

Welcome to the  
**CANDLEWICK PRESS**  
**Read to Us!**  
**STORY-HOUR KIT**

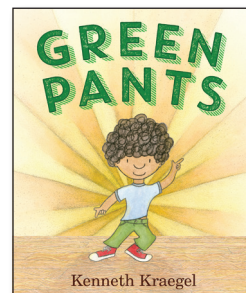
## A Shortcut to Your Story Hour

It is our pleasure to 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 spring 2017 story-hour kit showcases three delightful books filled with themes of friendship, independence, and confidence, with one special, colorful celebration of birds by Lucy Cousins. For each title we offer two 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.

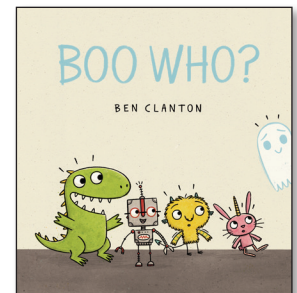
Have fun!

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



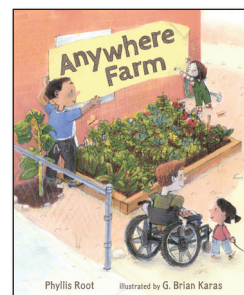
### **Green Pants**

by Kenneth Kraegel  
978-0-7636-8840-0  
Ages 3–7



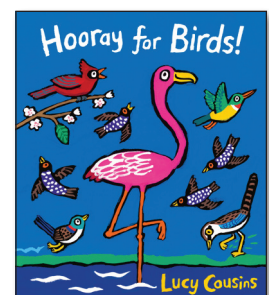
### **Boo Who?**

by Ben Clanton  
978-0-7636-8824-0  
Ages 3–7



### **Anywhere Farm**

by Phyllis Root  
illustrated by G. Brian Karas  
978-0-7636-7499-1  
Ages 2–5



### **Hooray for Birds!**

by Lucy Cousins  
978-0-7636-9265-0  
Ages 2–5

# Directions

## Green Pants

### The Power of the Pants

This is an empowering story about Jameson, who only ever wears green pants. The trouble comes when he's asked to be in his cousin's wedding—and wear black tuxedo pants instead. After reading the story, discuss Jameson's feelings when he wears his green pants. Ask the children questions, such as: How does Jameson feel when he discovers he can't wear his green pants to the wedding? Why does he say it's impossible to choose? What does he decide in the end? How does his decision make him feel? Why do you think Jameson feels that he can do anything in his green pants? Have the children pretend they have special green pants. What awesome things could they do in their green pants? Using the attached reproducible, help the children complete the sentence. They can use the back of the page to illustrate their statement.

*This activity fosters narrative skills, vocabulary, and phonological awareness.*

### Jameson Is in Pieces!

After reading *Green Pants*, ask the children if they have a favorite article of clothing. Ask: Have you ever wanted to wear something but your parents said no? How did it make you feel? Have you ever felt the same way as Jameson? Is it hard to make an important decision? Do you think it was fair of Jameson's mother to make him decide on his own? Why did he choose to be in the wedding and wear the black pants? Poor Jameson is so distraught over having to decide what to wear that he has fallen to pieces! Using the attached reproducible, invite the children to put Jameson back together again. Have them color and cut out each segment of Jameson. On a separate piece of paper, have the children glue each piece of Jameson in the proper place. Don't forget to color his pants green!

*This activity boosts narrative skills and print motivation.*

## Boo Who?

### Where's Boo?

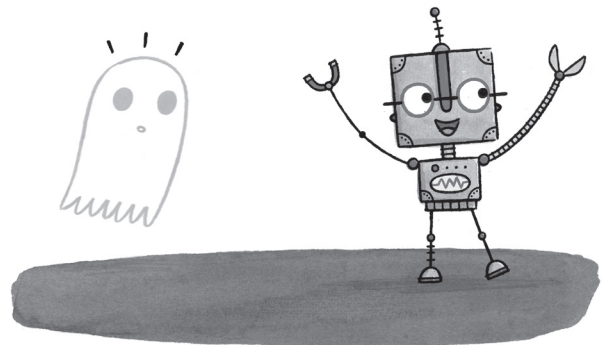
Boo is a ghost who is new to a group of friends. He attempts to join in various games, but he can't play bounce-ball or pick-up twigs or tag. However, much to his delight, Boo is superb at hide-and-seek. Ask the children why Boo is so good at hide-and-seek. How would they play hide-and-seek with a ghost? Invite the children to help the friends find Boo by using the attached maze reproducible.

