

Children's Programming M O N T H L Y

volume 1 number 11

ala
editions

PROGRAMS & IDEAS FOR PRESCHOOL THROUGH GRADE 3



On the Go



from the editor

Welcome to *Children's Programming Monthly*, a compilation of ideas culled from bestselling ALA Editions programming books. Whether zipping around on their big wheels, riding in the family car, taking the school bus to the museum, or boarding a plane for a far-away place, kids love to travel. In this issue, seven Editions authors feed children's delight in going places, while still keeping the travels close to home.

All of the books listed are still available, many in new hardcover or paperback editions, including some in Spanish.

For more information about the ALA resources named in this issue, visit the ALA Store (alastore.ala.org) or call toll free 866-746-7252.

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a program to share?

Do you have a storytime you would like to share—one your audiences really seem to love? For submission guidelines visit www.alaeditions.org/cpm/submit/guidelines. Questions? Contact Stephanie Zvirin at szvirin@ala.org or call 1-800-545-2433 x 5107.

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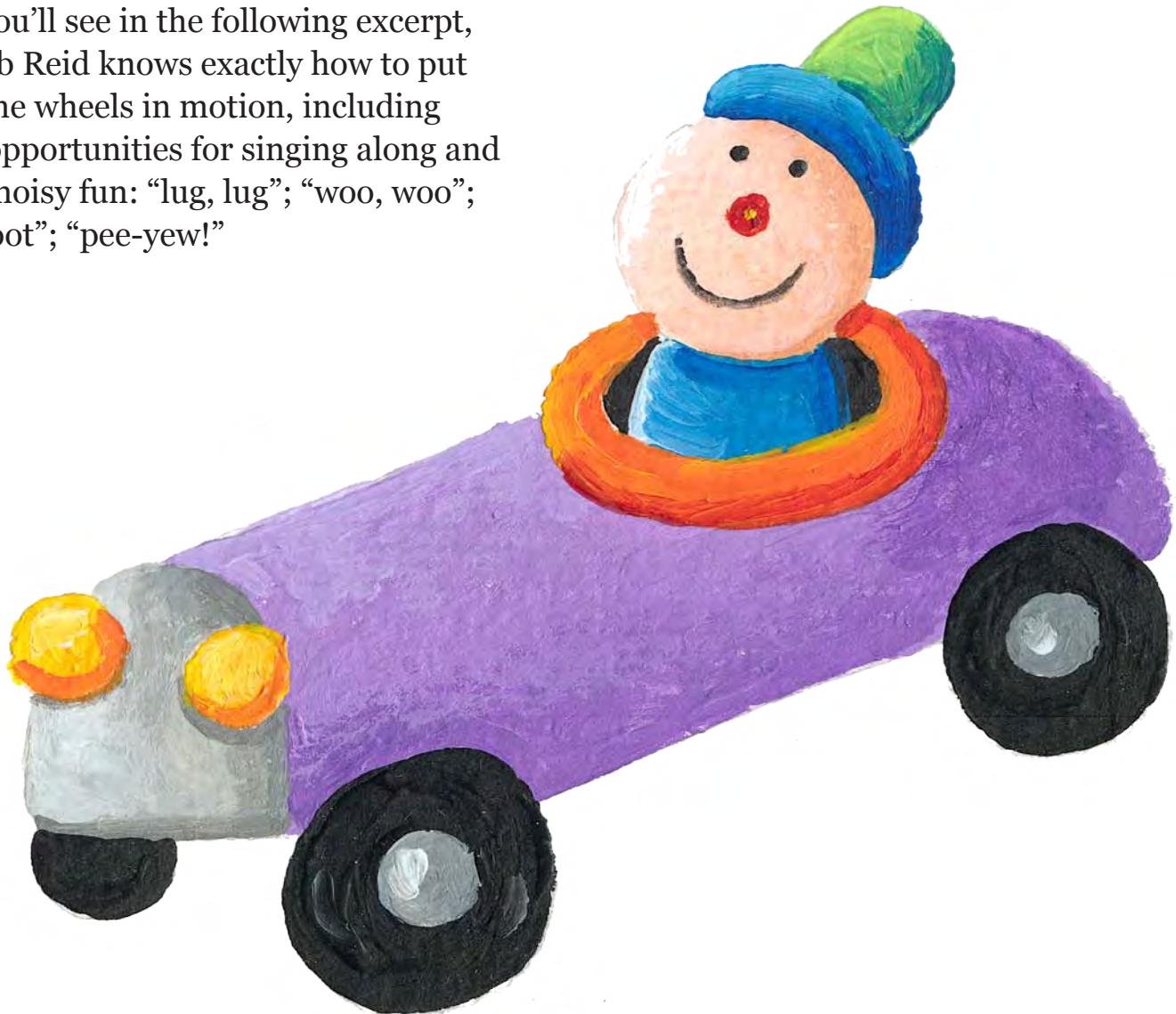
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Rob Reid

Toot! Toot! Beep! Beep!

As you'll see in the following excerpt, Rob Reid knows exactly how to put storytime wheels in motion, including lots of opportunities for singing along and having noisy fun: "lug, lug"; "woo, woo"; "toot, toot"; "pee-yew!"



Excerpted from *Something Musical Happened at the Library*.

PROGRAM AT A GLANCE

OPENING SONG	“Take a Ride” by Rebecca Frezza
HELLO SONG	“Howdy Song” by Monty Harper
PICTURE BOOK	<i>Honk Honk! Beep Beep!</i> by Daniel Kirk
SONG	“Me, Myself and I” by Kimmy Schwimmy
PICTURE BOOK	<i>The Wheels on the School Bus</i> by Mary-Alice Moore
PICTURE BOOK	<i>Here Comes Grandma!</i> by Janet Lord
SONG	“She’ll Be Comin’ ’round the Mountain,” adapted by Dana
PICTURE BOOK	<i>I’m Dirty!</i> by Kate McMullan
SONG	“Drivin’ in My Car” by Ralph’s World
GOOD-BYE SONG	“Goodbye” by Yosi

SONGS

Opening Song

“Take a Ride” from the recording *Tall and Small* by Rebecca Frezza (Big Truck, 2006).

As audience members enter the story program area, play this lively transportation song. The lyrics can be found on Frezza’s website: www.bigtruckmusic.com.

Hello Song

“Howdy Song” from the recording *Take Me to Your Library* by Monty Harper (Monty Harper, 2003).

Play Harper’s recording and let the children sing the response part of each verse.

1. In Oklahoma, we say “Howdy!” (*Howdy!*) (2x)
So when you meet your friend on the street,
You’ll say “Howdy” if you’re thinking on your feet.
It’s a mighty fine way to share your day with a fellow human being.

2. In Mexico, they say “Hola!” (*Hola!*) (2x)
So when you meet your “amigo” on the street,
You’ll say “Hola” if you’re thinking on your feet.
It’s a mighty fine way to share your day with a fellow human being.





3. In Germany, they say “Guten Tag.” (*Guten Tag*) (2x)
So when you meet your “freund” on the street,
You’ll say “Guten Tag” if you’re thinking on your feet.
It’s a mighty fine way to share your day with a fellow human being.

4. In Japan, they say “Konnichiwa.” (*Konnichiwa*) (2x)
So when you meet your “tomodachi” on the street,
You’ll say “Konnichiwa” if you’re thinking on your feet.
It’s a mighty fine way to share your day with a fellow human being.

5. In Russia, they say “Privet.” (*Privet*) (2x)
So when you meet your “droog” on the street,
You’ll say “Privet” if you’re thinking on your feet.
It’s a mighty fine way to share your day with a fellow human being.

6. In the USA, we say all of these and more,
'cause people living here came here from every single shore.
Doesn't matter how you say “How do you do.”
It's a happy little holler, makes the world a little smaller.
It's a message you send to connect to a friend.
It's a mighty fine way to share your day with a fellow human being.
Howdy, y'all!

PICTURE BOOK

Honk Honk! Beep Beep! by Daniel Kirk (Hyperion, 2010).

While a young boy sleeps a dreamy sleep, his toys awake and begin a grand adventure. A toy father and son commandeer a jeep and circle the room, gleefully enjoying the scenery and calling out their pleasure in a jubilant refrain. Kids will surely want to join in the cheer.

SONG

“Me, Myself and I” from the recording *Kimmy Schwimmy Music*, vol. 1, by Kimmy Schwimmy (North Corner, 2005).

This is a fun movement and sound-effects song. Kimmy has good directions on her website: www.kimmyschwimmy.com. Visit her site and download her songbook.

1. Me, Myself and I are going for a ride on a train
Ch ch ch ch ch ch ch ch woo woo!
Going for a ride on a train
Ch ch ch ch ch ch ch ch woo woo!
I'm going for a ride, just Me, Myself and I.

