.
- c. \_\_\_\_\_ is when water changes from a gas to a liquid.
- d. Rain, hail, mist, sleet, or snow are all forms of \_\_\_\_\_.
- e. \_\_\_\_\_ is when precipitation comes together in bodies of water such as oceans, rivers, lakes, and streams.
- f. \_\_\_\_\_ is when water evaporates into the atmosphere from plant leaves.
- g. Water that travels over the ground surface and then fills the lakes, rivers and oceans is \_\_\_\_\_.

a- evaporation; b- atmosphere; c- condensation; d- precipitation; e- collection; f-transpiration; g- runoff

4. Read—The Magic School Bus Wet All Over: A Book About The Water Cycle by Pat Relf
5. Game—Review the steps and hand motions from the Youtube video link below. This video includes the words for moisture coming off plants and animals. Play a game of Simon Says. Example--Teacher calls out evaporation and kids will act out the hand signs for evaporation and those not acting out the hand signs correctly will sit down. Last kids standing will win a bookmark or pencil
6. Ask students to discuss what would happen to the water cycle if there was no evaporation (i.e. liquid water never turned into water vapor). Help them understand that each step of the water cycle is dependent on one another, and they each have to go in a general pattern.

Craft: Students can make water cycle bracelets using differently colored beads strung on a piece of pipe cleaner. Make a key on the board to indicate which color represents which different step of the water cycle.

Students should be able to identify their pattern and be prepared to explain the order in which they placed their beads. Have students double-check the order of their beads with the teacher before they string them. (left to right order) NOTE: As long as the child can logically defend his/her pattern, there isn't one set pattern. There is a most common pattern BUT it isn't the only one.

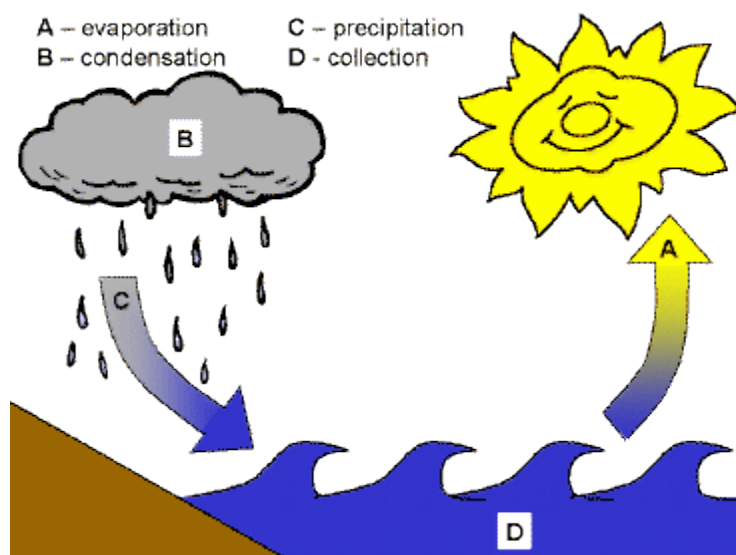
Bead Color	What it Represents
Yellow	Sun
Clear	Evaporation
White	Condensation



		(clouds)	
	Blue	Precipitation and Collection	
	Green	Transpiration	
	Red	Runoff	

**Discussion Questions**			
- Where does rain come from? Why do we have it? - Does rain change the way we live? - What would happen if we never had rain? - Does rain get reused? - Should others be aware of the benefits of rain? How can we teach them? - Why is it important to know about the water cycle?			
**Submitted by:**			

### Water Cycle



Movements for the water cycle on YouTube <https://www.youtube.com/watch?v=qhaBaH9NR4I>

Resources:

Water USGS: <http://water.usgs.gov/edu/watercycleevapotranspiration.html>

YouTube: YouTube <https://www.youtube.com/watch?v=qhaBaH9NR4I>

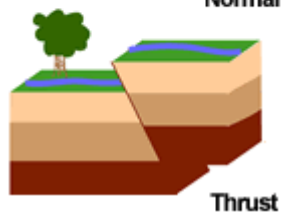
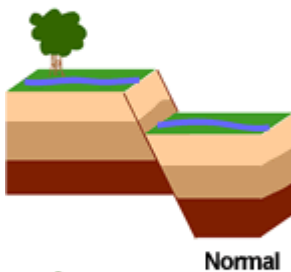
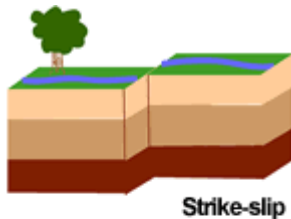
## FWL Program Plan Template

Program Title	Age Group (circle one)
Shake, Shake! Was That an Earthquake?	PreK   K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS   adult
Promotional Description	
Earthquakes are natural events and less scary when you understand why they occur. Texas is having more earthquakes than usual. Join us to learn about earthquakes and how to prepare an emergency kit. (8 to 10)	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<p>TCW understand why earthquakes occur</p> <p>TCW be able to identify what is needed in an emergency kit for a natural disaster</p> <p>TCW understand that the earthquake loses strength as the waves move outward</p> <p>TCW be able to list two things that cause earthquakes</p> <p>TCW discover earthquake faults.</p> <p>TCW create a model of the layers of Earth</p>	<p><b>§112.16. Science, Grade 5, Beginning with School Year 2010-2011</b></p> <p>7) Earth and space. The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to:</p> <p style="padding-left: 40px;">(B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice;</p> <p><b>Science 3.7B</b> investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• See below for steps to prepare for a natural disaster (make copies for children)</li> <li>• 25 boxes of molding clay assorted color of yellow, red, orange, grayish green, blue</li> <li>• Paper plates 1 pkg 9 inch</li> <li>• 25 black markers</li> <li>• <i>Terremotos = Earthquakes</i> by Mari C. Schuh</li> <li>• <i>Earthquakes</i> by Than, Ker</li> </ul> <p>TOTAL</p>	<p>\$460.95</p>
Program Outline	

### Vocabulary:

- Earthquake-- A sudden movement of the earth's crust caused by the release of stress accumulated along geologic faults or by volcanic activity. Also called *seism*, *temblor*.
- intensity—intensity is a number (written as a Roman numeral) describing the severity of an earthquake in terms of its effects on the earth's surface and on humans and their structures.
- Epicenter is the point on the earth's surface vertically above the [hypocenter](#) (or focus), point in the crust where a seismic rupture begins
- Faults-- A fault is a fracture along which the blocks of [crust](#) on either side have moved relative to one another parallel to the fracture. Not all faults reach the crust or surface, Texas has faults that are unseen from the surface of the crust

1. Read "Earthquakes by Ker Than
  2. Use a chart of the layers of the earth to show where faults occur.
- Different faults



- The **Richter** scale is used to rate the **magnitude** of an earthquake -- the amount of energy it released. This is calculated using information gathered by a [seismograph](#)
  - A **seismic** wave is an elastic wave generated by an impulse such as an earthquake or an explosion. Seismic waves may travel either along or near the earth's surface ([Rayleigh](#) and [Love](#) waves) or through the earth's interior ([P](#) and [S](#) waves).
  - A **seismograph** is the device that scientists use to measure earthquakes. The goal of a seismograph is to accurately record the motion of the ground during a quake
3. Read *Terremotos = Earthquakes* by Mari C. Schuh
  4. Discuss what should be in your emergency plan
  5. Build model of the earth's layers see below

### Craft

Now your child will form a cut away model of the Earth. First, he will make the inner core. Working with the red ball of dough, he should press it onto the cutting board, until it is flattened on one side. Next he will add the outer core, the orange dough. He should flatten this dough into a pancake and drape it over the red dough, pressing it close without smashing the half ball flat.