*This activity promotes print motivation.*

### Boo for You

After reading *Boo Who?* aloud, ask the children why Boo has difficulty playing bounce-ball, pick-up twigs, and tag. Ask questions like: How would you feel if you weren't able to play a certain game? How does it make Boo feel? How does Boo feel at the end of the story? What causes his change in spirit? Note that Boo once wondered if anyone would care if he disappeared. Ensure that everyone can see Boo by creating their own Boo to take home. Using the attached reproducible, have children cut out the image of Boo. Depending on the children's level of fine motor skills, an adult may need to offer assistance. Then have each child glue cotton balls inside the outline of Boo. Punch a hole in the top and tie string through it so the children can hang him up at home.

*This activity fosters narrative skills and print motivation.*



# Directions

## ***Anywhere Farm***

### **Anywhere Farm**

This ecofriendly tale of urban gardening is an instant delight. The message is clear: anyone can be a farmer, anyone can grow a garden, and gardens can grow anywhere and in anything. All that's needed are four tiny things! After reading *Anywhere Farm* aloud, ask the children what four things are needed to grow a flower or vegetable plant. Discuss the importance of sun and water. Ask: What were some of the items that farms were planted in? (Some possibilities are a crate, a bucket, and a truck.) Ask the children what other items they might plant a farm in. Use the attached reproducible to review what is needed for a plant to grow. Have the children match the picture to the corresponding word. Then, on the back, have them draw a picture of their idea for a farm. Might they grow something inside their favorite toy? Inside the dog's food bowl? Invite them to be creative!

*This activity builds print and phonological awareness.*

### **Garden Markers**

After discussing the important elements needed to grow a garden as well as the various places used to grow an anywhere farm, ask the children if they remember some of the vegetables mentioned in the story. Ask questions such as: Do you like vegetables? What kind do you like to eat? If you were to grow a vegetable garden, what types of things would you plant? What might you see flying around your vegetable plants? (Some examples include a butterfly and a ladybug.) If you grow a bunch of different vegetables, how can you tell them apart when they are still just little plants? Explain the purpose of garden markers. Using the attached reproducible, have the children make four garden markers each. Ask them to select four vegetables they would want to grow and to draw one vegetable in each box. Then they can write the name of the vegetable on the line. An adult may need to help younger children with this. To finish up, they can cut out the boxes and glue each box to its own large craft stick.

*This activity promotes vocabulary and print awareness.*

## ***Hooray for Birds!***

### **How Many Birds?**

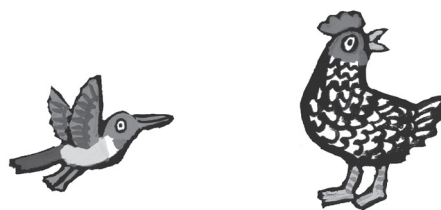
*Hooray for Birds!* enables readers to spend a day swooping and soaring, flapping and flying, just like busy birds. The bright, bold colors that enhance the text will keep young children engaged as they learn a little about birds. After reading the story, ask the children if they were aware of how many different kinds of birds there are in the world. Ask them to name some examples of birds from the book. (Some possibilities are a penguin and a peacock.) Ask: What do all birds have in common? Can all birds fly? Which is your favorite bird from the story? If you were a bird, which one would you be? Using the attached reproducible, have the children count the birds in the picture and see how many types of birds they can identify.

*This activity encourages print awareness.*

### **Hooray for Birds!**

Award-winning book creator Lucy Cousins is best known for her use of vibrant and pulsating colors. She brings the world of birds alive by showing how they fly, sing, hop, begin the day, and say good night. Using the attached reproducible, children can pretend to be an illustrator like Lucy Cousins as they color in the peacock using their favorite colors. And to add a fun movement activity, try rereading the book while the children mimic the actions of each bird from the text.