2. Me, Myself and I are going for a ride on a plane

Mreeeaar mreeeaar

Going for a ride on a plane

Mreeeaar mreeeaar

I'm going on a ride, just Me, Myself and I.

3. Me, Myself and I are going for a ride in a car

Beep beep beep, beep beep beep

Going for a ride in a car

Beep beep beep, beep beep beep

I'm going for a ride, just Me, Myself and I.

4. Me, Myself and I are going for a ride on a horse

Neigh-brr neigh-brr neigh

Going for a ride on a horse

Neigh-brr neigh-brr neigh

I'm going for a ride, just Me, Myself and I.

I'm going for a ride, just Me, Myself and I.

Beep bop bip bop bibbity dow.



PICTURE BOOKS

The Wheels on the School Bus by Mary-Alice Moore (HarperCollins, 2006).

The kids on the school bus say, “Off to school”; the teachers on the bus say, “Think, think, think”; the coach says, “Catch, catch, catch”; the nurse says, “Open wide”; the lunch ladies say, “Eat, eat, eat”; and—my favorite—the librarian on the bus says, “Read, read, read.” The bus driver turns out to be the principal. Sing the lyrics, and the kids will join you. If you’re not familiar with the tune, ask the kids. They’ll know it.

Here Comes Grandma! by Janet Lord (Holt, 2005).

Grandma is coming to see you in a variety of ways. She’ll pull on her boots “and walk a long way to see you.” She’ll ride a bicycle, leap on a horse, drive a car, hop on a train, slip on snow skis, sail a hot-air balloon, swim underwater, ride in a plane, and give you a big hug when she sees you. Kids will notice Grandma is joined on her journey by a dog.

SONG

“She’ll Be Comin’ ’round the Mountain” from the recording *Dana’s Best Travelin’ Tunes* by Dana (RMFK, 1995).

The picture book *Here Comes Grandma!* is a perfect match for the traditional song “She’ll Be Comin’ ’round the Mountain,” which can be found on scores of children’s recordings. Dana has added new verses to make the song even sillier.



MORE RESOURCES



from Rob Reid's Children's Jukeboxes

"The Airplane Song." Berkner.
Laurie. *Whaddaya Think of That?*

"Are We There Yet?" Trout Fishing
in America. InFINity.

"I Like Trucks." Parachute Express.
Don't Blink.

"I'm an Engineer." Coffey, James.
Come Ride Along with Me.

"Moon Boat." Chapn. Tom.
Moonboat.

"Motorcycle." Beall, Pamela, and
Susan Nipp. *Wee Sing and Pretend.*

"Race Car." Beall, Pamela, and Susan
Nipp. *Wee Sing and Pretend.*

"The Subway Song." Paxton, Tom.
I've Got a Yo-Yo.

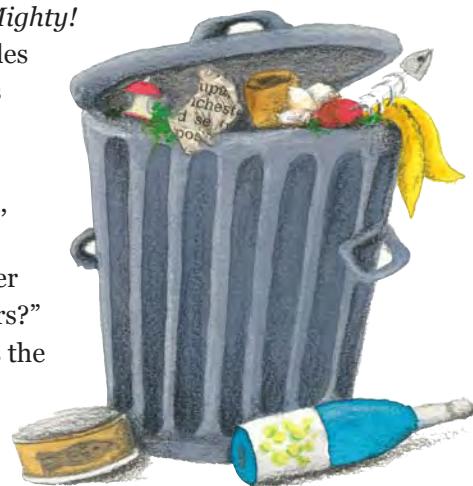


1. She'll be comin' 'round the mountain when she comes (*Toot toot*). (2x)
She'll be comin' 'round the mountain, she'll be comin' 'round the mountain,
She'll be comin' 'round the mountain when she comes (*Toot toot*).
2. She'll be driving six white horses when she comes (*Yeehaw*)
... She'll be driving them crazy when she comes (*Yeehaw, toot toot*).
3. We'll all run out to meet her when she comes (*Howdy Ma'am*)
... And we'll all be glad to meet her when she comes (*Howdy Ma'am, yeehaw, toot toot*).
4. And she'll smother us with kisses when she comes (*Ooh yuk!*)
We'll be covered with lipstick when she's done (*Ooh yuk, Howdy Ma'am, yeehaw, toot toot*).
5. She'll be wearin' too much perfume when she comes (*Pee-yew*)
... We won't be able to breathe until she's gone (*Pee-yew, ooh yuk, Howdy Ma'am, yeehaw, toot toot*).
6. She'll bring way too much luggage when she comes (*Lug lug*)
... And we'll all have to lug it when she comes (*Lug lug, pee-yew, ooh yuk, Howdy Ma'am, yeehaw, toot toot*).
7. But we'll still be glad to see her when she comes (*Oh yeah!*)
... 'Cause she loves us and we love her, yes we do (*Oh yeah, lug lug, pee-yew, ooh yuk, Howdy Ma'am, yeehaw, toot toot*).

PICTURE BOOK

I'm Dirty! by Kate McMullan (HarperCollins, 2006).

I'm a big fan of the McMullans' book *I Stink!* featuring an anthropomorphic garbage truck, as well as their book *I'm Mighty!* which features a tugboat. Any of these titles will work well with this theme. Since kids are crazy about construction equipment, and this particular title features a busy backhoe loader who cleans up a junkyard, this book gets the nod. The text is a treat to read aloud. "Who's got a boom, a dipper stick, and a bucket with a row of chompers?" The illustrations are also fun to look at as the backhoe cleans up "broken bicycles," "scuffed-up signs," and "tossed-out toilet seats" before taking a mud bath.



SONGS

“Drivin’ in My Car” from the recording *Ralph’s World* by Ralph’s World (Mini Fresh, 2001).

Ralph sings a very, very simple ditty about driving to Minneapolis. On subsequent verses, he substitutes the song’s words for sound effects, such as car horn (“beep beep beep beep”), windshield wipers (“swish swish swish swish”), car muffler (a series of “raspberry” noises with your tongue), and waving to a friend you see on the street (“hi hi hi hi”). This song is loads of fun.

“Goodbye” from the recording *Monkey Business* by Yosi (Yosi, 2002).

You can sing this song, or let Yosi sing this farewell to everyone around the world. Encourage the kids to say each word for *good-bye* along with the words in quotation marks.

I can say “adios” in Spanish, Spanish, Spanish,
 Let’s say “adios” in Spanish,
 “Adios” means goodbye.
 I can say “ciao” in Italian, Italian, Italian,
 Let’s say “ciao” in Italian,
 “Ciao” means goodbye.

Chorus:

So, now smile. Shake someone’s hand.
 Say goodbye in their language,
 In another land.

Let’s say “do svidanja” in Russian, Russian, Russian,
 Let’s say “do svidanja” in Russian,
 “Do svidanja” means goodbye.
 Let’s say “sayonara” in Japanese, Japanese, Japanese,
 Let’s say “sayonara” in Japanese,
 “Sayonara” means goodbye.

(Chorus)

“Adios” means goodbye.
 “Ciao” means goodbye.
 “Do svidanja” means goodbye.
 “Sayonara” means goodbye.
 And the French say “au revoir,”
 Which means ’til we meet again.