Next comes the mantle, the yellow dough. Again, he should make a pancake and add this to the outside of the half ball.

Repeat this process with the crust (the grayish green dough) and the water (the blue dough).

Last but not least, he should use the green clay to form land masses and press them onto the half globe.

Viewed from the top, he can see the Earth – land and water. But if he carefully picks up his model and turns it over, he will see a cutaway model of the Earth – red inner core, orange outer core, yellow mantle, and greyish crust which is the layer that contains the green land masses and blue water.

### **Questions/Talking Points/Discussion/Modeling**

- Who has lived through an earthquake? Where were you living?
- What is an earthquake? Earthquakes are caused by stresses from plate movement in the upper mantle and crust. Students should understand that stress within the plates can be "relieved" by giving off energy (earthquakes). This energy travels through the Earth as seismic waves.
- Does Texas have earthquakes? See newspaper article on earthquakes in Irving.
- How many layers of materials form the earth? 5 layers from chart
- Is every layer a solid? No from chart
- What is a fault? What's a seismic wave? From the book Earthquakes, pg 13
- What do we mean by resistant and non-resistant? Resistant- Materials like wood are much more resistant to earthquake shaking, because these structures are flexible. Non-resistant- A cylinder or high standing rectangle is not resistant to shaking.
- What happens to tall building when there's an earthquake?
- We don't have lots of earthquakes in Texas but we do have tornadoes. Can we use the same emergency advise/kits for tornadoes, floods, snow storms?
- Math/Science Nucleus <https://msnucleus.org/membership/html/k-6/pt/pdf/pt4e.pdf>
- Planet Teacher <http://teacherplanet.com/>

**Submitted by:** FWL Alignment Team (FWLAT)

Here's an example of an emergency plan for an earthquake. What other items could be include/excluded for disasters in Texas?

**Step 1:**

[Secure your space](#) by identifying hazards and securing moveable items.



**Step 2:**

[Plan to be safe](#) by creating a disaster plan and deciding how you will communicate in an emergency.

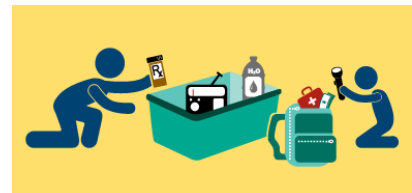


**Step 3:**

[Organize disaster supplies](#) in convenient locations.

What should we have in our disaster kit? Some possibilities include-

- Medications
- Medical forms
- First aid kit
- Dust mask
- Bottled water
- Whistle (to alert rescuers to your location)
- Emergency cash
- Maps
- Emergency contact numbers
- Snack foods
- Flashlight and batteries
- Games
- Blankets
- Hygiene supplies



***Survive and Recover***

***During the next big earthquake, and immediately after, is when your level of preparedness will make a difference in how you and others survive and can respond to emergencies:***

### Step 5:

[Drop, Cover, and Hold On](#) when the earth shakes.

What should we do during a tornado?

Go in an area with no windows (bathtubs are great if you don't have windows in your bathroom!) Duck and cover your head.



### Step 6:

[Improve safety](#) after earthquakes by evacuating if necessary, helping the injured, and preventing further injuries or damage.



***After the immediate threat of the earthquake has passed, your level of preparedness will determine your quality of life in the weeks and months that follow:***

### Step 7:

[Reconnect and Restore](#)

Restore daily life by reconnecting with others, repairing damage, and rebuilding community.



### **Subject information: (Background for presenter if needed)**

Earthquakes are caused by stresses from plate movement in the upper mantle and crust. Students should understand that stress within the plates can be "relieved" by giving off energy (earthquakes). This energy travels through the Earth as seismic waves. These waves move through the entire Earth and can cause minor to major damage to structures on the surface of the Earth, especially close to the origin of the earthquake. The damage depends on the intensity of the original stress and its dissipation (losing of strength) as it travels through the crust. The seismic waves generated by an earthquake can be recorded and measured on a seismograph. The interpretation of the waves provides seismologists with a way of "seeing" into the inside of the Earth. The waves produced by earthquakes travel through the Earth and bounce off different features of the Earth's interior. The patterns they form after bouncing off these features can be used to create images of the interior.

The reflection of seismic waves indicates that the center of the Earth is composed of iron and nickel. This core has two parts, the outer core where the metal is liquid (not like milk, more like thick honey) and the inner core, which is solid. The core is surrounded by a layer called the mantle, which is divided into several sublayers. Basically, most of the mantle is a mush of crystals and magma (molten rock), perhaps similar to a snow cone in texture (but much hotter!). The upper part of the mantle is solid, and is coupled with the crust, the outermost layer of the Earth, to make the plates. Since we cannot drill even through the Earth's crust, the evidence from different waves becomes important in interpreting the earth's structures. The inner core is about 1200 kilometers in thickness. The outer core is about 2300 kilometers. The mantle is about 2800 kilometers, while the crust ranges from 7-80 kilometers. The plates average about 100 kilometers in thickness.

A break in the surface of the Earth is called a fault. Many large faults are caused by the movement associated with earthquakes. The word "fault" has several meanings. As a noun it can mean weakness, blame, blunder, sin, fissure, or fracture; as a verb it can mean to accuse or blame. Most students think of that meaning when they hear the term.

In geology, the word fault means a zone of weakness in a body of rock that breaks or moves under stress. On a geological or earthquake map, a fault is drawn as a black line. However, if you go up in an airplane, you do not see this line; it is a scientific interpretation of a ground feature. However, you would see the series of geological and topographic features that make the fault's location clear to scientists.

#### Resource Information:

Damage caused by earthquakes is dependent on the intensity of the earthquake and the type of ground a structure is built on. A third factor is the materials used in a building's construction. In earthquake country, unreinforced building materials like brick are not suitable, because these structures are weak. It takes little energy to cause the mortar to break loose, causing the building to collapse. Materials like wood are much more resistant to earthquake shaking, because these structures are flexible. A seismic wave can easily pass through a wood structure with little breakage. Another factor in determining resistance to earthquake damage is the shape of a building. Students will see in this exercise that a shape with a large base and a smaller top (like a pyramid) is the most resistant of high structures. A cylinder or high standing rectangle is not resistant to shaking.

