

Welcome to the

CANDLEWICK

Read to Us!

STORY-HOUR KIT

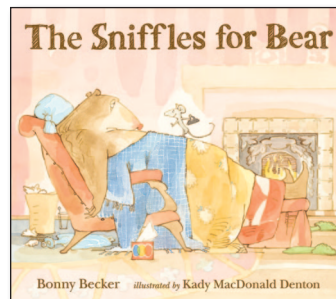
A Shortcut to Your Story Hour

It is with great pleasure that we present our latest Candlewick Read to Us! Story-Hour Kit. This kit contains simple and entertaining activities to be used in conjunction with our books. Each activity is designed to foster the skills that lead to early reading success in children.

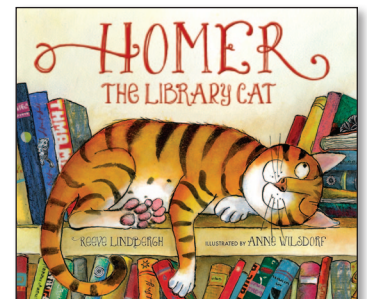
Our fall 2011 story-hour kit showcases four heartwarming and humorous books focusing on themes of friendship and mischief. For each title we offer activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness—but most of all, their enthusiasm for literature. Because the caregiver's role is essential in a child's readiness to read, we have included a handout at the end of this kit that explains these six specific early literacy skills. Passing this out to caregivers will assist them in getting their child ready to read.

Have fun!

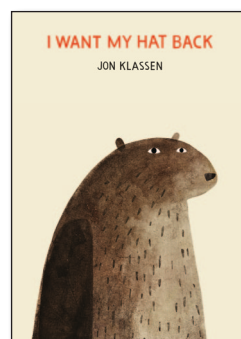
Books to be used with this Candlewick Read to Us! Story-Hour Kit



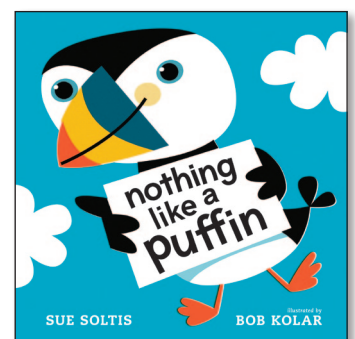
The Sniffles for Bear
by Bonny Becker
illustrated by
Kady MacDonald Denton
978-0-7636-4756-8
Ages 3–7



Homer, the Library Cat
by Reeve Lindbergh
illustrated by Anne Wildorf
978-0-7636-3448-3
Ages 4–8



I Want My Hat Back
written and illustrated by
Jon Klassen
978-0-7636-5598-3
Ages 4–8



Nothing Like a Puffin
by Sue Soltis
illustrated by Bob Kolar
978-0-7636-3617-3
Ages 4–8



Directions

The Sniffles for Bear

When I Am Sick

Bear has a terrible cold, and Mouse is eager to make Bear “good as new.” Mouse reads and sings to Bear, plays the banjo for him, and finally makes him some nettle soup. Ask children what makes them feel better when they are sick. Is it a loved one tucking them in bed? Is it a favorite stuffed animal? Or perhaps a bowl of chicken soup? Have children complete the sentence on the “When I Am Sick” reproducible, and ask them to draw a picture depicting what makes them feel better. Young children may need to dictate to an adult.

This activity promotes print awareness and motivation, as well as narrative skills.

For My Friend

Bear is convinced that no one has ever been as sick as he is. In fact, he is so sick that he creates a will. Explain to children that Bear is being ridiculously dramatic, imagining that he won’t survive his cold and deciding which of his favorite possessions should go to his good friend, Mouse, after he is gone. Bear is planning to give Mouse his red roller skates, his mop and wash bucket, and even his teakettle. Ask the children to imagine that they will be moving to a faraway place and can’t take all their possessions with them. Which of their cherished items would they give to a friend? Have them draw and caption those items on the “For My Friend” reproducible. Younger children may need to dictate their captions to an adult.

This activity builds letter knowledge, vocabulary, and print awareness.

Homer, the Library Cat

Homer’s Neighborhood Tour

Homer wants to find a quiet place to relax. After jumping out of the window of his house, he finds himself in a very loud neighborhood filled with noisy fire trucks and whistling trains. Have children use the “Homer’s Neighborhood Tour” reproducible to map Homer’s path. Ask them to cut out each picture and glue it in the appropriate box to represent Homer’s neighborhood tour. This simple graphic organizer will allow children to put a series of events in proper order.