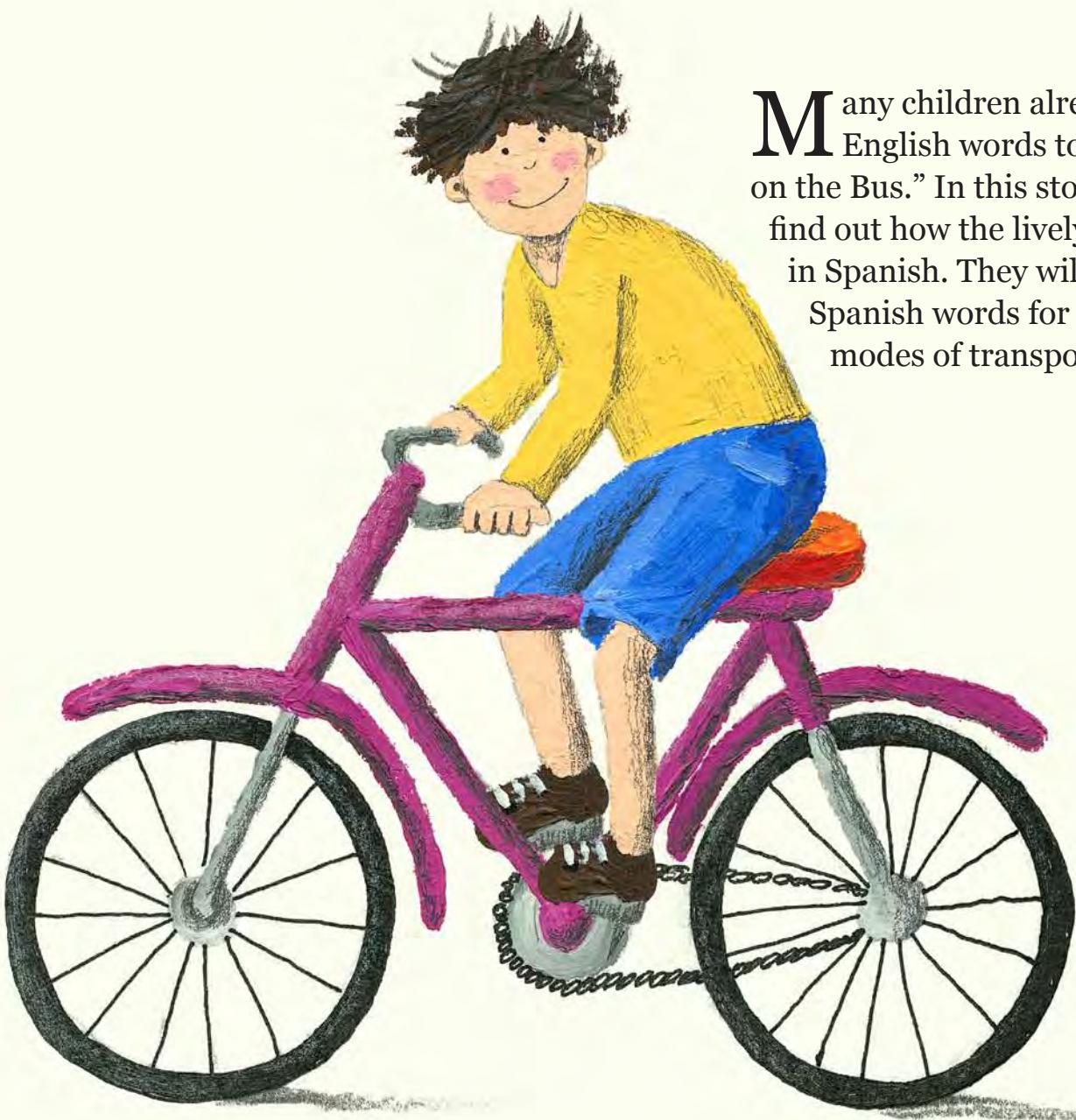


Rose Zertuche Treviño

Transportation/ *el Transporte*

Excerpted from *Read Me a Rhyme in Spanish and English*.

Many children already know the English words to “The Wheels on the Bus.” In this storytime, they’ll find out how the lively song sounds in Spanish. They will also learn the Spanish words for some familiar modes of transportation.



OPENING RHYME

Begin your program with your welcome rhyme in Spanish and English. Invite parents to participate with their children.

VOCABULARY ACTIVITY

You can talk about different types of transportation. You can borrow a few toys like a car, a boat, a bicycle, and an airplane, or you can show pictures of these items. Identify each item in Spanish and in English.

<i>el barco</i>	boat
<i>el coche</i>	car
<i>el avión</i>	airplane
<i>la bicicleta</i>	bicycle
<i>el metro</i>	subway
<i>el taxi</i>	taxi



BOOK

Read this book about Maisy the mouse. You might want to read it in both Spanish and in English:

Cousins, Lucy. *How Will You Get There, Maisy?* Candlewick Press, 2004.

Spanish: *¿Cómo irá, Maisy?* Serres, 2004.

SONG

This next song was first translated into Spanish by the musician José-Luis Orozco. I have combined his version with one I learned. Sing this song and do all the motions with your toddlers:

LAS RUEDAS DEL CAMIÓN

Las ruedas del camión van
Dando vueltas,
Dando vueltas,
Dando vueltas,
Las ruedas del camión van
Dando vueltas,
Por la ciudad.

THE WHEELS ON THE BUS

The wheels on the bus go
Round and round,
Round and round,
Round and round.
The wheels on the bus go
Round and round,
All through the town.



TRANSPORTATION/EL TRANSPORTE

La gente en el camión
Salta y salta . . .

The people on the bus go
Up and down . . .

Los limpiadores del camión hacen
Swish, swish, swish . . .

The wipers on the bus go
Swish, swish, swish . . .

Las monedas del camion hacen
Clinc, clinc, clinc . . .

The money on the bus goes
Plink, plink, plink . . .

El bebé en el camión hace,
“Ña, ña, ña . . .”

The baby on the bus goes,
“Waa, waa, waa . . .”

La mamá en el camión hace,
“Shish, shish, shish . . .”

The mother on the bus goes,
“Shh, shh, shh . . .”



BOOK

Next, you can share this bilingual book:

Luciani, Brigitte. *How Will We Get to the Beach? / ¿Cómo iremos a la playa?*
North-South Books, 2003.

SONG

Sing this song or recite it as a call-and-response rhyme:

VAMOS A REMAR

Ven, ven, ven acá
Vamos a remar
Rema, que rema, que rema,
que rema,
La vida es como un sueño.

ROW YOUR BOAT

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.



BOOK

Another book that you might share is this one about Teresa and her shiny new car, a gift from her grandpa:

Soto, Gary. *My Little Car / Mi carrito*. Putnam's, 2006.

RHYME

This is a traditional nonsense rhyme that rhymes in Spanish but certainly loses the rhyme in the English translation:

EL QUE SE FUE A SEVILLA

El que se fue a Sevilla
Perdió su silla.
El que se fue a Aragón
Perdió su sillón.

HE WHO WENT TO SEVILLE

He who went to Seville
Lost his chair.
He who went to Aragon
Lost the whole sofa.

Additional Books

Here are some books to have on hand for parents to check out:

Blackstone, Stella. *Bear on a Bike*. Barefoot Books, 2001. Spanish: *Oso en bicicleta*. Barefoot Books, 2003.

Busquets, Jordi. *Hoy vamos de viaje*. Susaeta, 2005.

Denou, Violeta. *Teo descubre los medios de transporte*. Grupo Editorial Ceac, 1998.

Denou, Violeta. *Teo en avión*. Planeta Publishing, 2004.

Denou, Violeta. *Teo encuentra los errores: Un paseo en barco*. Grupo Editorial Ceac, 2000.

Denou, Violeta. *Teo se va de viaje*. Planeta Publishing, 2004.

Franco, Betsy. *Vamos a la granja de la abuela*. Children's Press, 2003.

CLOSING RHYME

End your program with a closing rhyme or song. Be sure to send home a flier with the titles of the books you read, the words to the songs and rhymes, and a list of reading tips.