## FWL Program Plan Template

Program Title	Age Group (circle one)
Water is Cool!	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<p>TCW identify sources of water</p> <p>TCW list several uses of water</p> <p>TCW explain why water is important</p> <p>TCW explain why water is a nonrenewable resource</p> <p>TCW learn vocabulary words gas-evaporation and condensation to shrink turn into liquid-precipitation condensation</p> <p>TCW investigate evaporation, condensation and precipitation</p>	<p style="text-align: center;"><b>Science</b> <b>3<sup>rd</sup> Grade</b></p> <p><b>7(D)</b> explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved</p> <p style="text-align: center;">4th Grade</p> <p><b>7 (C)</b> identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.</p> <p><b>8 (B)</b> describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process</p> <p style="text-align: center;"><b>§112.16. Science, Grade 5, Beginning with School Year 2010-2011.</b></p> <p><b>8(B)</b> explain how the Sun and the ocean interact in the water cycle</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Suggested Books: One Well: The Story of Water on Earth by Rochelle Strauss; <i>The Magic School Bus Wet All Over : A Book About The Water Cycle</i> by: Pat Relf               <ul style="list-style-type: none"> <li>○ Alternative and/or display: <i>Water Dance</i> by Thomas Locker; <i>It's Raining! It's Raining</i> by Nadia Higgins; <i>The Rain Stomper</i> by Addie Boswell</li> <li>○ Bilingual suggestions: <i>El Ciclo del Agua</i> by Robin Nelson; <i>El agua como líquido/Water as a Liquid</i> by Helen Frost</li> </ul> </li> <li>• Sound of water – video</li> <li>• Laptop and projector</li> <li>• Cycle of rain video animation</li> <li>• Water Boogie song to be played in the</li> </ul>	



background <ul style="list-style-type: none"> <li>• PWP sources of water=pictures of lakes, oceans, reservoirs, streams, rivers, canals(surface source) Springs, wells (ground source)/ use pictures if no PWP available; rain, hail, snow and hail</li> <li>• Handouts 1- 4 to create a map of water cycle</li> <li>• Glue, sticks and/or liquid</li> <li>• Cotton balls</li> <li>• Scissors</li> <li>• Cellophane</li> <li>• Markers</li> <li>• Pictures of rivers and streams</li> </ul> <div data-bbox="219 682 527 913" data-label="Image"> </div> <div data-bbox="207 915 511 1140" data-label="Image"> </div> <div data-bbox="522 915 682 1140" data-label="Image"> </div> <div data-bbox="203 1140 297 1169" data-label="Text"> TOTAL </div>	\$
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### Program Outline

1. While reading be sure to emphasize “condensation” “evaporation” and “precipitation”. These are the major points in the water cycle.
2. When the story is finished, ask learners to recall the three steps water goes through (evaporation, condensation and precipitation) and what they are. Use the process signs provided (see **Attachment One**). You may choose to post these where the students can see them during the discussion.
3. Show learners the water cycle handout (see **Attachment Two**) and touch each area on the picture map. This will help them see what is exactly necessary for each of the three steps.
4. Tell learners that together they will be creating a very large water cycle model. They are each going to make a portion of the water cycle. **Teacher Note:** It will be necessary for the teacher to decide if each learner will make each piece of the water cycle or if learners will be arranged into groups to work on the water cycle.
5. Distribute Water Cycle cut outs (see **Attachment Three**) Learners should color rain drops blue and cut them out.
6. Cut out clouds and fill them in using white glue and stretched cotton balls.
7. Cut out blue construction paper to look like water.
8. Cut out brown construction paper to look like land (optional: decorate using sand and grass attached with white glue).
9. Cut out yellow construction paper to look like the sun.

10. When all pieces have been constructed, set aside to dry.
11. Review the terms: condensation, evaporation and precipitation. Using the water cycle video as an overhead: alternative use handouts. Discuss **Evaporation**: the process of water changing from a liquid to a gas. This occurs when the sun heats up the water in oceans, lakes, river, etc. turning into a vapor, which goes into the air. **Condensation**- the process by which water vapor changes from a gas to a liquid. Water that has been evaporated into the air by the sun gets cold and changes back into a liquid, collecting on tiny particle in the air and forming clouds. **Precipitation**- when enough water has condensed that the air cannot hold anymore, the clouds get heavy and the water falls back to the earth as rain, snow, ice or hail. Show video of these conditions from PWP if available. **Runoff**- water returning to the oceans, lakes, river, groundwater, etc. by running over the earth to these locations (or soaking into the ground). **Transpiration** – the process by which plants lose water through their leaves (as water vapor) – releasing the water into the air. Ask learners to recall the three major parts of the water cycle and what you need for each to take place. Be prepared to reference the book. One Well or The Magic Bus
12. Distribute the water cycle handout (**Attachment Two**) to each child. Review each of the components and invite them to add color. Assemble the pieces to the large water cycle by allowing the learners to place their pieces on the diagram. Invite learners to use their handouts as a guide.
13. Add the directional arrows to complete the diagram (see **Attachment Four**).
14. Tell learners that the water moving about in the water cycle does not fall exactly where it evaporated from. Some places receive more and some receive less rainfall. Each place has different **needs** for its water. The area may not receive enough precipitation in the form of rainfall and that can be a problem. That is why it is SO important to conserve water. Who **needs** to conserve water? – Everyone! Explain to the learners that they can also help their friends and families conserve water by sharing what they have learned about water.
15. - Sing Water Boogie: <https://youtu.be/nWgpwldu8QU> display on screen add to PWP if possible  
**Chorus: Evaporation, Condensation, Precipitation The water cycle boogie goes round and round**  
**The water cycle boogie goes up and down**  
**The sun gives the water cycle power to spin**  
**The water goes up and down again**  
**The surface of all water heats up with the sun**  
**The vapor rises up and then the boogies begun**  
**What's that called? What's that called?**  
**EVAPORATION :Chorus**  
**Water holds together chemically**  
**Hydrogen bonding is what you see**  
**All those airborne vapors they squeeze together**  
**To form a cloud that could change the weather**  
**What's that called? What's that called?**  
**CONDENSATION :Chorus**  
**All those dark clouds can't hold together**  
**Water boogies down bringing stormy weather**  
**Fog, rain, hail, flurries, ice and sleet**  
**Splish, splash, and crunch underneath your feet**  
**What's that called? What's that called?**  
**PRECIPITATION :Chorus**  
**Two thirds of the earth is water, it's true**

**Gives life to every plant and animal too  
 Respect water's power, only use your share  
 Don't waste a drop, there's none to spare  
 Let's do the water cycle boogie again,  
 Let's go for another spin!**

**Chorus**

16. Have children discuss in their small group and describe the water cycle process to the big group. Describe what happens when water turns into gas what does it look like. What happens when it turns into liquid? Are they using the vocabulary terms precipitation, condensation, evaporation?

