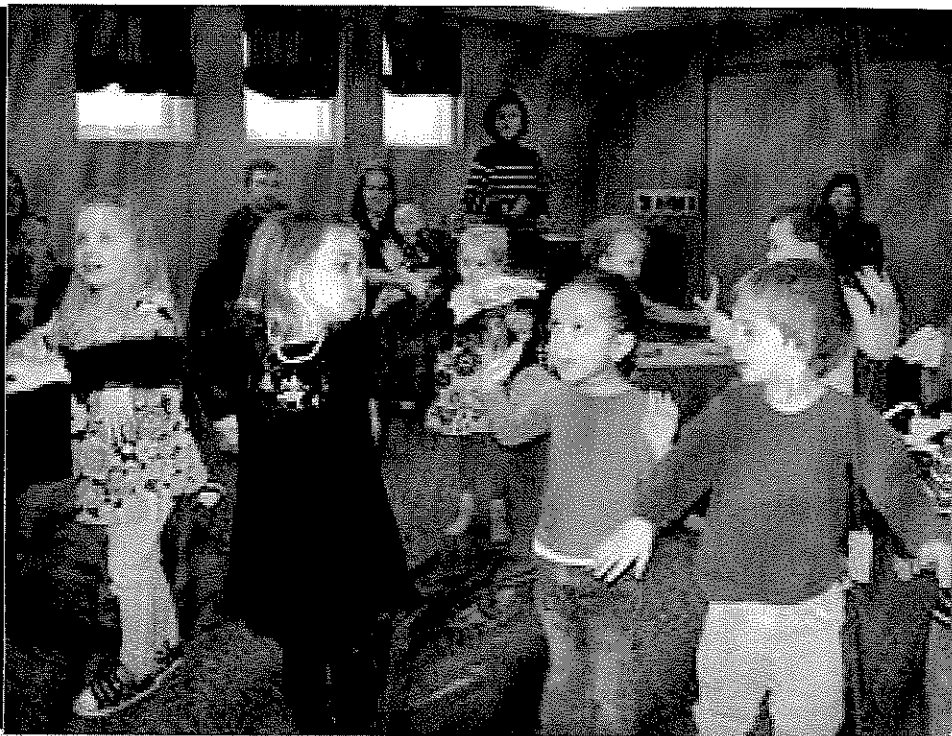


THE EDGE

*A kindergarten readiness
story time focusing on
early literacy skills.*

WINTER/SPRING
2011



NEWARK PUBLIC LIBRARY: STACEY GREENE WICKSALL, MSLIS



Inside...

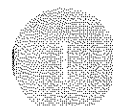
Find out what I do in six of my sessions. I share my plans and encourage you to use them in their entirety, or to pick and choose what parts might work best with your littlest library members. At any point if you have questions or comments, I can be reached at:
swicksall@rochester.nj.com

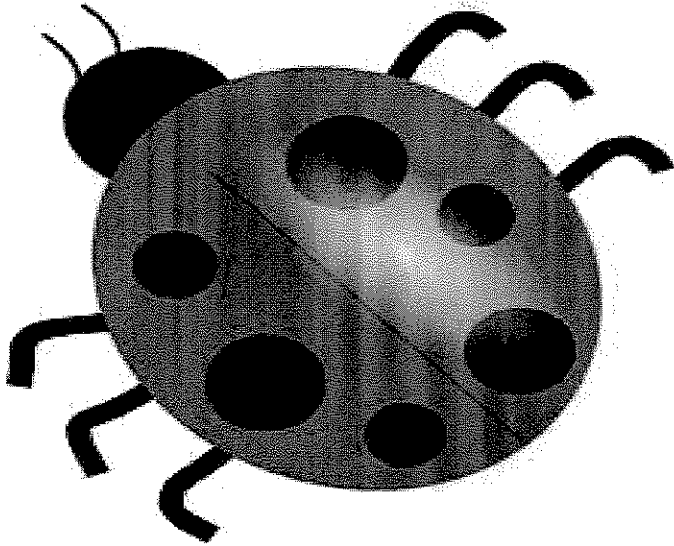
"What's The Edge?"