*This activity enhances print motivation.*



## ***Green Pants***

# ***The Power of the Pants***

I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ in my green pants!

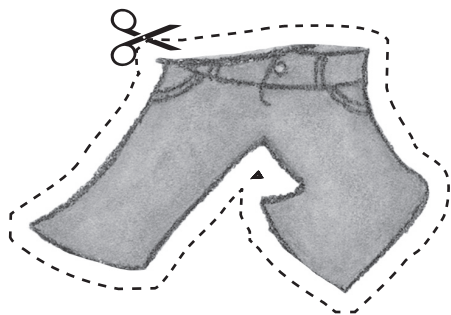
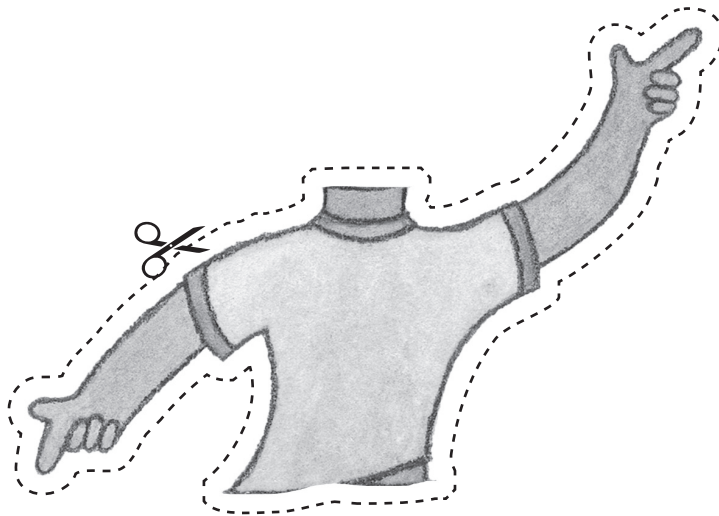
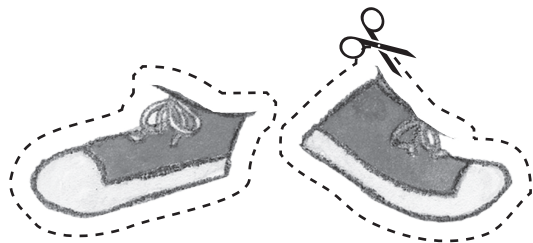




## Green Pants

# Jameson Is in Pieces!

Put Jameson back together again! Cut along the dotted lines and glue the pieces together in the correct places.