17. Closing

**Questions/Talking Points/Discussion/Modeling**

- How old is water? Accept varies answers, explain water is considered a nonrenewable source; some scientists believe that all forms of water on earth liquid, gas, solid has been here since the beginning of time. It is all we will ever have and it continues to recycle itself. If we continue to not care for our resource all life on earth will suffer. When talking about energy sources, water is a renewable resource. Be sure to explain that water is nonrenewable in that we can't get more water if we don't care for the water we have.
- How much of the earth's service made up of water? About 70% hence the earth is called "the water planet"
- How much of your body is water? 60%-70%
- Why is water important? All living things depend on it
- What would happen without any rain? No one could survive without rain. A drought would occur. Drought is a long period of time when a region/place/location receives no water supply and everything in the area is dried up.
- When does gas turn into liquid? molecules go flying apart and become a gas (like when you boil water to make steam)
- What would you wear if you knew it was going to rain? Umbrella, rain coat, rain boots

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan Template

Program Title	Age Group (circle one)
A World of Bubbles!	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Learning Objective	<a href="#">Correlating TEKS</a> (← click for link)
<p>TCW understand what is needed to make bubbles</p> <p>TCW experiment with different ingredients to make bubbles</p> <p>TWC interpret results</p> <p>TCW describe color, shape and strength and/or weakness of the bubble; how long will it take the bubble to burst</p>	<p><b>112.15. Science, Grade 4, Beginning with School Year 2010-2011.</b></p> <p><b>4 (2) (D)</b> analyze data and interpret patterns to construct reasonable explanations from data that can be observed and measured;</p> <p><b>4 (2) (F)</b> communicate valid, oral, and written results supported by data.</p> <p><b>4 (3) (A)</b> in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;</p> <p><b>5 (2) (D)</b> analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.</p> <p><b>5 (2) (E)</b> demonstrate that repeated investigations may increase the reliability of results</p> <p><b>5 (2) (F)</b> communicate valid conclusions in both written and verbal forms</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Recommending Reading: Big Bad Bubble! By Adam Rubin</li> <li>• Recommended book for display: Bubble Bubble by Mercer Mayer; Las burbujas flotan, las burbujas explotan=Bubbles float, bubbles pop by Mark Weakland</li> <li>• Water</li> <li>• Wand (s) ( can be made out of chenille aka pipe cleaners)</li> <li>• 3 different formulas for awesome bubble: 1 cup liquid soap like Joy or Dawn (not "ultra")</li> <li>• 6 cups distilled water inside a clean container that has a lid</li> <li>• 1 tablespoon glycerin OR ¼ cup of rubbing alcohol</li> <li>• Large sticky notepad</li> </ul>	

<ul style="list-style-type: none"> <li>• Markers</li> <li>• Measuring cups</li> <li>• Tablespoons</li> <li>• Containers for bubbles</li> <li>• Glass mason jars with lids (recycled jars work great)</li> <li>• Measuring cups and spoons</li> <li>• Distilled Water</li> <li>• Liquid dishwashing soap (e.g Dawn)</li> <li>• Glycerin, small bottle (available at a drugstore or pharmacy)</li> <li>• Light corn syrup</li> <li>• Pipe Cleaners</li> <li>• Permanent marker</li> <li>• Stopwatch or clock</li> <li>• Solution #1 Detergent Only = Water: 1 cup + Detergent: 2 tbsp.</li> <li>• Solution #2 Detergent + Glycerin = Water: 1cup + Detergent: 2 tbsp.</li> <li>• Solution #3 Detergent + Corn Syrup = Water: 1 cup + Detergent: 2tbsp. + Corn Syrup 1 tbsp.</li> <li>TOTAL</li> </ul>	\$
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#### Program Outline

5-7 minute Welcoming

Let your audience know they will be going into the world of bubbles

Read: Big Bad Bubble! Ask the following questions after you have read the story:

Where do the bubbles come from? In the story they come from nowhere or so the monsters think but when bubbles disappear from the world they go to La La Land

Are bubbles scary or fun? Why? Scary to the monsters because when they were young they were attacked by gum bubbles in the face. People, both adults and children, enjoy them.

Who is afraid of the bubbles? Why? The monsters of La La Land, they think the bubbles are out to get them.

Did they conquer their fears? Yes, they learned to enjoy them and have fun.

What happens in the world of bubble? We all know how exciting and fun they can be. What do you know about the bubbles? Beautiful rainbow colors, they soar in midair-fly, bounce, pop and bring joy and laughter for both kids and adults. What is the science behind them? Science concepts taught include elasticity, surface tension, chemistry, light and we can also include geometry.

Have bubble mixture and begin blowing bubbles. Allow children to giggle and then start your discussion of what it takes to make bubbles. Using a large wand to create a large bubble and whooshing it throughout the air so that bubble follows and grows behind it. Then with great drama let it go. Allow the children to observe and take mental note of what happens to it before it pops. Then ask. Why is a bubble round? They can stretch and become all weird and crazy shapes. What happened to the bubble by flipping out of the wand? The tension from the bubbles skin shrinks to the smallest possible shape for the volume of air it contains. This is why even with a goofy shape before you sealed it, once sealed shut, the bubble will shrink into a sphere shape-circle, round. Compared to any other shape, a sphere has the smallest surface area for the amount of volume.

STOP- ask children to get into groups of four. Display all the materials to the children and tell them they will be making the mix to create bubbles. Have the instructions displayed on screen or large sticky notepad in the room. Demonstrate to the whole group. Once every group has created their solutions for bubbles have the children blow several bubbles making sure to have bubble land on wand. Immediately start the stopwatch or look at clock and time how long the bubbles last. Each child should have their own wand. The aim will be not to let the bubbles land but to watch them pop without obvious interference. Allow them to enjoy the bubble for a couple of minutes.

Restart the discussion: A bubble is just air wrapped in soap film. Soap film is made from soap and water (or other liquid). The outside and inside surfaces of a bubble consist of soap molecules. A thin layer of water lies between the two layers of soap molecules, sort of like a water sandwich with soap molecules for bread. They work together to hold air inside. Which solution has bubbles that last longer? Besides them being poked or landing on something sharp, bubbles pop when the water between the soap film/skin surface evaporates. NOTE: when the water is cold the molecules take longer to leave. If you blow a bubble on a calm winter day, it can freeze and last for several minutes before it wisps away. Plus, the colder the outside temperature is, the higher a bubble might fly. That's because the warm air from your breath is less dense than the cold air.

Continue blowing more bubbles and ask the children to study/observe the bubble more closely. This time ask them to get a secretary from the group and write on the sticky notepads on the wall what they answer to the following questions. What do they see? Is a bubble really transparent/clear/see through, or do bubbles have color? Have children write their notes on the sticky notepads on the wall. Can they see their faces in the bubble? A bubble gets its color from light waves reflecting between the soap film's outer and inner surfaces. The distance between the layers gets smaller as the water evaporates, making the colors change. Bubbles can also reflect what's around them, like the faces peering at them.

Now ask children to blow several bubbles with a straw so that you have a three of them stuck together- this might take practice! Why do bubbles stick together? Have children write their answers/conclusions on the stick note pad on the wall. The surface area of a bubble tends to minimize, reduce, shrink, become smaller it will join together to share one common wall. Three bubbles will meet at the center, always at an angle of 120 degrees. Basic vocabulary to have up for this display: water molecule, polar molecule, surface tension, physical properties, elastic properties, detergent

Lastly, set the lid of the bubble container on a table and fill it with bubble solution. Dip a straw into the container on a table and fill it with bubble solution. Dip a straw into the container so it is moistened by the solution, and blow a bubble on the lid. Then draw out the straw. Magic! Next, dip the pointed ends of a pair of scissors in the solution. Poke them through the wall of the bubble. Allow the children to try poking with other stuff that has been moistened in the solution, even their fingers. You can then poke the straw back inside the bubble and blow another bubble. Why didn't the bubble pop? The bubble wraps itself around anything that is wet, filling in the hole that would have been made.