The Edge is a new story time program geared toward preparing 3 to 5 year old children for kindergarten. Currently, there are a total of 28 children attending the program on two separate days (one is held Wednesday morning, while the other is held early on Thursday afternoons).

Through the use of books, song and art, children will learn basic skills and information that will prepare them for kindergarten. The focus will be on letter recognition, letter sounds, shapes, colors, patterning, counting and number recognition.

Each weekly session is fun-filled and lasts one hour. The program runs for a total of eight weeks. An arts and crafts project culminates each learning session and children are encouraged to share





**WEEK ONE:
SHAPES, MONSTERS AND THE
LETTER M**

**WEEK TWO:
COUNTING CIRCLES AND
LOTS OF LADYBUGS**

WEEK ONE:

Books to share:

Go Away, Big Green Monster!
If You're a Monster and You Know It
Socksquatch
Chicka Chicka Boom Boom

Songs:

Let's Get Ready for Story Time
Horns and Fangs
Monsters Are So Loud/Quiet
If You're a Monster and You Know It
Five Little Monsters
If You Ever See a Monster
Ten Little Monsters

ARTS & CRAFT

Materials: Washable Tempera Paint, Paper, Paint Brushes, Wood Blocks in Different Shapes, Plastic Cups

Children paint shape block on one side and stamp it on paper to make a print of a shape. Children are encouraged to name the shape and the color used.

ACTIVITIES:

Make an assortment of pre-cut shapes in various colors. Children can be shown how to create a pattern using the colorful shapes.

Make letter "picket" signs by using small paper cake plates with a foam letter sticker affixed and a popsicle stick attached for a handle. When letters are spoken or sung, children can hold up their picket sign if it represents the letter just mentioned.

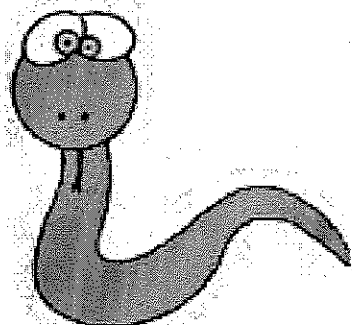
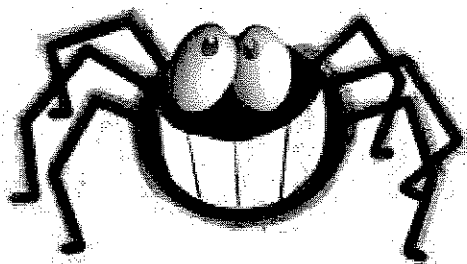
WEEK TWO:

Books to share:

Chicka Chicka Boom Boom
The Grouchy Ladybug
Are You a Ladybug
Ladybug's Birthday Book

Songs:

Let's Get Ready for Story Time
Ten Little Monsters
If You're Happy and You Know It
Ladybug's Picnic



SIX PRE-LITERACY SKILLS:

Print Motivation: Let kids have fun with books by pretending to read and tell the story

Print Awareness: Point out letters in everything!

Vocabulary: Talk a ton- and don't confine yourself to "baby-talk," use adult language whenever possible.

Narrative skills: share lots of stories about lots of things with each other.

Letter knowledge: be on the lookout for letters all over the place and try to identify them together.

Phonological awareness: sing rhyming songs, read poetry, figure out what letter a word starts with, play letter sound games

Songs (WEEK TWO, CONT).

Ladybugs Fly
Ladybug is Round and Red
Ladybug Show Your Spots

Arts & Crafts:

Materials : 12 red, paper circles, 72 black rectangles, 24 small, thin rectangles (antenna), dice, glue sticks, 144 black circles (spots)

Children assemble ladybugs. The black spots added will be determined by the number each die shows (it is okay if the ladybugs are asymmetrical).