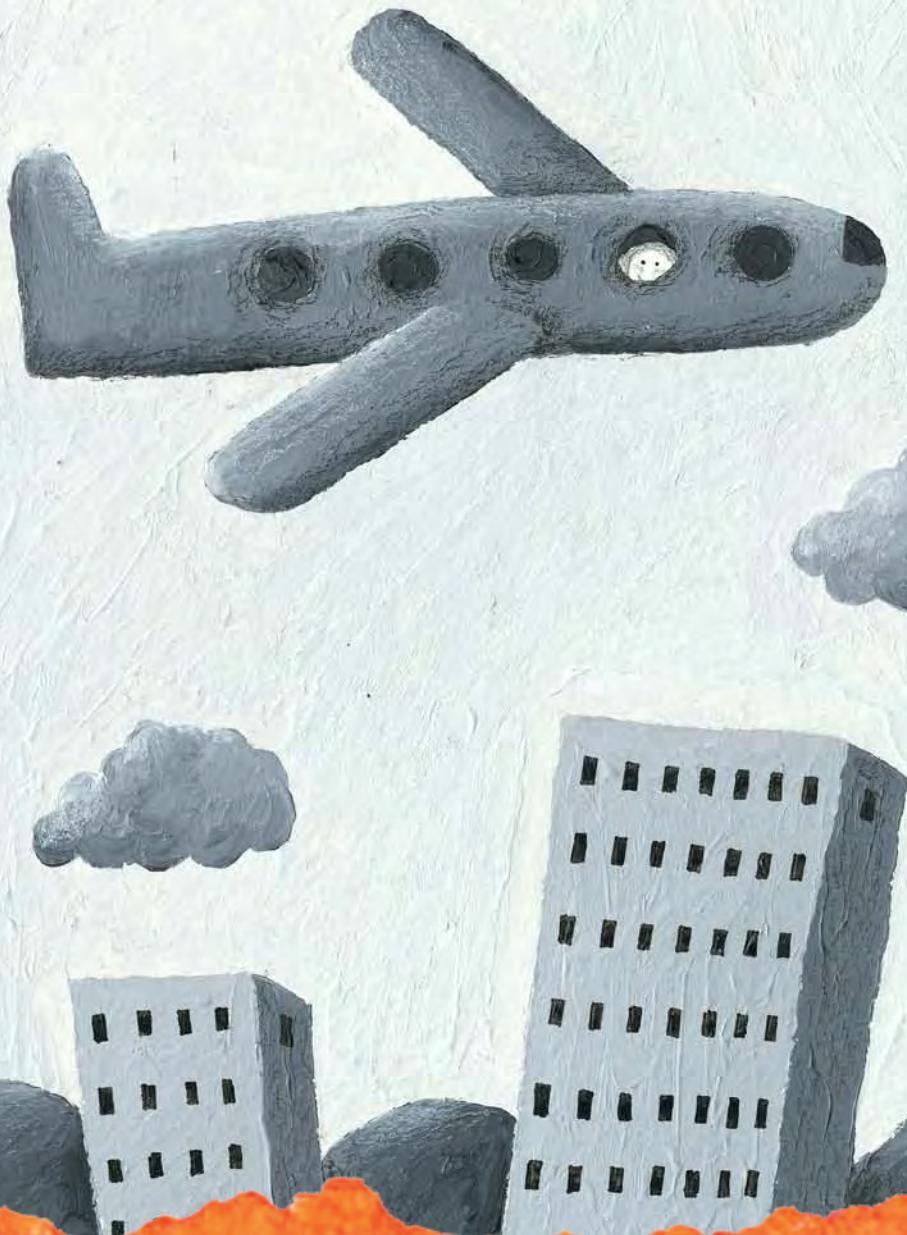


Saroj Nadkarni Ghoting and Pamela Martin-Diaz

Little Adventures

Excerpted from *Early Literacy Storytimes @ your library*.

Parents and caregivers will recognize several of the poems and songs making up the “little adventures” on the following pages. By adding movement activites for babies (and for slightly older children), the authors make these old standards even more memorable for the next generation.



STORYTIME INTRODUCTION

Welcome to storytime. My name is _____. I am so glad you could all be here today.

To the adults:

We are going to be sharing rhymes, movement activities, and books. Please participate as much as you can, following along with the movements I do. We expect some degree of chaos. However, if your child is not happy, feel free to leave and come back when your child is calmer.

As we go along, I'll be pointing out some things you can be doing with your children at home to support their early literacy development.

OPENING SONG

“Peek-a-Boo”

(To the tune of “Frère Jacques”)

Peek-a-boo, peek-a-boo (*Cover your face with your hands two times*)

I see you! I see you! (*Point to children*)

I see your button nose. (*Point to a nose*)

I see your tiny toes. (*Point to toes*)

I see you! Peek-a-boo! (*Cover your face with your hands two times*)

Repeat twice.

Clap together!

ACTION RHYME

Jack Be Nimble

Have a candle or a cutout of one.



Jack be nimble

Jack be quick

Jack jump over the candlestick!

*Adults can lift babies from left to right overhead, while older children can jump.
Repeat two or three times.*

To the adults:

Even though young children do not understand the meanings of the rhymes, it is important for them to hear them. By six months babies are already able to recognize the sounds of the languages they hear. They are also losing those sounds they don't hear, even though they were born able to make them.



RHYME

Jack and Jill Went up the Hill

Use large stick puppets.

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

*Repeat two times.
Clap together!*

ACTION SONG

“Row, Row, Row Your Boat”

(Traditional, as sung by Bob McGrath on *Songs and Games for Toddlers*)

Row, row, row your boat (*Rock forward and backward,
with your child facing you*)
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

Rock, rock, rock the boat (*Sway side to side*)
Over rapids we will go
Merrily, merrily, merrily, merrily
Hope we don't need a tow.

Row, row, row your boat (*Rock forward and backward*)
Underneath the stream
Ha-ha, fooled you!
You're a submarine! (*Lean your child backward and forward*)
*Repeat two or three times.
Clap together!*

RHYME

Humpty Dumpty

Use large stick puppets or do this rhyme as a flannelboard.

Humpty Dumpty sat on a wall.
(*Have toddlers form a circle by holding together and touching fingers*)

Humpty Dumpty had a great fall.
All the king's horses
And all the king's men (*Pull two hands apart*)
Couldn't put Humpty together again.

Repeat twice.
On the last time, say:

But I can. (*Have children form
the circle again*)



Ride a Cockhorse

Say this rhyme slowly the first time, then faster and faster.

Ride a cockhorse to Banbury Cross
To see a fine lady upon a white horse;
With rings on her fingers and bells on her toes
She shall have music wherever she goes.

Repeat two times.
Clap together!

BOOK

Tom and Pippo Go for a Walk (Simon & Schuster, 1988)
By Helen Oxenbury

Hand out one copy of *Tom and Pippo Go for a Walk* per family.

To the adults:

We're going to read together. We'll start with the cover and read a couple of pages together. Then you'll read the rest at your own pace with your child. (*Read the words and do one or two pages.*) When you read with your child, as you'll do now, don't **JUST** read the words. Talk about the pictures. Describe what is going on. Leave time for your child to say something back. (*Demonstrate.*) Keep it cozy and fun. If your child gets tired of the book, just stop and do something else.

As you collect the books:

To the adults:

When children are young, they treat books as they would any other toy. This means they put them in their mouths and explore them by pushing and pulling and sometimes tearing them. Sometimes people keep books out of reach of young children. Of course, there are going to be some books that are special that will need to be kept out of reach, but allowing children to explore books is how they learn about books and how to handle them. This is part of *print awareness*. Keep some in their toy box. If you have a bookshelf, keep some face out, not spine out, so they can see the pictures on the covers. They'll



be more likely to crawl up to them. By doing these things you help your child develop *print motivation*, which is the enjoyment of books. You also help them develop *print awareness*, which is learning how books work, with pages that turn. These are two skills that are important in becoming ready to read.

RHYME

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John
Went to bed with his knickers on;
One shoe off, and one shoe on
Diddle, diddle, dumpling, my son John.

Repeat two times.

Clap together!



BOOK

I Went Walking

By Sue Williams

Read the book together.

To the adults:

One way you can help increase your child's vocabulary is by "narrating your day." This simply means to say what you are doing while you are doing it. Or you can say what your child is doing as he or she is doing it. You might even add little stories about when you were a child. By doing this, you are exposing your child to lots of language! When you encourage your child to respond (even if you cannot understand what he is saying), you are setting the stage for good *narrative skills*, helping him learn how to describe what is going on.

ACTION RHYME

These Little Fingers

These little fingers go
Wiggle wiggle wiggle
Wiggle wiggle wiggle
Wiggle wiggle wiggle.
These little fingers go
Wiggle wiggle wiggle
And now they're on my _____.



Start using some commonly mentioned parts of the body. Now do another verse using a less common part of the body.

To the adults:

To build vocabulary, when you do this rhyme at home add on parts of the body that we may not often mention, such as elbow, wrist, or eyebrow.

Mother and Father and Uncle John

Mother and father and Uncle John (*Bounce your child on your knees*)

Went to town, one by one.

Mother fell off! (*Tip your child to one side*)

Father fell off! (*Tip your child to other side*)

But Uncle John went on and on and on.

(*Bounce baby on your lap again, faster*)

Repeat two or three times.

Clap together!

RHYME WITH PUPPET

Furry, Furry Squirrel

Baby: do as a tickle up and down body.

Older child: crouch like a squirrel and grow tall, hands up, then come down again.

Furry, furry squirrel
Hurry, hurry hop
Scurry up the tree trunk
To the very top.
When you reach the branches
Hurry, turn around
Furry, furry squirrel
Scurry to the ground.

Repeat two times,

faster each time.

Clap together!



MORE RESOURCES

books for parents

100 Best Books for Children by Anita Silvery. Mariner. 2005.

Great Books for Babies and Toddlers by Kathleen Odean Ballantine. 2003.

Raising Bookworms by Emma Walton Hamilton. Beech Tree. 2008.

The Readaloud Handbook by Jim Trelease. Penguin. 2006.

Reading Magic by Mem Fox. Rev. ed. Mariner. 2008.

Reading Together by Diane Frankenstein. Perigee. 2009.



CLOSING SONG

“Clap, Clap, Clap Your Hands”

From *Lively Songs and Lullabies*, by Carol Rose Duane

Suit actions to words.

Clap, clap, clap your hands
Clap your hands together.
Clap, clap, clap your hands
Clap your hands together.

Repeat with these substitutions:

Jump, jump, jump up high . . .
Spin, spin around . . .
Give, give, give a hug . . .
Blow, blow, blow a kiss . . .
Wave, wave, wave good-bye . . .