This activity reinforces print awareness and print motivation.

Rhyme Time

Homer, the Library Cat is written in simple rhyming text that demonstrates the appeal of rhythmic stories to children. Play a rhyming game with children by saying a word (for example, “cat”) and asking children for a word that rhymes. Give them two choices, such as “bat” and “ball.” Play this game several times before asking children to complete the “Rhyme Time” reproducible. Ask children to cut out the words at the bottom of the sheet and glue them next to the words they rhyme with. This will allow them to physically match up the corresponding letters and see how the words rhyme.

This activity promotes phonological awareness and vocabulary.

Directions

I Want My Hat Back

Which Hat Belongs to Bear?

Bear's hat is gone, and he desperately wants it back. He knows what shape and color it is, but can't remember where he has seen it last. Use the "Which Hat Belongs to Bear?" reproducible to review shapes and colors with children. Note to children that bear's hat is "red and pointy," then have them identify the corresponding shape on the page (the triangle) and color it red. Remind children that Snake once saw a hat that was "blue and round," then ask them to identify the shape that best represents snake's hat (the circle) and color it blue. Then review the last two remaining shapes, asking children to color the square green and the rectangle yellow.

This activity builds vocabulary and print motivation.

I Want My _at Back

Use this reproducible to structure a word-building activity. Explain to children that by removing the first letter in a word, such as the *h* in *hat*, and replacing it with another letter, a new word is created. Have them fill in the blanks with the letters at the bottom and see what words are formed.

This activity promotes phonological awareness and letter knowledge.

ADDITIONAL ACTIVITY

Have You Seen My Hat? Game

Model this activity after the well-known game "Hot Potato." Find an object to represent bear's hat. It could be something in the shape of a triangle or any item that is red. Have children sit in a circle. Begin by giving one child the item. Explain that the child with the item should turn to the person on his or her right and ask, "Have you seen my hat?" The other child should respond, "No." The first child should say, "Okay. Thank you, anyway" and hand the item to the child who said "No." Have children continue this routine until you say, "Stop." The child left holding the item when you say "Stop" must sit in the center of the circle. At the end of the next round, the child left holding the "hat" should take his or her place in the center of the circle, and the process is repeated until the game is over.

This activity fosters narratives skills and print motivation.



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Directions

Nothing Like a Puffin

Amazing One-of-a-Kind Me!

A puffin is an amazing and unique creature. Define the word *unique* for children, then ask what makes the puffin unique. Ask how the puffin is like the goldfish, the snake, the helicopter, and the penguin. Then ask the children what makes the puffin different and special. Hold a discussion about the fact that we all share common characteristics yet are each unique in our own way. Give examples of some unique characteristics, for example special talents or physical appearance. Have children use the “Amazing One-of-a-Kind Me!” reproducible to draw what makes them unique.

This activity builds print motivation and narrative skills.

Nothing Like a _____

Nothing Like a Puffin explores the similarities and differences between the puffin and various animals and objects. Have children use the “Nothing Like a _____” reproducible to add to the face of the puffin and create their own unique, amazing creature. For example, they may wish to give their puffin a tail or four legs instead of two. They could then come up with a name for their creature and fill in the blank in the reproducible’s title. Younger students may need to dictate their creature’s name to an adult. This is a wonderful opportunity for children to express their creativity and imagination.

This activity builds narrative skills and print motivation.