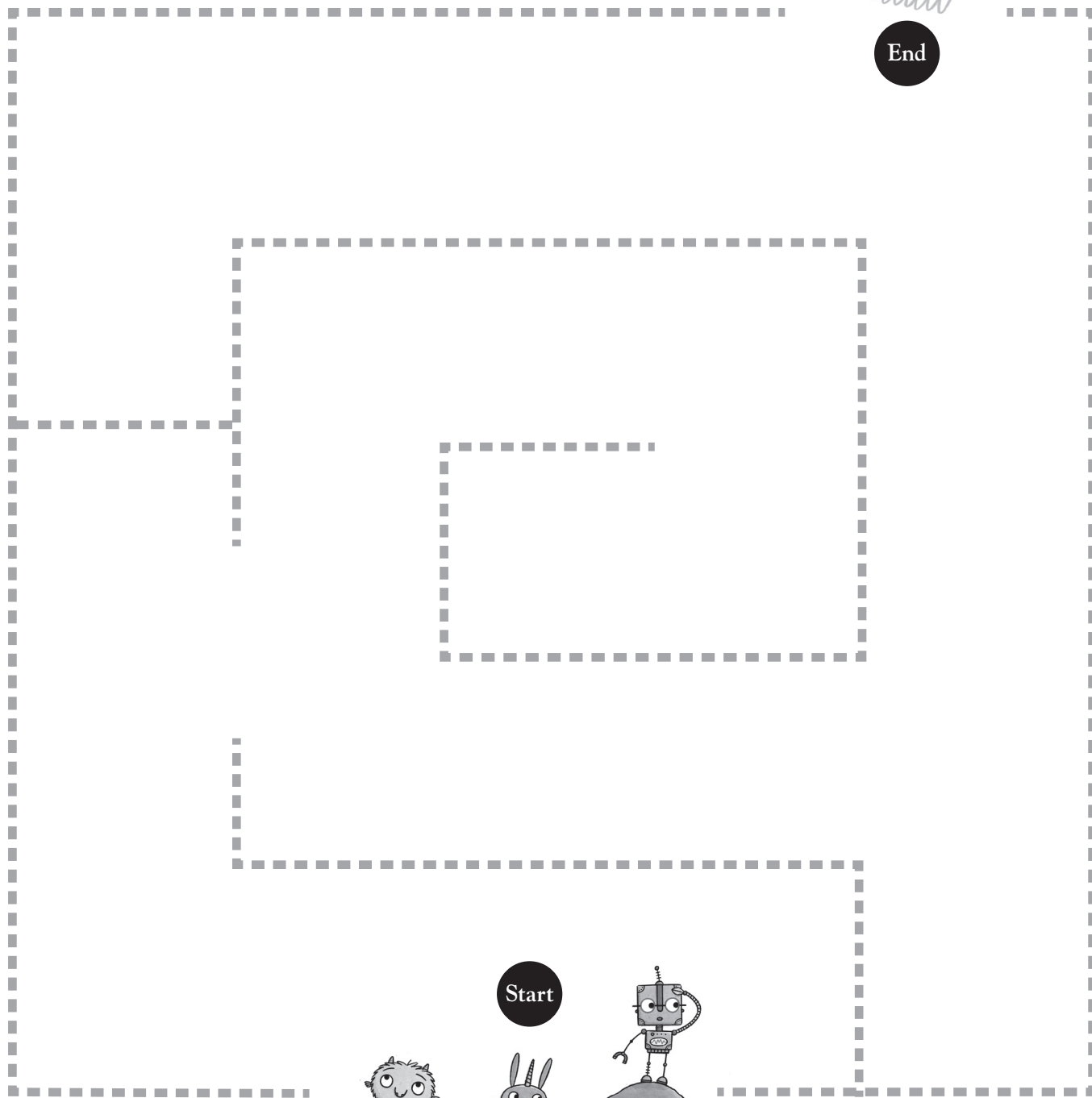
**Boo Who?**

## **Where's Boo?**

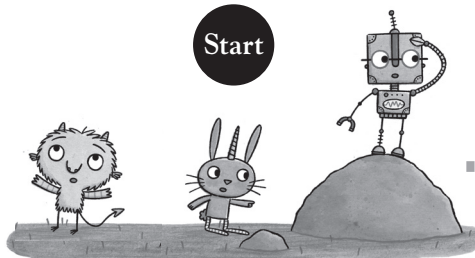
Play hide-and-seek with Boo. Can his friends find him?