Good bye song: It is time to say Good-Bye; It is time to say to good-bye to all our friends (2X) hand motions- clap your hands pat your legs- It is time to say good-bye give a smile (hand motions use index fingers to show a smile) it is time to say good bye to all friends- wave Adios/Good-bye friends (hand motions waving good-bye) give me a yeehaw! (hand motion pulling the chain of a train). Thank the children for their active participation.

### **Questions/Talking Points/Discussion/Modeling**

#### Questions for the book


- Where do the bubbles come from? In the story they come from nowhere, or so the monsters think, but when bubble disappear from the world they do to La La Land
- Are bubbles scary or fun? Why? Scary to the monsters because when they were young they were attacked by gum bubbles in the face. People, both adults and children, enjoy them.
- Who is afraid of the bubbles? Why? The monsters of La La Land, they think the bubbles are out to get them.
- Did they conquer their fears? Yes, they learned to enjoy them and have fun.

#### Questions for the experiment

- Why do bubbles pop?
- Did the shape of your wand make a difference in the shape of your bubble? Why or why not?
- Why do bubbles stick together?
- For each solution how long did it take for the bubble to pop?
- What formula worked the best?
- What holds a bubble together? Surface tension; the coming together of soap and water
- What are the basic ingredients of bubble solution and what do they do?
- How do the physical properties of the bubbles change when the ingredients change?
- What mixture makes the best bubble solution?
- Which solution had the bubble last longer?

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan Template

Program Title	Age Group (circle one)
Wacky Planets	PreK   K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS   adult
Promotional Description	
Learning Objective	Correlating TEKS (← click for link)
<p>CW recognize the planets in the solar system</p> <p>CW explain the sequence in the solar system</p> <p>CW understand the Sun is the center of our solar system</p> <p>CW will identify the differences in the planets; color, size, shape, texture</p>	<p><b>112.14. Science, Grade 3, Beginning with School Year 2010-2011</b></p> <p><b>3(8) (D)</b> constructs model that demonstrates the relationship of the Sun, Earth and Moon and positions</p> <p><b>3 (8) (D)</b> identify the planets in Earth's solar system and their position in relation to the Sun</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>Recommend books to read: Boy, Were We Wrong about the Solar System by Katheleen V. Kudlinski</li> <li>Books for display: Stargazer's Alphabet by John Farrell; Keepers of the Earth by Michael J. Caduto; The Planets in our solar system by Franklyn B. Branley; No Place Like Space by Tish Rabe; Outer Space= El espacio exterior by Elisa Peters</li> <li>50 grams of gray playdough</li> <li>100 grams of yellow playdough</li> <li>50 grams of green playdough</li> <li>50 grams of blue playdough</li> <li>50 grams of red playdough</li> <li>a balance for each group</li> <li>Pictures of space, PWP or print pictures.</li> <li><a href="https://www.nasa.gov/topics/solarsystem/index.html">https://www.nasa.gov/topics/solarsystem/index.html</a></li> <li><a href="http://solarsystem.nasa.gov/multimedia/gallery.cfm">http://solarsystem.nasa.gov/multimedia/gallery.cfm</a></li> </ul> <div style="text-align: center;">  </div>	





- Solar System link: 10 minutes :  
<https://youtu.be/Qd6nLM2QIWw>
- Solar system song link: 2mintues planet song with lyrics:  
<https://www.youtube.com/watch?v=XI5nBUi dKgo>

<ul style="list-style-type: none"> <li>If not technology connection: use NASA pictures to describe the solar system; function of the sun and the planets</li> </ul> <p>TOTAL</p>	<p>\$</p>
<b>Program Outline</b>	
<ol style="list-style-type: none"> <li>20 minutes: Ask the question "what do you know about the planets?" Get students to brainstorm about this question.</li> <li>Read book – Boy, were we Wrong About the Solar System <ul style="list-style-type: none"> <li>What are the names of the stars that did not twinkle? Venus, Saturn&lt; Mercury and Mars</li> <li>How did they realize the Earth was round? When the Earth is between the sun and moon it cast a round shadow which meant if the Earth's shadow was round so was Earth.</li> <li>In the beginning what planet did the people think was the in the center of everything? Earth</li> <li>Were they right? Boy were they wrong!</li> <li>Is the Sun a planet? No. what is it? Star</li> <li>What is in the center of the solar system? Sun</li> <li>Describe the Moon. It has craters and mountains</li> <li>Describe Saturn. Lumpy</li> <li>How was Neptune discovered? Trying to understand gravity. Planets tug with each other except for Saturn and studying why Saturn tugged all on its own Neptune was discovered.</li> <li>Who studies the solar system? Astronomers</li> <li>Describe Mars. In the beginning the people thought it has great seas and channels where water flows. Boy were they wrong! Those rivers and seas are dry</li> <li>What do you know about Uranus? It was found by accident when studying Neptune</li> <li>What do you know about Pluto? For more than seventy years people thought it was the 9<sup>th</sup> planet in the solar system along with other tiny planets circling the sun. Boy were they wrong! Astronomers voted and said it was dwarf planet. (The New Horizons mission flew by Pluto in July, 2015. Data will take 16 months to get down. First pictures of the surface of Pluto- <a href="http://www.nasa.gov/newhorizons">www.nasa.gov/newhorizons</a>)</li> <li>What do you astronomers know about Venus and Jupiter? Unlike Earth-like air their atmosphere is poisonous gas</li> <li>Before humans were sent to outer space, what did scientists sent first? Dogs and then monkeys</li> <li>What was the first planet were humans first landed? Moon</li> <li>Do we know all there is know about the solar system? No. as better instruments are being invented; for example telescopes we will continue to say, Boy, were we wrong!</li> </ul> </li> <li>Use link to watch solar system song video.</li> <li>25 minutes: Explain to the students that you can study astronomy through the use of models and they are going to make their own. Define astronomy by showing pictures of space. PWP or printout. And, giving quick factoids: it is one of the oldest studies of science. The Greek, Mayans, Indians, Egyptians, Chinese studied it even before the telescope.</li> <li>The students will be creating a model of the solar system using playdough to represent different planets and other objects in the solar system (asteroids, moons, etc.). The students can use as much or as little of the playdough their group is provided. Students may use books available to try and make an accurate model of their solar system. Tell students that their models should represent the true size and scale of the solar system.</li> <li>Allow 10-15 minutes for the students to build their models. Play the planets song as background. Sun video for background- <a href="https://www.youtube.com/watch?v=sLkGSV9WDMA">https://www.youtube.com/watch?v=sLkGSV9WDMA</a></li> </ol>	

7. As a conclusion, explain to the students that 99% of the mass of the solar system is found in the Sun. That leaves only 1% for the rest of the solar system. In other words, for the models to be an accurate representation in terms of mass, 99 grams of playdough would be needed to represent the Sun, and only 1 gram could be used for all of the planets, 59 moons, and thousands of asteroids. Hold up 99 grams of yellow playdough for the Sun and 1 gram of gray playdough that represents everything else in the solar system. It is hard to believe isn't it!?
8. Good bye song: It is time to say Good-Bye; It is time to say to good-bye to all our friends (2X) hand motions- clap your hands pat your legs- It is time to say good-bye give a smile (hand motions use index fingers to show a smile) it is time to say good bye to all friends- wave Adios/Good-bye friends (hand motions waving good-bye) give me a yeehaw! (hand motion pulling the chain of a train).  
Thank the children for their active participation.