ADDITIONAL ACTIVITY

Nothing Like a Puffin Game

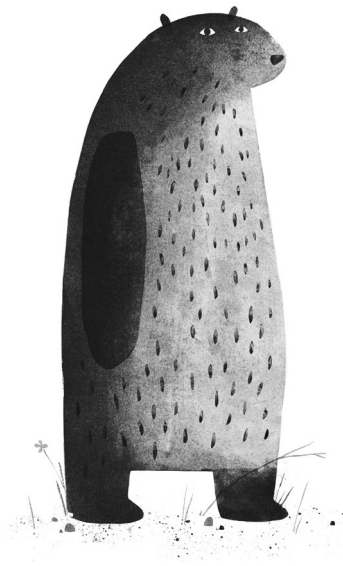
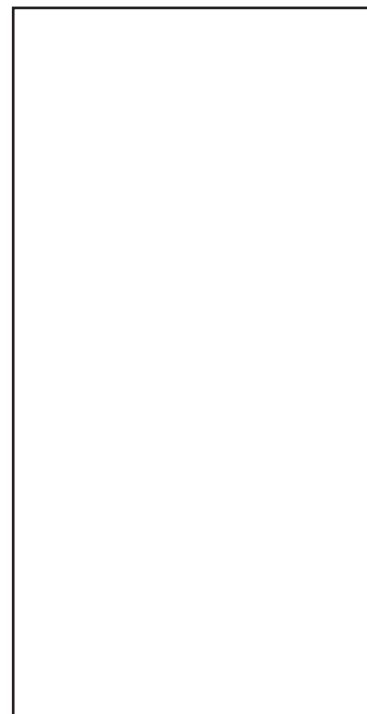
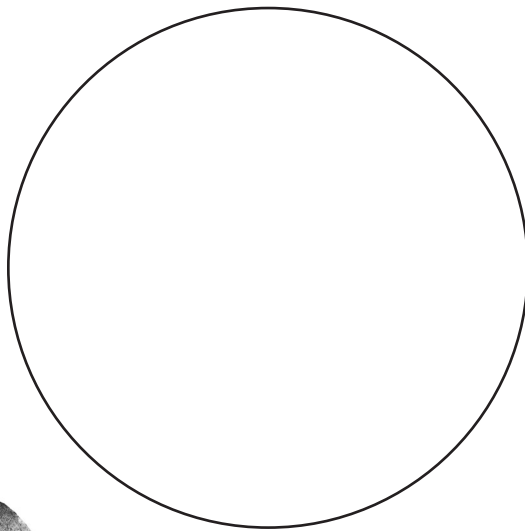
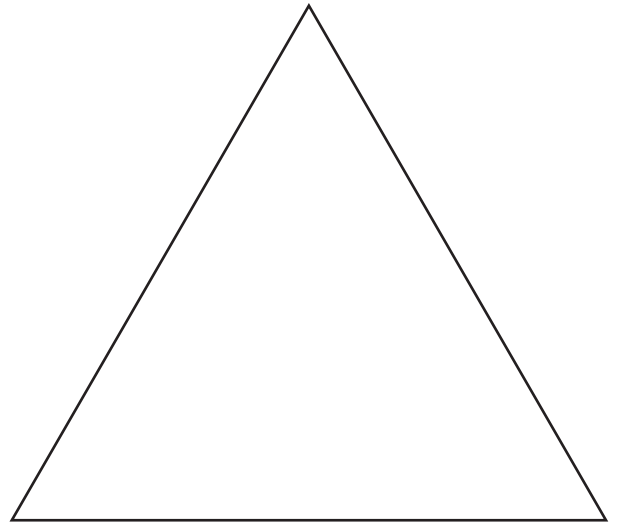
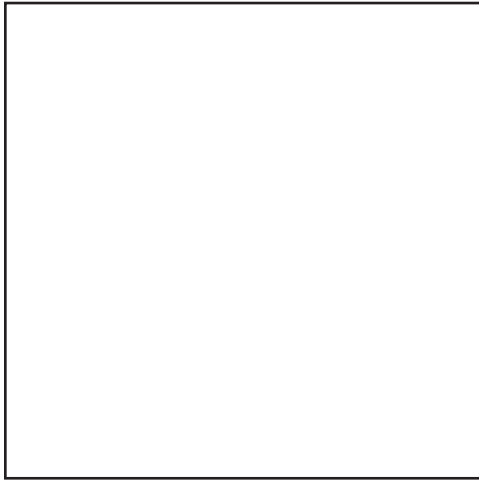
Think of something that’s not like a puffin (something not in the book, such as a polar bear). Present your animal or item to the children and ask, How is it like a puffin? How is it not like a puffin? Then have children take turns coming up with things that are like a puffin and not like a puffin. The game is similar to “Twenty Questions” but involves two questions with many answers!



Illustration copyright © 2011 by Bob Kolar

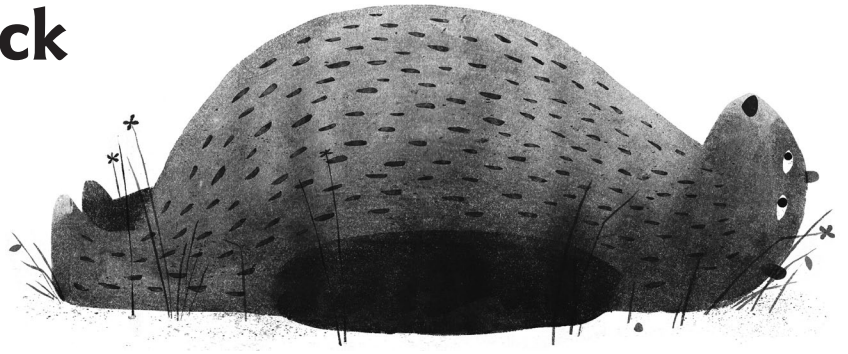
I Want My Hat Back

Which Hat Belongs to Bear?