To the adults:

See you next time. Thank you for coming. Be sure to use rhymes and the books with your children at home. Next time, on _____, we'll use some of these and some new ones, too. Enjoy the fun of language with your children.

Be sure to look at our display books on reading with your child. (See the sidebar for some great suggestions.)



Judy Nichols

Walking

Nichols suggests inviting children to “go for a walk as they enter the story space, while you point out things at the toddlers’ eye levels,” or greeting each young participant by name as you sing the following cheerful walking song:

*As Max and his mom walked down the street,
down the street, down the street,
Keisha and her dad they chanced to meet.
Hello, hello, hello, hello!*



Excerpted from
Storytimes for Two-year-olds.



BOOKS

- Big Dog and Little Dog Going for a Walk (Houghton, 1997)
DAV PILKEY
- Don't Get Lost (Greenwillow, 2004)
PAT HUTCHINS
- A Good Night Walk
(Orchard, 2005)
ELISHA COOPER
- Has Anyone Here Seen William?
(Walker, 1991).
BOB GRAHAM
- Let's Go Home, Little Bear
(Walker, 2005)
MARTIN WADDELL
- Martha Walks the Dog
(HMH, 1998)
SUSAN MEDDAUGH
- Please Take Me for a Walk
(Knopf, 2010)
SUSAN GAL
- Off We Go! (Little, Brown, 2000)
JANE YOLEN
- Ruby's School Walk (Barefoot, 2010)
KATHRYN WHITE
- Sheep Take a Hike (Houghton, 1994)
NANCY SHAW
- Spot's First Walk (Puffin, 2004)
(Spanish: El primer paseo de Spot)
ERIC HILL
- Taking a Walk/Caminando
(Little, Brown, 1990)
REBECCA EMBERLEY
- The Trek (Spanish: El trayecto)
ANN JONAS
- Wombat Walkabout (Dutton, 2009)
CAROL DIGGORY
- Zarafa: The Giraffe Who Walked to the King (Philomel, 2009)
JUDITH ST. GEORGE

SONGS, RHYMES, AND FINGERPLAYS

As I Was Walking (Tune: "Rig-a-Jig-Jig")

As I was walking down the street, (*March in place*)
Down the street, down the street,
As I was walking down the street,
Hi, ho! Hi, ho! Hi, ho! (*Clap hands and march*)

Max and his mom I chanced to meet. (*Wave at child and adult*)
Chanced to meet, chanced to meet.
Max and his mom I chanced to meet.
Hi, ho! Hi, ho! Hi, ho! (*Clap your hands*)

A rig-a-jig-jig and away we go,
(*Walk in a small circle while clapping your hands*)
Away we go, away we go.
A rig-a-jig-jig and away we go. (*Return to your starting place*)
Hi, ho! Hi, ho! Hi, ho!

Repeat, greeting other children and adults.



Walking

One foot, (*Rise one leg*)
 Now the other, (*Raise the other leg*)
 We walk down the street. (*March in place*)
 Walking fast . . . (*March quickly*)
 Walking slow . . . (*March slowly*)
 We walk on two feet. (*March in place*)

Continue with

Dogs walk down the street. (*Add swinging arms to marching motion*) . . .
 four feet
 Spiders . . . (*Add wiggling fingers*) . . . eight feet



Here We Go (Tune: "Looby Loo")

Here we go walking slow, (*March in place, slowly*)
 Here we go walking fast, (*March quickly*)
 Here we go walking round and round, (*March in a circle*)
 Round the block and back. (*Return to your original position*)

Additional verses

We hold hands walking slow . . . (*Swing your hands*)
 We climb steps so slow . . . (*Make a climbing stairs motion*)
 We watch for cars going slow . . . (*Look left and right*)

Repeat first verse.

Parents' Follow-Up Ideas

Take a discovery walk of your neighborhood or a favorite park. Children love to bring home souvenirs to remind them of the things they've seen, but be selective about the remembrances you choose and be sure your children don't put their hands in their mouths after handling "found" objects. Remind children not to pick living plants without permission, and explain that bird feathers can have small insects living in them. To bring souvenirs home, put a loop of masking tape around the child's wrist, sticky side out. Small treasures can be safely attached for the return walk. Once home, examine the treasures and recall where or how they were found. Put a sticker on your walk map (see the craft below) to mark the treasure, and then keep the souvenir in a "discovery" box . . . use it to make a mobile or art collage or return it to the outdoors.

Keep walks with your children short so nobody becomes overly tired. Introduce young children to new or potentially frightening experiences gently. Little ones can become overwhelmed by the presence of many people or by excited pets. Be a buffer when your children need it, but let them explore, with you close by, when they want.



Be sensitive to the world from your children's point of view. Many things adults find interesting are blocked from toddlers' vision by low bushes, bodies, or cars. Squat down to examine things from their perspective. You may discover the world in a brand-new way, and you will send a message to your children that being small is okay—they don't have to be tall to see the "good stuff."



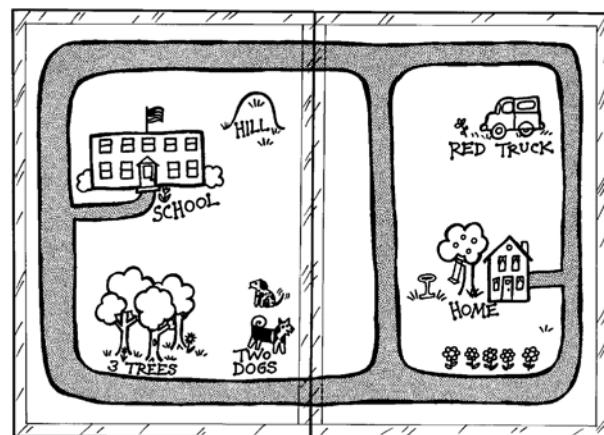
CRAFT

Walk Map

You will need

- 2 pieces of cardboard the same size
- pencil
- clear packing tape
- cloth tape
- washable markers, paints, or crayons
- pictures cut from magazines or photographs
- clear contact paper (optional)

Create a fold-up map of your neighborhood or a park where you walk most often with your toddler. Start by taking a short walk together along your most common walking route. Draw a quick sketch of the route, noting the landmarks and objects that interest your child. To make the map, tape together two pieces of cardboard on the back side. Starting and ending at your house, lay out a very simple map of your route, including a few of your child's landmarks. Paint or color the map simply, green for grass, blue for water, etc. Draw





landmarks with markers or glue photographs or pictures from magazines on the map to mark points of interest. When the paint and glue are dry, tape the fold on the front of the map with clear tape so that it will not tear. Cover the edges with cloth tape. (Optional: To further protect the surface, laminate or cover both sides with clear contact paper.)

Take the map with you on your next walk, pointing to landmarks and showing how to use the map to get home. Let your child use the map to plan your next walk, deciding which direction you will go and what you will see. Encourage your child to play with the map, building houses with boxes and blocks or driving cars down the streets. The map can be folded for storage, and stickers can be added when new landmarks become important or as reminders of special memories. Make other simple maps of favorite places like the zoo, the park, the playground, grandma's yard, etc.

CLOSING

Giveaways can be simple, hand-drawn maps of the library or the library grounds, with three or four “landmarks” of interest to toddlers. Encourage the adults to point them out as they leave.

Children exit the story space as explorers, looking for something specific (red or a smiling face or a bird).





Caroline Feller Bauer



Feet Puppets: “Walks”

Surprising and great fun for a storytime audience, the following activity will be equally well received when parents try it at home. Socks of different sizes can make a family; different colors can make a zoo or a garden.



Excerpted from *Leading Kids to Books through Puppets*.

CRAFT

You will need

- white socks
- felt-tip marker or felt and yarn

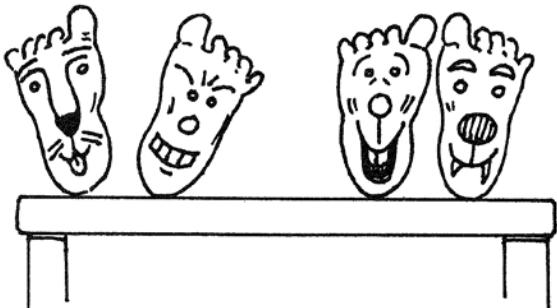
PREPARATION

Clothe your two feet in white socks. Draw faces on the soles of white socks with a felt-tip marker. Drawing will be easier if you slip a piece of poster board into the sock to create a solid surface.

PRESENTATION

You will probably want to perform with your feet puppets only briefly.

One way to enjoy this idea is to lie on your back on the floor facing a floor-to-ceiling mirror. You give the feet puppet show to yourself. When you want to perform for an audience, you can lie on the floor with your feet facing the audience, or the performers can lie on a table showing their puppet feet.