### **Questions/Talking Points/Discussion/Modeling**

Ask the question "what do you know about the planets?"

- What are the names of the stars that did not twinkle? Venus, Saturn, Mercury and Mars
- How did they realize the Earth was round? When the Earth is between the sun and moon it cast a round shadow which meant if the Earth's shadow was round so was Earth.
- In the beginning what planet did the people think was the in the center of everything? Earth
- Were they right? Boy, were they wrong!
- Is the Sun a planet? No. what is it? Star
- What is in the center of the solar system? Sun
- Describe the Moon. It has craters and mountains
- Describe Saturn. Lumpy but in reality they are rings
- How was Neptune discovered? Trying to understand gravity. Planets tug on each other> Gravity makes planets shift when they are passing each other but Saturn shifts for no reason. While studying why Saturn tugged all on its own Neptune was discovered.
- Who studies the solar system? Astronomers
- Describe Mars. In the beginning the people thought it has great seas and channels where water flows. Boy were they wrong! Those rivers and seas are dry
- What do you know about Uranus? It was found by accident when studying Neptune
- What do you know about Pluto? For more than seventy years people thought it was the 9<sup>th</sup> planet in the solar system along with other tiny planets circling the sun. Boy were they wrong! Astronomers voted and said it was dwarf planet
- What do you astronomers know about Venus and Jupiter? Unlike Earth-like air their atmosphere is poisonous gas
- Before humans were sent to outer space, what did scientists sent first? Dogs and then monkeys
- What was the first planet were humans first landed? Moon
- Do we know all there is to know about the solar system? No, as better instruments are being invented; for example telescopes we will continue to say, Boy, were we wrong!
- What color is the Earth? Depending on what part you are looking at- green, brown, yellow and white if looking at clouds
- How are our models similar to the real solar system?

**Submitted by:** FWL Alignment Team (FWLAT)

## FWL Program Plan

Program Title	Age Group (circle one)
Grow As We Go	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    Adult
Promotional Description	
Come learn about the life cycles of different animals.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW listen to a story and answer questions about it</p> <p>TLW define what a life cycle is</p> <p>TLW identify similarities between parents and offspring</p>	<p><b>112.14</b> Science, Grade 3</p> <p><b>(a)</b> Introduction</p> <p><b>(4)</b> Students learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and by using models to support scientific inquiry about the natural world.</p> <p><b>(C)</b> Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• The book <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>• The book <i>Are You a Ladybug?</i> by Judy Allen</li> <li>• The book <i>Animal Life Cycles: Growing and Changing</i> by Bobbie Kalman</li> <li>• Life Cycle Pictures of Butterfly, Ladybug, Grasshopper, Frog, Bass, Turtle, Bird, Squirrel. (see attached)</li> <li>• 13 Pictures of adult animals w/ 13 matching pictures of baby animals. (see attached)</li> <li>• Construction paper</li> <li>• Crayons</li> <li>• Die-cut of butterfly, chrysalis, caterpillar and mini eggs</li> <li>TOTAL</li> </ul>	<p>\$2.69</p>
Program Outline	

1. Introduce the program and explain that today you will be discussing life cycles. Ask if anyone knows what a life cycle is.
2. Read the story *The Very Hungry Caterpillar*. Ask questions such as why was the caterpillar so hungry? And how did the caterpillar change? Did he look the same or different from the beginning to the end?
3. Read the story *Is Your Mama a Llama*. Ask questions such as how did the Llama know the other animals were not his Mama? Talk about characteristics.
4. Discussion on life cycles. Introduction of fancy words :
  - **Life cycle**- a series of changes an animal goes through as it grows
  - **Metamorphosis**- process of transformation where animals look completely different when they are young compared to when they are adult
  - **Embryo**- when animals begin to grow

Show the book Animal Life Cycles: Growing and Changing. Discuss the difference between animals being born and hatching. Some embryos grow inside the mother's body and some grow inside eggs.

5. Life Cycle Game
  - Ask for volunteers to hold up the life cycle pictures of the butterfly (1 volunteer per picture = 4 volunteers).
  - Have the volunteers line up not in order of their pictures.
  - The rest of the kids have to put the volunteers holding the pictures in order.
  - When done, the volunteer holding the picture of butterfly eggs should be first, then butterfly larvae/caterpillars, then butterfly pupa/chrysalis, then butterfly.
  - Continue with different volunteers and different life cycle pictures.
6. Adult/Baby Matching Game
  - Hand out an adult animal card or a baby animal to every participant
  - Have participants go around the room and see if they can find their "adult/baby match"
7. Craft

Participants will create their own butterfly life cycle with die-cut pieces of construction paper:

Egg  $\Rightarrow$  Caterpillar  $\Rightarrow$  Chrysalis  $\Rightarrow$  Butterfly

#### Questions/Talking Points/Discussion/Modeling

- See above questions

**Submitted by:** Phoebe DeSantis

## FWL Program Plan

Program Title	Age Group (circle one)
Starry Days and Starry Nights	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    Adult
Promotional Description	
Everyone knows about the stars at night, but do you know about the stars during the day?	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW identify the sun as an average star</p> <p>TLW model that the Earth orbits the sun</p>	<p><b>112.14. Science, Grade 3, Beginning with School Year 2010-2011</b></p> <p><b>3.8B</b> describe and illustrate the Sun as a star composed of gases...</p> <p><b>3.8C</b> construct models that demonstrate the relationship of the Sun, Earth, and Moon</p> <p><b>5.8D</b> identify and compare the physical characteristics of the Sun, Earth, and Moon</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• Sun/Earth/Moon Template- 1 per person</li> <li>• 2 brads per person</li> <li>• Black paper</li> <li>• White Crayons/Paint or glow in the dark paint</li> <li>• Markers/colored pencils/crayons</li> <li>• <i>Stars</i> by Seymour Simon</li> <li>• Books on constellations such as <i>The Stars</i> and <i>Find the Constellations</i> both by H.A. Rey (any books on the history/story of constellations work- the library collection is varied)</li> </ul> <p>TOTAL</p>	<p>Will depend on what art supplies are currently owned by the library. If all supplies needed, cost should be less than \$30.</p>
Program Outline	