I Want My Hat Back

I Want My ___at Back



___at

___at

___at

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___at

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b c f m p s

The Sniffles for Bear

When I Am Sick



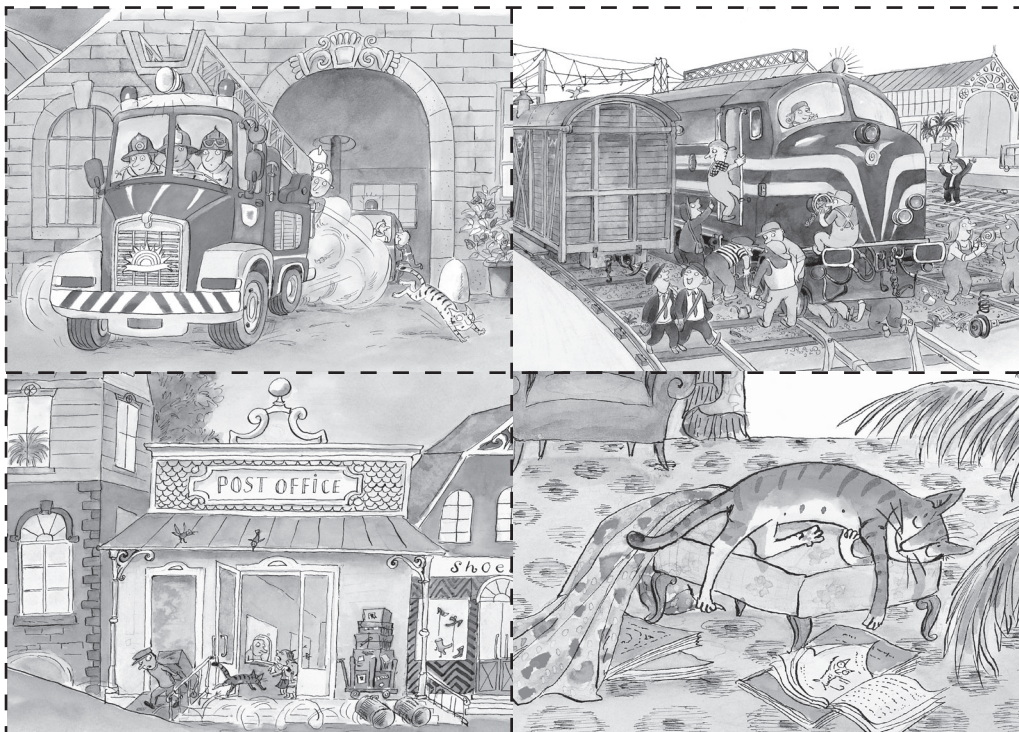
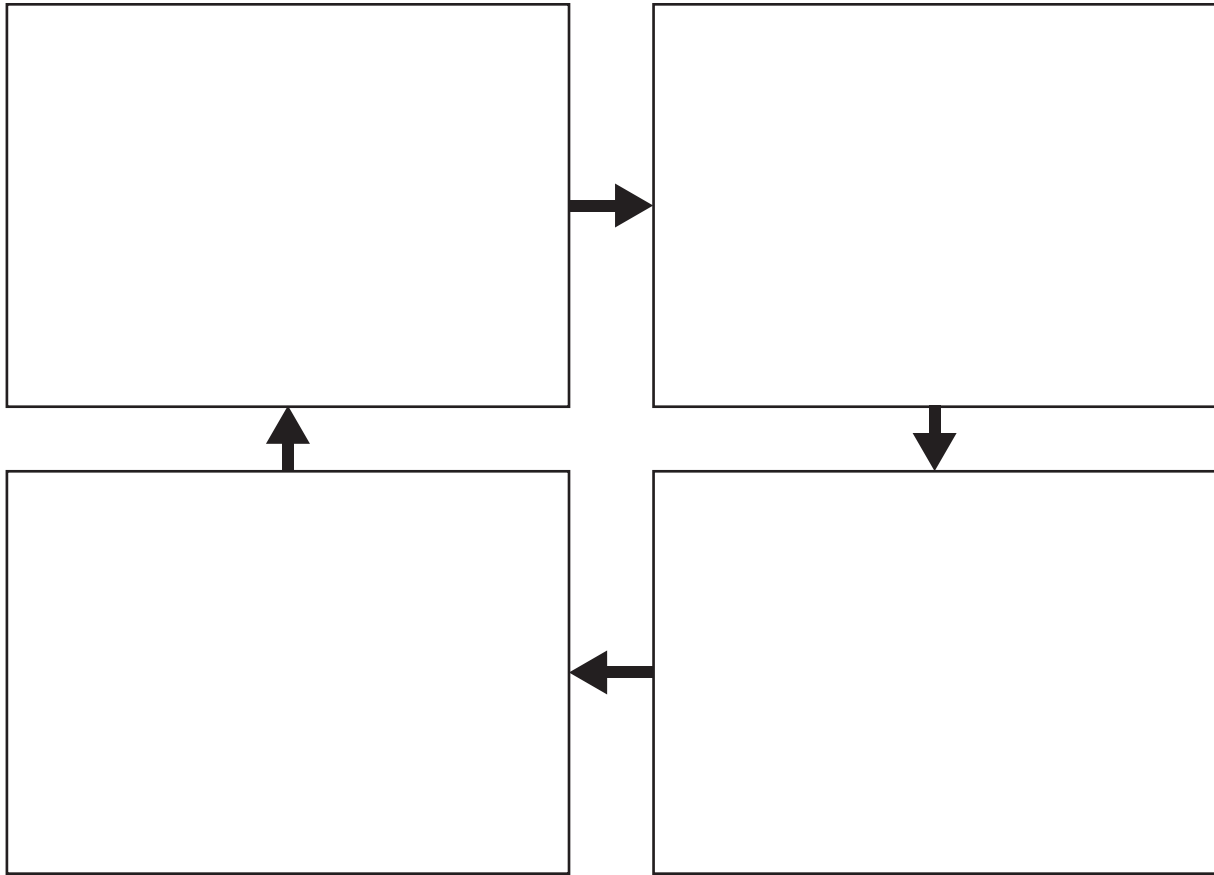
When I am sick, _____
makes me feel better.