Activities:

Find a cute monster online that you can use a copying machine and colored paper to reproduce. Make at least 20 of each different color paper you have. Put the monsters in a bag. Let kids pick a few monsters out of the bag (3-5). After all the kids have chosen monsters, the remaining monsters are drawn from the bag by me one at a time. Children can put one of their monsters down on the floor if it matches the one I have drawn. The first child(ren) to have all their monsters on the ground wins!

Practice associating letter sounds with words by filling a gift bag with simple, familiar objects children will be able to easily identify. Pull an item out of the bag. Ask the children what it is. See if they can figure out what letter makes the sound the word for the item starts with.

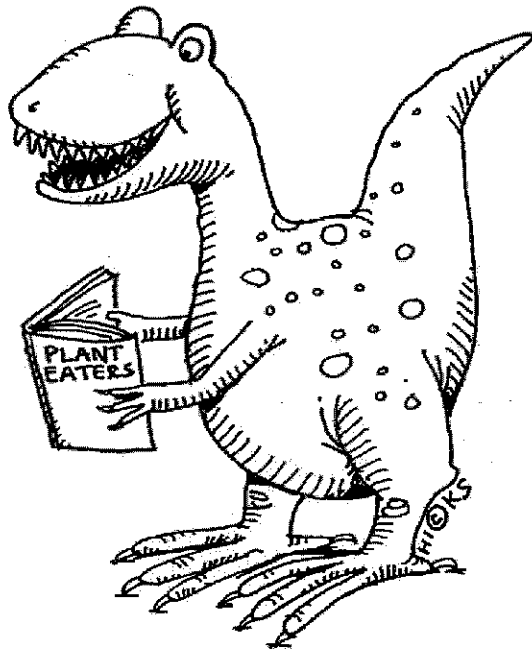
WEEK THREE: SPIDERS AND SNAKES AND LETTER "S"

Books to share:

The Very Busy Spider
Anansi the Spider
Hide and Snake
I Need a Snake
Eensy Weensy Spider Freaks Out!

Songs:

There's a Spider on the Floor
A Silly Slippery Snake
If I Were Green Snake
Eensy Weensy Spider



Arts and Crafts:

Materials:

Paper spider shape
Paper Legs
Green circles (for eyes)
Green paper snake form
Thin red rectangle (tongue)
Red and black circles
Glue Sticks

Children can choose to assemble either a spider with eight legs and two eyes or a snake with a red tongue and a red and black pattern of eight red and black circles going down its back (they can decide on the pattern).

Activities:

Play "Twelve Fresh Snake Eggs" using cardboard egg cutouts and fun-tak to stick them to the wall.

Find illustrations to go with "Little Miss Muffet." Say the rhyme while hanging the illustrations that correspond on the wall using fun-tak. Repeat once or twice letting various children come up to the wall to place individual illustrations when it is time.

Practice patterning skills using colorful shapes, popsicle sticks or beads.

WEEK FOUR: DINOALPHABETASAURUS!

Books to share:

Except If

Crunch, Munch, Dinosaur Lunch

Dinosaurs

Alphabet Story

Dinosaur Days

Songs:

I'm Bringing Home a Baby Dinosaur
Where Did the Dinosaurs Go?
Ten Big Dinosaurs
Dinosaurs Lived Long Ago
Dinosaurs Ruled the Earth

Arts & Crafts:

Materials: Foam rectangles, foam dinosaur stickers, dice

Children will make dinosaur-themed foam bookmarks. The number of dinosaurs on each side of the rectangle will be determined by rolling the dice and counting to find out how many.

Activities:

Dinosaur Alphabet Escape!

Cut out huge dinosaur footprints and place them on the floor in an interesting trail.

Tell the children, "A volcano has erupted and the only way to get to safety is by stepping onto the footprints and following the dinosaurs. But, we can only take a step after we figure out what letter is on the sign."