1. Welcome students by asking what they know about stars.
2. If children don't mention it, tell them that the stars are actually out during the day too!
3. Read *Stars* by Seymour Simon. Focus on pages 1-9 and 20. Other pages can be read and discussed to learn more at the end if time allows. Ask questions (see below) as you are reading.
4. Remind students that the Earth orbits the sun and the moon orbits Earth. This means that the moon also orbits the sun! Color the sun/earth/moon model and cut out leaving the strips attached. Use brads to attach the Earth strip to the sun (brad through sun's center and the moon strip to the Earth (brad through Earth's center). Remind students that the Earth and moon are also rotating as they revolve. (animation if needed- [http://www.bbc.co.uk/schools/scienceclips/ages/9\\_10/earth\\_sun\\_moon.shtml](http://www.bbc.co.uk/schools/scienceclips/ages/9_10/earth_sun_moon.shtml) )
5. Ask why we don't see the sun at night (because Earth has rotated so the other side is facing the sun). Model with the models made in the last step.
6. Read constellation stories (will vary based on constellation books available. Choose 1-2 constellations to read origin stories on) Discuss that constellations were named based on legends and vary by culture. People would use the constellations to guide them before maps and GPS!
7. Show students pictures of constellations or from <https://stardate.org/nightsky/constellations> if projection is available.
8. Have students recreate a constellation by making dots of paint on black paper in the shape of the constellation. Students can also create their own constellation and tell the story behind the naming.
9. Allow students to browse other books on the sun, stars, constellations, and space.

#### Questions/Talking Points/Discussion/Modeling

- What is the sun? (it's a star!)
- How does the size of the sun compare to other stars? (ordinary, average size)
- Why is the sun so much brighter than other stars? (it is much closer to Earth)
- Why don't we see other stars during the day? (the sun's light is so bright it blocks out all the others)
- What is the sun made of? (gases)
- How is the sun different from the Earth and moon? (bigger, hotter, center of our solar system, a star, made of gas instead of rock)
- Do the other stars go away during the day? (no- they just can't be seen because the sun is so much brighter)

**Submitted by:** Lauren Parker

## FWL Program Plan

Program Title	Age Group (circle/highlight one)
Batty for Bats	PreK    K-2 <sup>nd</sup> <b>3<sup>rd</sup>-5<sup>th</sup></b> 6 <sup>th</sup> -8 <sup>th</sup> HS    adult
Promotional Description	
Is the Vampire Bat real? Are all bats alike? Join the fun as we learn about those amazing mammals, bats.	
Learning Objective	Correlating TEKS (← click for link)
<p>TLW ask and answer questions while listening attentively to <i>Bats Biggest Littlest!</i></p> <p>TLW demonstrate comprehension of the text by answering questions asked throughout the reading.</p> <p>The students will identify the difference between megabats (big bats) and microbats (small bats).</p> <p>Students will identify the advantages of being big and the advantages of being small as it relates to bats.</p> <p>Students will identify how various features of bats help them survive wings, eyes, ears, tongue, and thumb.</p>	<p><b>112.14. Science, Grade 3,</b>  <b>112.14 (9)</b> The student knows that organisms have characteristics that help them survive and can describe the patterns, cycles, systems, and relationships within the environments.  <b>110.14 (27)</b> Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to listen attentively to speakers and ask relevant questions and make pertinent comments</p>
Materials Needed (for 25 participants)	Estimated Cost
<ul style="list-style-type: none"> <li>• <i>Bats Biggest Littlest!</i> By Sandra Markle</li> <li>• Optional one computer with Internet connection and screen</li> <li>• Chart paper</li> <li>• Markers</li> <li>• Paper to run activity sheets</li> <li>• Pencils</li> <li>• Bandana or strip of cloth that can be used to blindfold a participant</li> </ul> <p>TOTAL</p>	<p>\$49.26</p>
Program Outline	



1. Before reading the book ask students to explain what is on the front cover of the book (title, author, picture). Ask, "Does this book have a copyright date? Where is it? (last page) Is that where we normally find the copyright date? Does this book have a dedication page?"
2. FWL announcements/advertisements
3. On a flip chart or computer that is able to project, have students answer questions for the Anticipatory Guide (see attached).
4. Introduce book asking, "What is the Title?" "Who is the author?" "Do you think this book is fiction or nonfiction?"
5. On a flip chart or computer that is able to project, have a graphic organizer listing physical characteristics that help bats survive. (If using PowerPoint zoom in as characteristic is read about. If using chart paper, have a way to cover and uncover as characteristics are read about.)(See attached.)
6. P. 2 Define wingspan and have rope or ribbon that shows 3 feet.
7. P. 3 Show 6 inches
8. Pp. 4-7 Read then refer to chart "Why does size matter?"  
Big: predators like owls leave bats alone; bats are strong enough to fly and carry food  
Small: bats can eat food too small for other bats to bother with; lets Vampire bats sneak up on prey
9. P. 11 Read and then refer to chart: wings – biggest part of bat's body, make of sin stretched from the bones of the bat's front limbs, bats change the shape of their wings as they fly by moving their finger-like parts. This lets them turn, hover, and flip. Wings help bats stay cool or warm.
10. P. 12 Read and then refer to chart: eyes – allows Spectacled Flying Fox to see will at night.
11. P. 12 Read and then refer to chart: nose – Spectacled Flying Fox's nose is packed with sensors allowing it to have a keen sense of smell
12. P. 13-17 Read and then refer to chart: ears – makes Fringe-Lipped Bats good listeners. Makes Western Pipistrelle and Greater Bulldog Bat able to use echolocation
13. P. 18-19 Read and then refer to chart: tongue – Tube-Lipped Nectar Bat has longest tongue of any animal. It allows the bat to eat food out of reach for other kinds of bats.
14. P. 20 – Read and refer to chart: flaps of skin around nose – sorts out noises and hears echos from only one direction
15. P. 21 – Read and refer to chart: cup shaped disks at the base of each thumb and ankle – Spix's Disk-Winged Bat has cup shaped disks at the base of each thumb and ankle, like little suction cups. They allow the bat to curl inside a leaf and stay dry in rain. They allow the bat to hide from predators like owls and snakes.
16. P. 22 – What do the Honduran White Bats do? What bat is smaller than them?
17. P. 24 – What is a nursery cave?
18. P. 25 – Why do you think a bat's greatest time of danger is when it is a baby?
19. P. 26 – Can you name three ways bats have adapted to survive?

#### **Activities:**

- Go to [kidzone.ws/animals/bats/activities.htm](http://kidzone.ws/animals/bats/activities.htm) to find pictures to color, on-line puzzles of bats, fact sheets about bats, and more.
- Use worksheets at the end of this program to tell about a favorite book, identify bat's body parts, write a story about a bat.
- Read additional books about bats, such as *Stellaluna* by Janelle Connor or *Bats* by Gail Gibbons
- Play Simon Says – Simon says "Wrap your arms around your chest." "Open your mouth and make a noise for echolocation." "Take tree tiny steps to the left like a microbat." "Stick your tongue out as far as it will go like a Tube-Lipped Nectar Bat."
- Echolocation activity adapted from and used with permission from Lubee Bat Conservatory. Bats navigate using reflected sound waves. This process, known as echolocation, allows these animals to "see" in the dark. To uncover objects, bats must first emit a series of sound pulses. These pulses

travel outward and strike objects. The pulses are then reflected off the objects and return back to the bats. Detected by their large ears, the sounds are quickly analyzed by the brain's echolocation center. In this activity we will experience echolocation.