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The Sniffles for Bear
For My Friend



Homer's Neighborhood Tour



Illustrations copyright © 2011 by Anne Wilsdorf

Homer, the Library Cat
Rhyme Time



town

place

day

crash

all

mouse

back

say | trash | ball | house | down | space | snack

Nothing Like a Puffin

Amazing One-of-a-Kind Me!

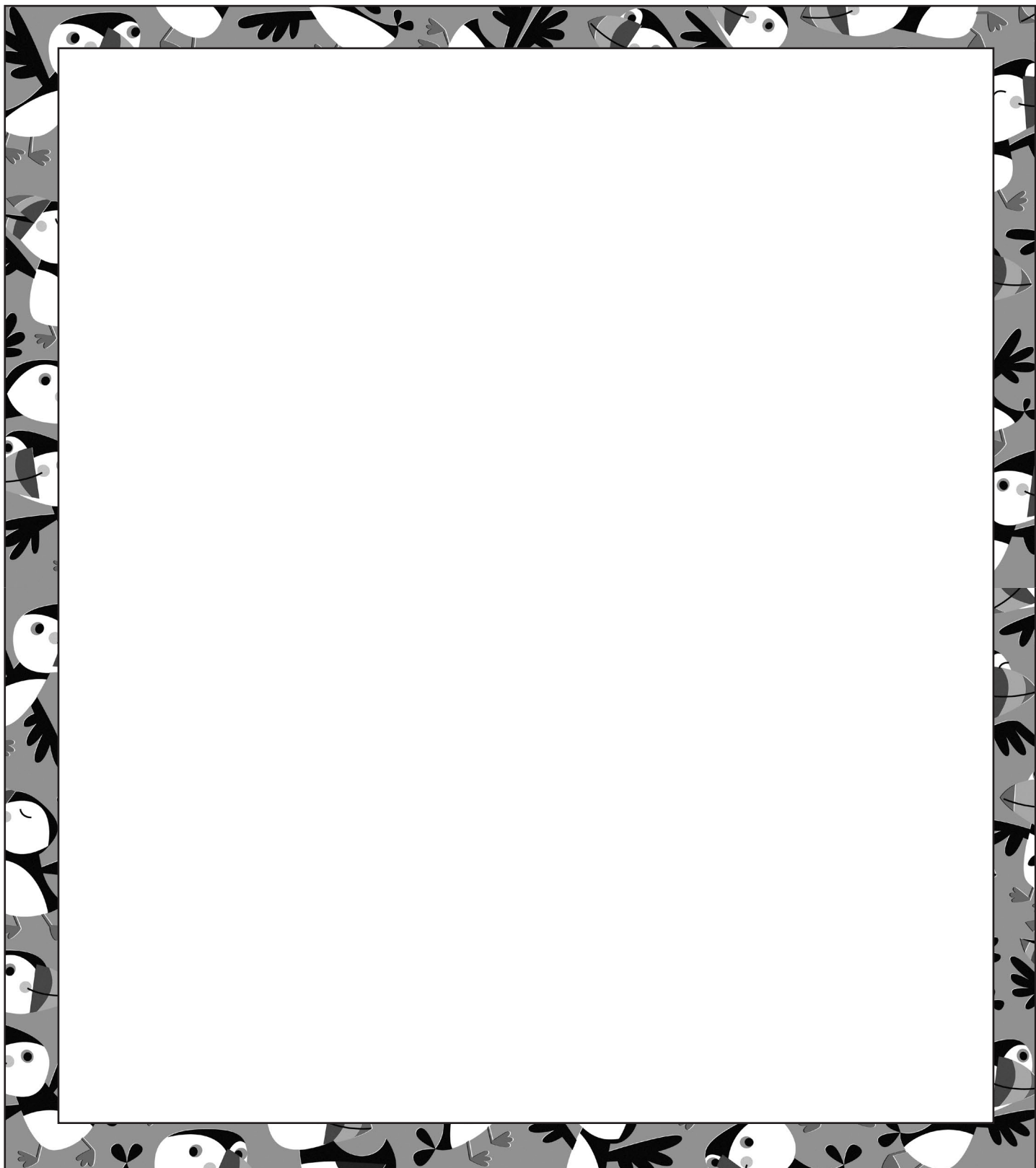
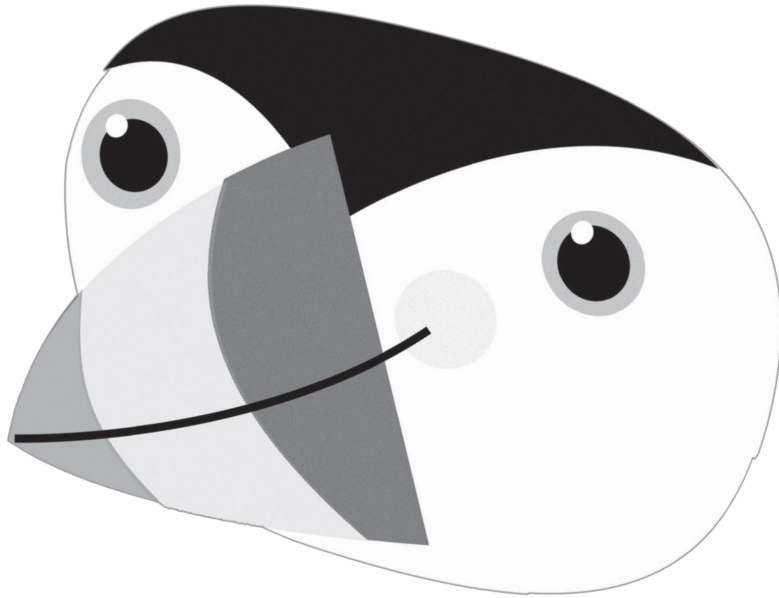




Illustration copyright © 2011 by Bob Kolar

Nothing Like a Puffin

Nothing Like a _____





Help Your Child Get Ready to Read



Narrative Skills

Tell stories together, encourage pretend play, and let your child be a storyteller.

Letter Knowledge

Help your child identify the first letter in his or her name and find it in books, on street signs, and on package labels.



Print Awareness

Help your child discover how to hold a book and turn the pages.



Vocabulary

Teach your child the specific names for things, such as vegetables in the grocery store.

Print Motivation

Find books that speak to your child's interests, and share them often.



Phonological Awareness

Sing songs, play games, and share rhymes to help your child play with the smaller sounds in words.

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