Played enough with feet puppets? Now take the socks off your (squeaky-clean) feet and use the same puppets as hand puppets.

What Feet Puppets Can Do

The two foot puppets can

- discuss a walk or hike
- sway to a taped musical selection
- talk about books they have read that feature walks (or shoes)

Books to Share

Harter, Debbie. *Walking through the Jungle. Barefoot*, 2007.

On her way home for supper, a little girl spots all manner of exciting things.

Hindley, Judy. *Funny Walks*. Bridgewater, 1994. In rhymed text, the reader is introduced to different ways animals and people walk.

Hutchins, Pat. *Rosie's Walk*. Simon & Schuster, 1971.

Rosie the hen is out for a walk with the sneaky fox following right behind.

Showers, Paul. *The Listening Walk*. HarperCollins, 1993.

While out for a walk, a father and daughter take the time to listen to the many and varied sounds along the way.



Kathy MacMillan and Christine Kirker

Choo, Choo! Beep, Beep!



Cars and planes may be the first things that come to mind when planning a storytime around transportation. MacMillan and Kirker go farther afield by including songs and activities that will introduce children to other ways we get around, such as cranes, helicopters, tractors, and even hot-air balloons.

Excerpted from *Storytime Magic*.

RHYMES

Choo-Choo

Choo-choo, choo-choo, riding on the train,
Choo-choo, choo-choo, riding on the train.
Conductor yells, "All aboard!"
Then the engine starts to roar.
I'll take your ticket, hop on board,
Riding on the train.
Whistle blows, toot-toot!
Riding on the train.



Helicopter

HELICOPTER going up,
HELICOPTER going down,
HELICOPTER turning, turning all around.
HELICOPTER going left,
HELICOPTER going right,
HELICOPTER going up, out of sight.

In the Car

Riding, riding, in the car, (*Mime driving*)
Driving near and driving far.
We always buckle our seat belts just so, (*Mime buckling your seat belt*)
Start the engine and off we go! (*Mime turning the key and driving*)

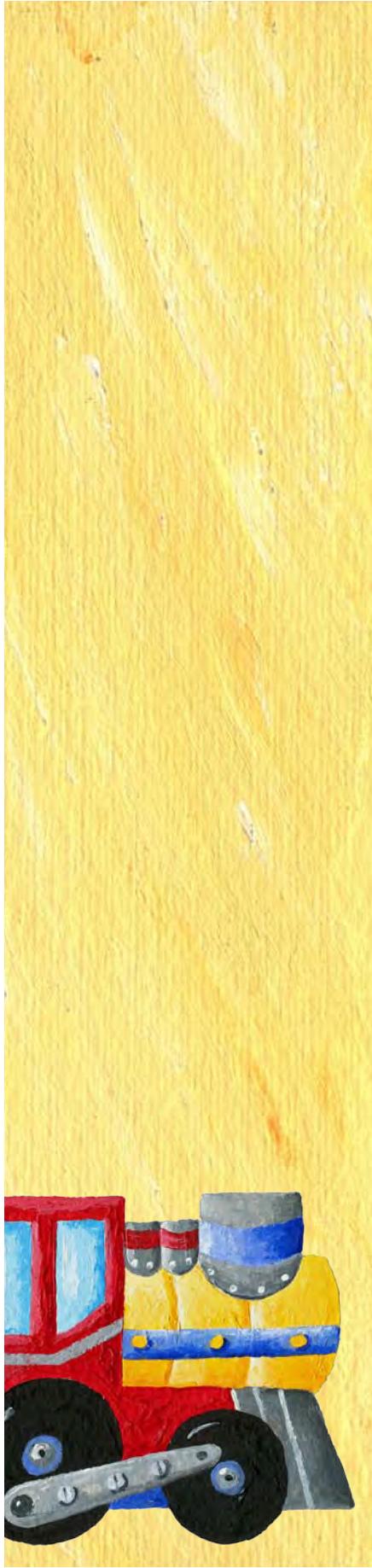
GAMES

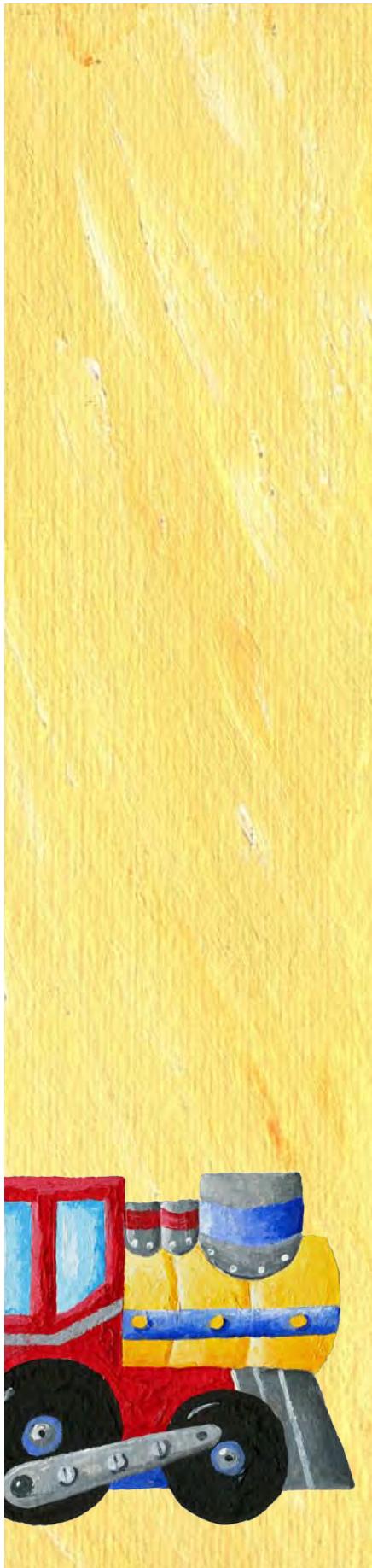
Red Light Game

Red light, green light, stop and go,
Sometimes fast and sometimes slow. (*Mime driving*)
Step on the gas and we speed up,
Step on the brake and we come to a stop!

Vehicle Guessing Game

I have headlights and a steering wheel,
I take you near and far.
My horn says honk! And my engine says vroom!
Hop in! I am a (*car*).





I pull my cars along the rails,
I chug through sun or rain.
My smokestack lets out a woo-woo!
Hop aboard! I am a (*train*).

I'll take you soaring in the sky,
We'll reach the clouds and soon!
I come in bright colors, with a basket for you.
Hop in! I am a (*balloon*).

I have two wheels and a handlebar,
And pedals you will like.
You can ride me down the road.
Hop on! I am a (*bike*).

I have wings and an engine that roars.
My comfy cabins contain
Lots of seats where passengers sit.
Hop aboard! I am a (*plane*).

I have a great big cab and a loud horn,
And big wheels so I won't get stuck,
A giant trailer to carry big loads.
Hop aboard! I am a (*truck*).

SONGS

Zoom! (Traditional)

Zoom!
Let's go to the moon!
Let's take a trip
In my rocket ship!
Get ready for the countdown!
Ten-nine-eight-seven-six-five-four-three-two-one!
Blastoff!



Airplane

(To the tune of "A Bicycle Built for Two")

Airplane, airplane,
Spread out your wings for me.
We'll go flying
Over mountains and sea.
Your cabin is cozy and comfy,

Your pilot is never grumpy,
And we will fly
Up in the sky
And away into the clouds.

At the Construction Site

(To the tune of “The Wheels on the Bus”)

The hook on the crane goes up and down, up and down, up and down,
The hook on the crane goes up and down at the construction site.
The shovel on the digger goes dig, dig, dig . . .
The barrel on the mixer goes round and round . . .
The dumper on the dump truck goes dump, dump, dump . . .

Drive the Car

(To the tune of “Row, Row, Row Your Boat”)

Drive, drive, drive the car,
Driving to and fro.
When the light is green we know
That now it’s time to go.
Drive, drive, drive the car,
Driving through the town.
When the light is yellow we know
That it’s time to slow down.
Drive, drive, drive the car,
Driving to the shop.
When the light is red we know
That now it’s time to stop.

Farmer’s Riding on the Tractor

(To the tune of “I’ve Been Working on the Railroad”)

Farmer’s riding on the tractor
All the live long day.
Farmer’s riding on the tractor
Just to pass the time away.
Can’t you hear the engine turning?
Rise up so early in the morn.
Can’t you hear the soil churning?
Tractor, blow your horn.
Tractor won’t you pull,
Tractor won’t you pull,
Tractor won’t you pull
Your load?
Tractor won’t you pull,



MORE RESOURCES



videos

Lots and Lots of Fire Trucks: Brave Heroes and Big Rigs. Marshall. 30 min.

