

Scarf/Shaker Songs

Good sources: Jbrary, King County

One bright scarf waiting for the wind to blow
Wiggle it high and wiggle it low
Here comes the wind, fast and slow
Oh! Where'd it go?

Popcorn kernels
Popcorn kernels
In the pot
In the pot
Shake them shake them shake them
Shake them shake them shake them
'Till they POP!
'Till they POP!

Everyone can march march march
Everyone can march march march
Everyone can march march march
And now it's time to STOP!

Sticky sticky sticky Bubblegum
Grand Old of Duke of York
Jump and stop (just give directions to your favorite tune)
Run Baby Run (Casper Baby Pants)

Distributing scarves and shakers - have them close their eyes and place/take the scarf on their head; get the parents involved - have them show the kids that all the colors work the same way, etc.;

Examples of Anna's Games

- Let the kids play with scarves and observe what they do, then lead the group in doing some of those activities together
- Cardboard elevator: describe the animal coming up the elevator and let the kids guess until the puppet pokes its head out the elevator door at the top
- Zoo Pets: say you asked the zoo for a pet and go through all the animals (puppets) they sent you; have the animals do silly things/behaviors that aren't good pet behaviors until you get to the end

Moving away from samples in crafts

- Focus on process and the experience over the product

- Let the parents know it's okay to leave the finished product at the library, it's okay to throw them away, and that it's about the making process

Indestructibles book brand - throw them in the washer! Baby/toddler gold

Song Cubes - let the cube decide which songs you're going to sing

Q: What are wrist ribbons?

A: A small band/bracelet that has ribbons hanging off of it; it is another manipulative like scarves or shakers to use during storytime or other programs. Also called dancing ribbons or rainbow ribbons. Could also be made, if the cost of purchasing them is prohibitive. Scrunchies work very well for the base.

Lakeshore and Discount School Supply are good suppliers

Q: How do you differentiate early literacy skills for various ages? In other words, we weren't really taught child development in library school, so how do we know what is best for various levels?

A: We group them together a lot in public libraries; baby/toddler, prek, etc. The response to a stimulus (book, game, etc.) is a huge marker for what or how the child is learning. A book can be used for babies, toddlers, and prek kids, but their interaction and reaction to the book is going to be very different.

Q: How do I get started with puppets?

A: Start with something simple like a finger puppet owl that pops out every time the baby owl yells I WANT MY MOMMY in Owl Babies, etc. It doesn't need to be fancy. Talk to people who like to use puppets!

Q: Do you explicitly teach EL tips in Storytime, and if so, how?

A: We are primarily modeling, but a lot of us don't stop and say "here's your EL tip for the day" - we just at it into the conversation happening during storytimes.

Q: Do we have a recommended source for art/stem activities:

A: klmpeace.wordpress.com Read Sing Play - she links out to a lot other resources; don't be afraid to just put out a medium or building toy, etc. and not provide sample or strictly guided activity

What do we need from our Children's organizations? We need support in child development, milestones, expectations, etc. When and how should things be happening?

Resources: Supercharged storytimes: free online course from Washington. Also check out the University of Washington Project Views 2. Also look into resources/classes that are meant for

daycare providers, preschool providers, etc. Eric Ericson's stages of development and Piaget's stages.

Idea: at the end of storytime, ask the audience if someone would share a song or rhyme they use with their children at home. If you can keep track of these, you can make up a rhyme/song sheet to send out at the end of a month/season/etc.