1. Form a large circle. Blindfold the bat (1 participant) and lead to the middle of the circle.
2. Appoint other participants to be moths and step inside the circle. Remaining participants will enlarge the circle and be trees.
3. The bat calls for the insect by saying "Moth?" Moths reply "Here!" The bat must listen approximately 2 minutes while trying to tag a moth. If a moth is tagged, it becomes a tree.
4. If the bat is too close to the edge, the trees whisper "Tree," and gently steer the bat towards the middle of the circle.
  - Why does the bat call out?
  - Why must the moths respond each time the bat calls out?

### **OnQuestions/Talking Points/Discussion/Modeling**

- Bats' wings are the biggest part of their body. Do you think their wings are also the most important part of their body?
- A bat's wings are made by skin stretched over finger-like bones, similar to our hands and fingers. How important are our hands and fingers to us?
- Bats play an important part in the world. Can you name something they do to help us? (Bats that drink nectar help move pollen from flower to flower. By carrying pollen, bats help plants produce seeds that will grow into new plants. Bats that eat insects and other animals help control pests that could destroy food crops or spread diseases.)
- What characteristics help bats find food?
- What characteristics help bats avoid predators?

**Submitted by:** C. Hymel

## ANTICIPATORY GUIDE

1. There is a bat with a wing span of 6 feet. (Show 6' using ribbon or rope)
2. Many bats live off the blood of big prey like cows.
3. A bats' wings are always the biggest part of its body.
4. Echolocation helps some bats find food.
5. No animal has a tongue longer than the Lipped Nectar Bat.

Yes	No

## NOTES

### SIZE OF BATS

BIG BATS (MEGABATS)	SMALL BATS (MICROBATS)
Gray-Headed Flying Fox <ul style="list-style-type: none"> <li>Wingspan 3 feet (use ribbon or rope to show 3')</li> <li>Predators like owls leave them alone</li> <li>Strong enough to fly and carry food</li> </ul>	Bumblebee Bat <ul style="list-style-type: none"> <li>Wingspan 6 inches (use ribbon or rope to show 6")</li> <li>Can eat foods too small for other bats to bother with</li> <li>Size lets Vampire Bats sneak up on its prey</li> </ul>

### FEATURES OF BATS

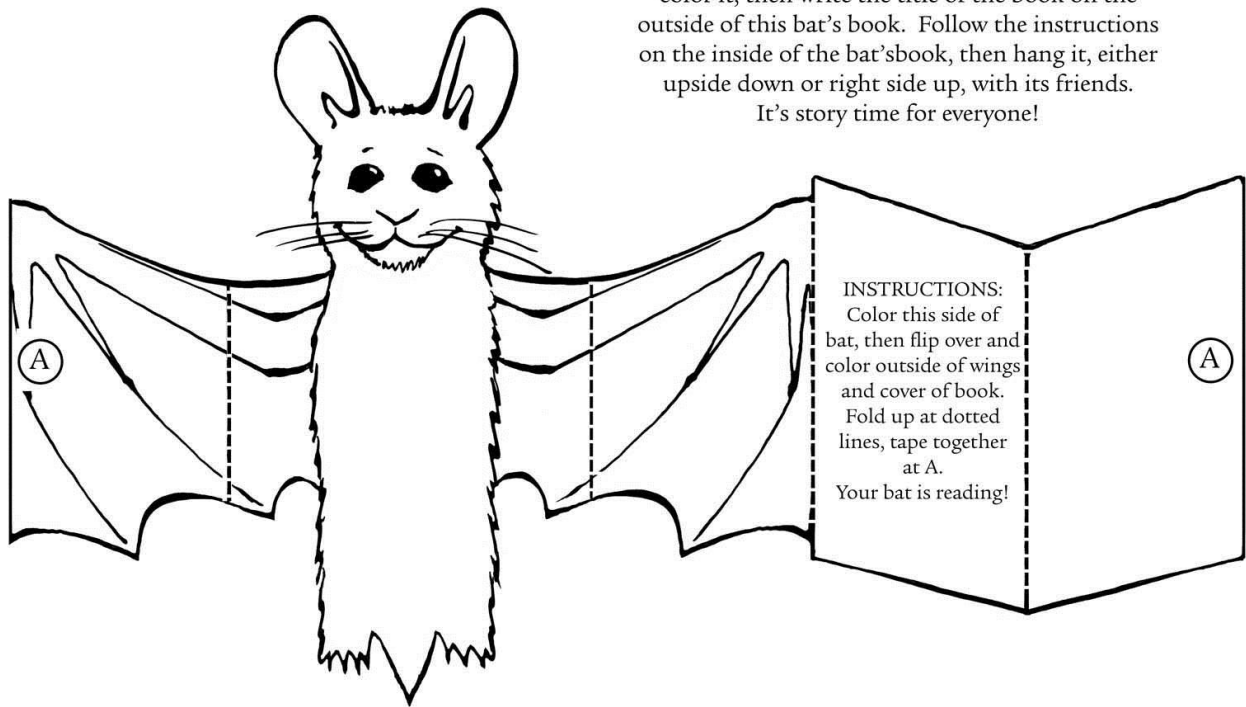
FEATURE	USE
Wings	<ul style="list-style-type: none"> <li>Biggest part of bat's body</li> <li>Made of skin stretched over bones of the bat's front limbs</li> <li>Changing the shape of their wings allows them to turn, hover, and flip</li> <li>Use to help bats stay cool or warm</li> </ul>
Ears	<ul style="list-style-type: none"> <li>Big ears make some bats good listeners</li> <li>Fringe-Lipped Bats catch frogs by listening to the sounds the frogs make</li> <li>Western Pipistrelle flies with its mouth open making high pitched clicks then listening for the echo (echolocation)</li> </ul>
Tongue	<ul style="list-style-type: none"> <li>Tube-Lipped Nectar Bat's super long tongue lets it lick nectar from the bottom of extra-long tube shaped flowers</li> </ul>
Nose	<ul style="list-style-type: none"> <li>Flaps of skin around the Bourret Horseshoe Bat's nose focuses on sounds – echoes</li> </ul>
Disks on Thumbs and Ankles	<ul style="list-style-type: none"> <li>Spix's Disk-Winged Bat has cup-shaped disks at the base of each thumb and ankle that allow it to stick to smooth surfaces like leaves. Inside a curled leaf the bat stays dry in the rain and can hide from predators like owls and snakes</li> </ul>

# Fold-a-Bat



What is your favorite book? Cut out this bat, color it, then write the title of the book on the outside of this bat's book. Follow the instructions on the inside of the bat's book, then hang it, either upside down or right side up, with its friends.

It's story time for everyone!



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# Bat Diagram