I Stink! Weston Woods. 8 min.

Subway Mouse. Nutmeg. 8 min.



Tractor won't you pull,
Tractor won't you pull
Your load?
The farmer is riding the tractor,
He's riding the tractor right now.
The farmer is riding the tractor,
And the tractor is pulling the plow.

Five Little Fire Trucks

(To the tune of "Down by the Station")

Five little fire trucks at the fire station.
See the engines gleaming all in a row.
When the fire chief sounds the alarm—
Nee-naw! Nee-naw! Off they go!

Found a Tractor

(To the tune of "Found a Peanut")

Found a tractor, found a tractor,
Found a tractor just now.
Just now I found a tractor,
Found a tractor just now.
Turned it on . . .
It was broken . . .
Turned it off . . .

Fixed the tractor . . .
Turned it on . . .
Rode the tractor . . .
Cut the grass . . .
Swept the grass . . .
Parked the tractor . . .
Turned it off . . .



FLANNELBOARDS

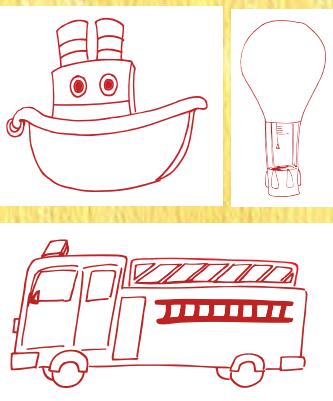
Five Big Boats Flannelboard

Five big boats sailing from the shore,
One stopped to catch some fish and then there were four.
Four big boats sailing out to sea,
One stopped to look around and then there were three.
Three big boats with so much to do,
One stopped at an island and then there were two.

MORE RESOURCES

flannelboard patterns

Printable flannelboard patterns can be found on pages 33 to 35.



Two big boats sailing under the sun,
One pulled into a port and then there was one.
One big boat sailing all alone,
That one turned around and sailed for home.



Five Hot-Air Balloons Flannelboard

Five hot-air balloons, up they soar,
One floats north and then there are four.
Four hot-air balloons, so pretty to see,
One floats south and then there are three.
Three hot-air balloons in the sky so blue,
One floats east and then there are two.
Two hot-air balloons having so much fun,
One floats west and then there is one.
One hot-air balloon when the day is done,
That one floats home and then there are none.

Five Little Trucks Flannelboard

(to the tune of “Five Little Ducks”)

Five little trucks drove out one day,
Over the hills and far away.
Mother truck said, “Beep-beep-beep,”
Four little trucks drove home to sleep.
Four little trucks . . .
Three little trucks . . .
Two little trucks . . .
One little truck . . .
Mother truck said, “Beep! Beep! Beep!”

BOOKS

Airplanes by Byron Barton. T. Y. Crowell, 1986.

The Bridge Is Up! by Bab Bell. HarperCollins, 2004.

Freight Train by Donald Crews. Tupelo Books, 1996.

Truck by Donald Crews. Tupelo Books, 1997.

The Journey Home from Grandpa's by Jemima Lumley. Barefoot Books, 2006.

All Aboard the Dinotrain by Deb Lund. Harcourt, 2006.

Choo Choo Clickety-Clack! by Margaret Mayo. Carolrhoda Books, 2005.

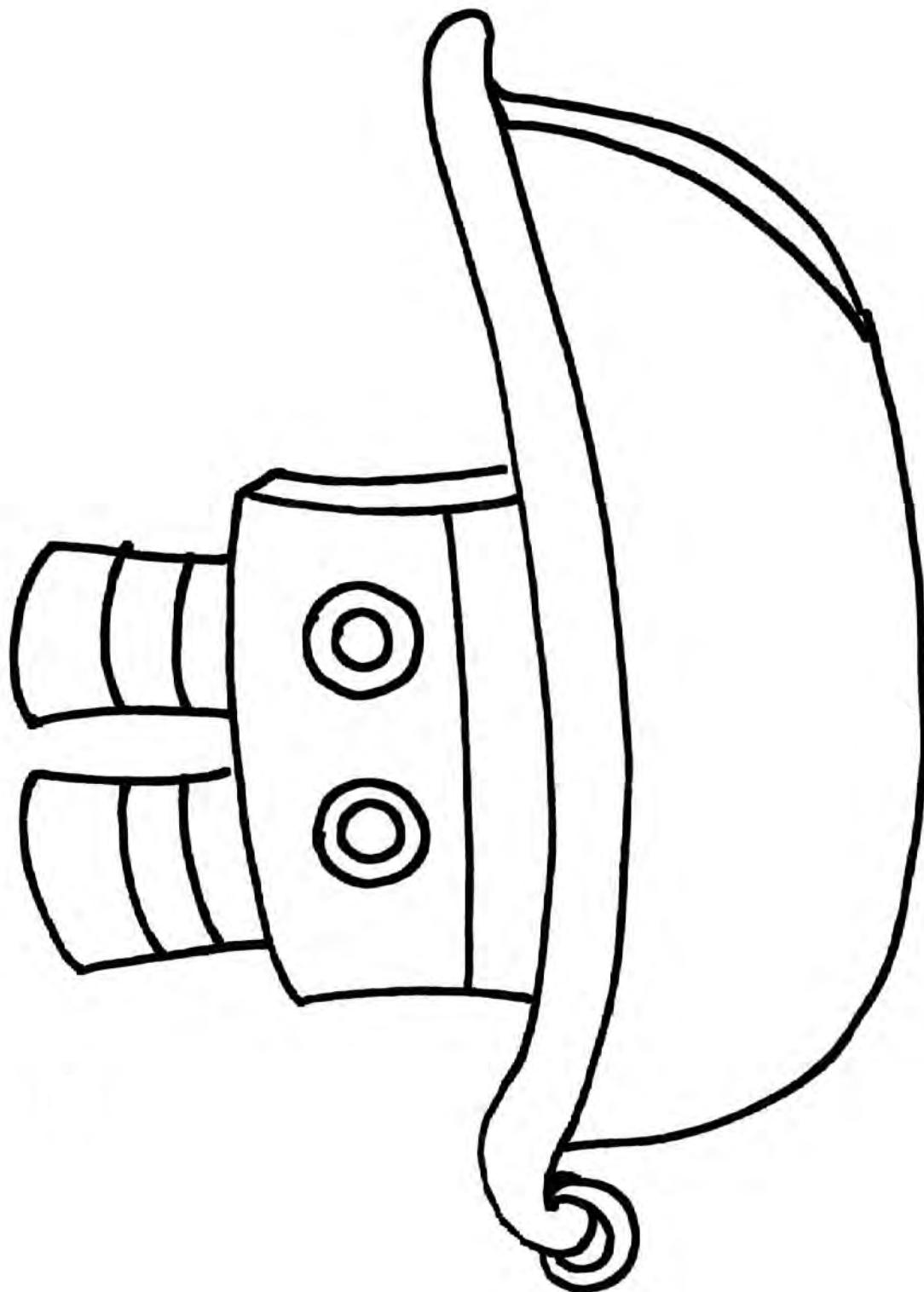
Dig Dig Digging by Margaret Mayo. Henry Holt, 2002.

Roaring Rockets by Tony Mitton. Kingfisher, 1997.

Zoom! Zoom! Zoom! I'm Off to the Moon! by Dan Yaccarino. Scholastic, 1997.

Patterns for "CHOO, CHOO! BEEP BEEP!"