Hold up one alphabet picket sign at a time (you could let kids pick a sign from a bag). Once the letter is identified, the children can take a step onto the dinosaur footprints. Keep identifying letters until the end of the trail is reached (that will mean they are safe).

WEEK FIVE: CHICKS, YELLOW AND LOTS MORE COUNTING...

Books to share:

One, Two Buckle My Shoe
CHICK
Blue Goose
Five Little Chicks
Good Morning, Chick

Songs:

Take Me Out to the Barnyard
Ten Little Chicks



(Continued)

Arts & Crafts:

Materials:

Chick drawing copied onto white cardstock

Yellow paint

Paint Brushes

Children will cut the chick picture out by following the dotted line. Children will paint their chick yellow.

Activities:

Teach children the "Five and Five Eggs" fingerplay.

Make ten yellow chicks on yellow cardstock. Do the "Ten Little Chickies" rhyme. Children will remove a chick at a time from the wall as the rhyme counts backwards from ten. Chicks are hung using fun-tak.

"Five Hungry Chicks" is a rhyme that will expose children to ordinal numbers (first through fifth). Have them take turns hanging up and touching the first through fifth chick.

WEEK SIX: RABBITS, RABBITS, RABBITS AND A COLOR EXPERIMENT, TOO!

Books to share:

The Tale of Peter Rabbit

Hey, Rabbit!

White Rabbit's Color Book

Moon Rabbit

Rabbits, Rabbits and More Rabbits

Little Rabbit Goes to School

My Friend Rabbit

Doorknob the Rabbit

Songs:

ABC's and Nursery Rhymes (sung to the tune of "99 Bottles of Pop on the Wall")

Little Peter Rabbit

Jellybean Song

Blue Rabbit, Blue Rabbit Through My Window

Peter Rabbit

Arts & Crafts

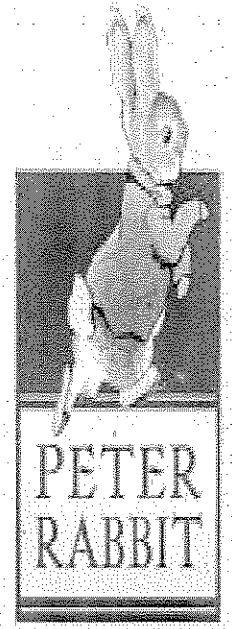
Materials: Water, paintbrushes, food coloring, plastic cups, craft stick with bunny wearing a bow picture attached.

Children will predict what color will be created when I drop two different primary colored dyes into the water cup.

Children may each choose what two colors they would like me to drop into the water. Each child mixes the food coloring and makes a prediction. The child paint the rabbit's bow to find out if the color made is what was predicted. Children may choose to paint the rabbit more using other colors made by friends at their table.

Activities: Read the text of Peter Rabbit aloud. Children will place the illustrations to the story on the wall in order from left to right by listening for the page number clearly printed on their illustration. Fun-tak will be used to hang the pictures.

Sing "Blue Rabbit, Blue Rabbit." Two children join hands to form an arch. Other kids wearing the color being named in the song go under arch repeatedly. Children forming arch lower arms to gently trap the rabbit at song's end. Change the color of the rabbit each time.



BEATRIX POTTER

Specific New York State Standards addressed:

ELA: Students will listen and speak for **information and understanding, literary response and expression, critical analysis and evaluation, and for social interaction.**

MATH:

- Recognize the presence of mathematics in their daily lives.
- Use counting strategies to solve problems in their daily lives.
- Recognize and apply mathematics to objects and pictures.
- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10).
- Count out (produce) a collection of a specified size 1 to 10.
- Verbally count by 1's to 20.
- Verbally count backwards from 10.
- Use and understand verbal ordinal terms, first to tenth.
- Use a variety of manipulatives to create patterns using attributes of color, size, or shape.
- Recognize, describe, extend, and create patterns that repeat.
- Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.
- Students will identify and justify geometric relationships, formally and informally.

THE ARTS:

- Students will actively engage in the processes that constitute creation and performance in the arts.
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts