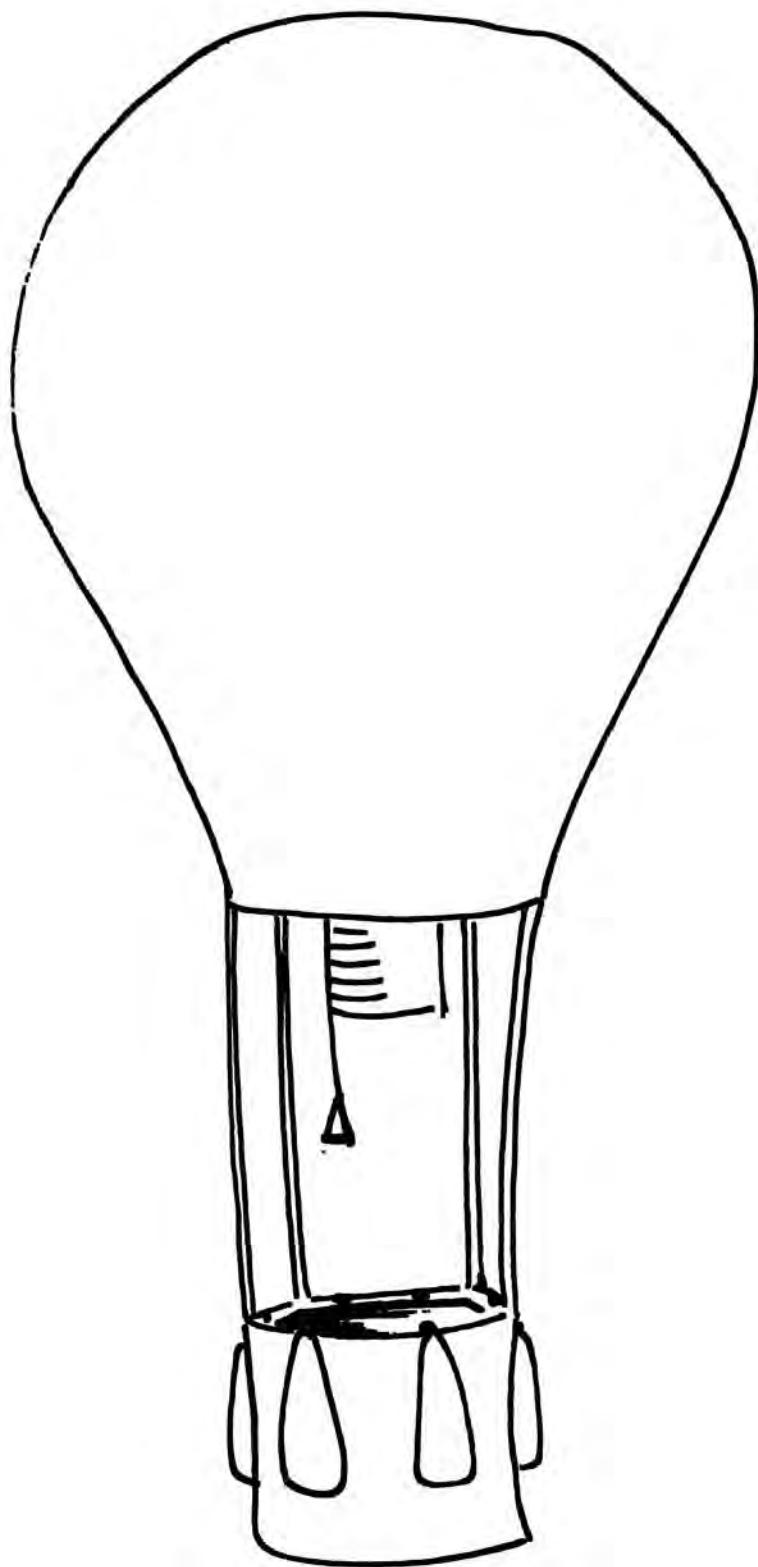
by Melanie Fitz for Kathy MacMillan and Christine Kirker



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Patterns for "CHOO, CHOO! BEEP, BEEP!" (continued)

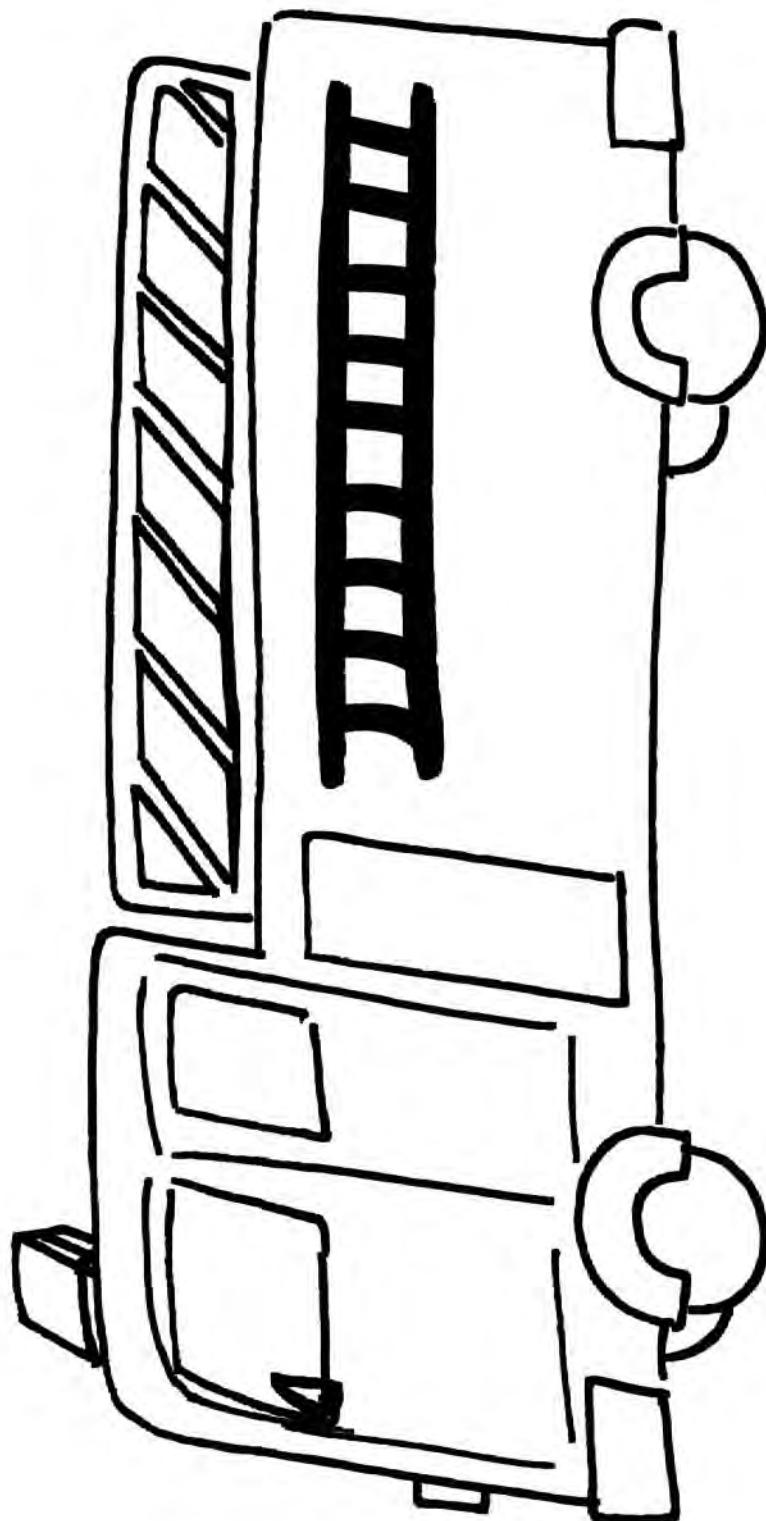
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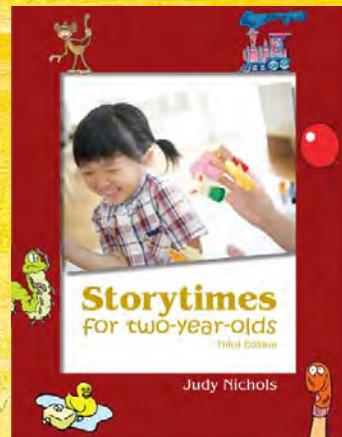
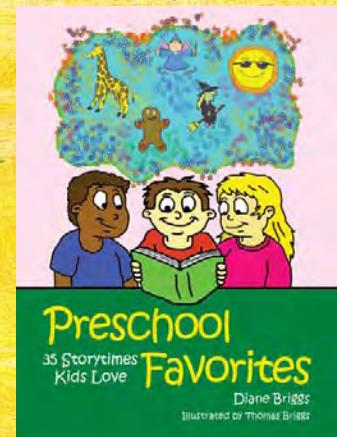
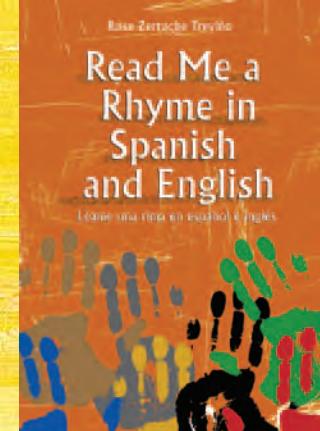
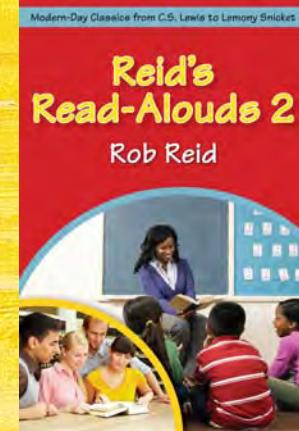
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Patterns for "CHOO, CHOO! BEEP, BEEP!" (continued)

by Melanie Fitz for Kathy MacMillan and Christine Kirker



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