End



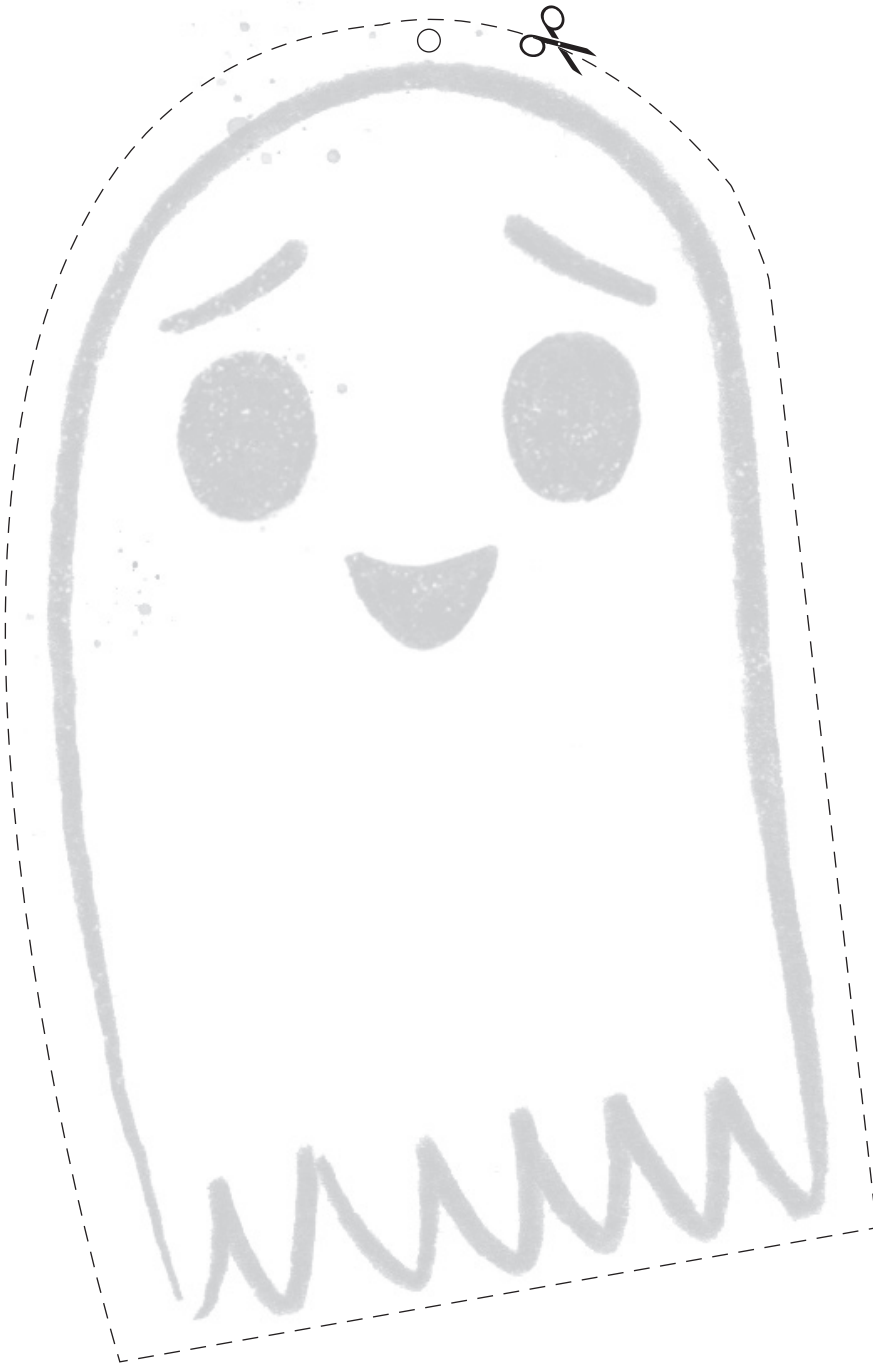
Start



**Boo Who?**

## **Boo for You**

Cut out the image of Boo, punch a hole in the top, and tie string through it to hang.

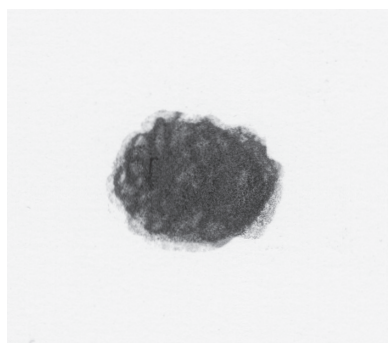


## ***Anywhere Farm***

For an anywhere farm, here's all that you need!  
Match the pictures to the words.



sun



seed



soil

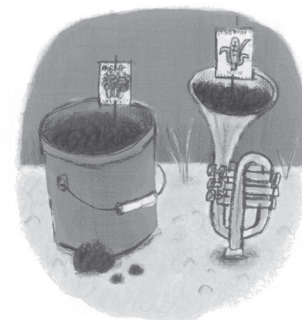


water



## **Garden Markers**

Draw a different vegetable in each box and write the name of the vegetable on the line. Cut out each box and glue it to a craft stick.



A large square box with a dotted border. Inside the box, there is a solid horizontal line near the bottom for writing the name of the vegetable.



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A large square box with a dotted border. Inside the box, there is a solid horizontal line near the bottom for writing the name of the vegetable.

**Hooray for Birds!**

**How Many Birds?**



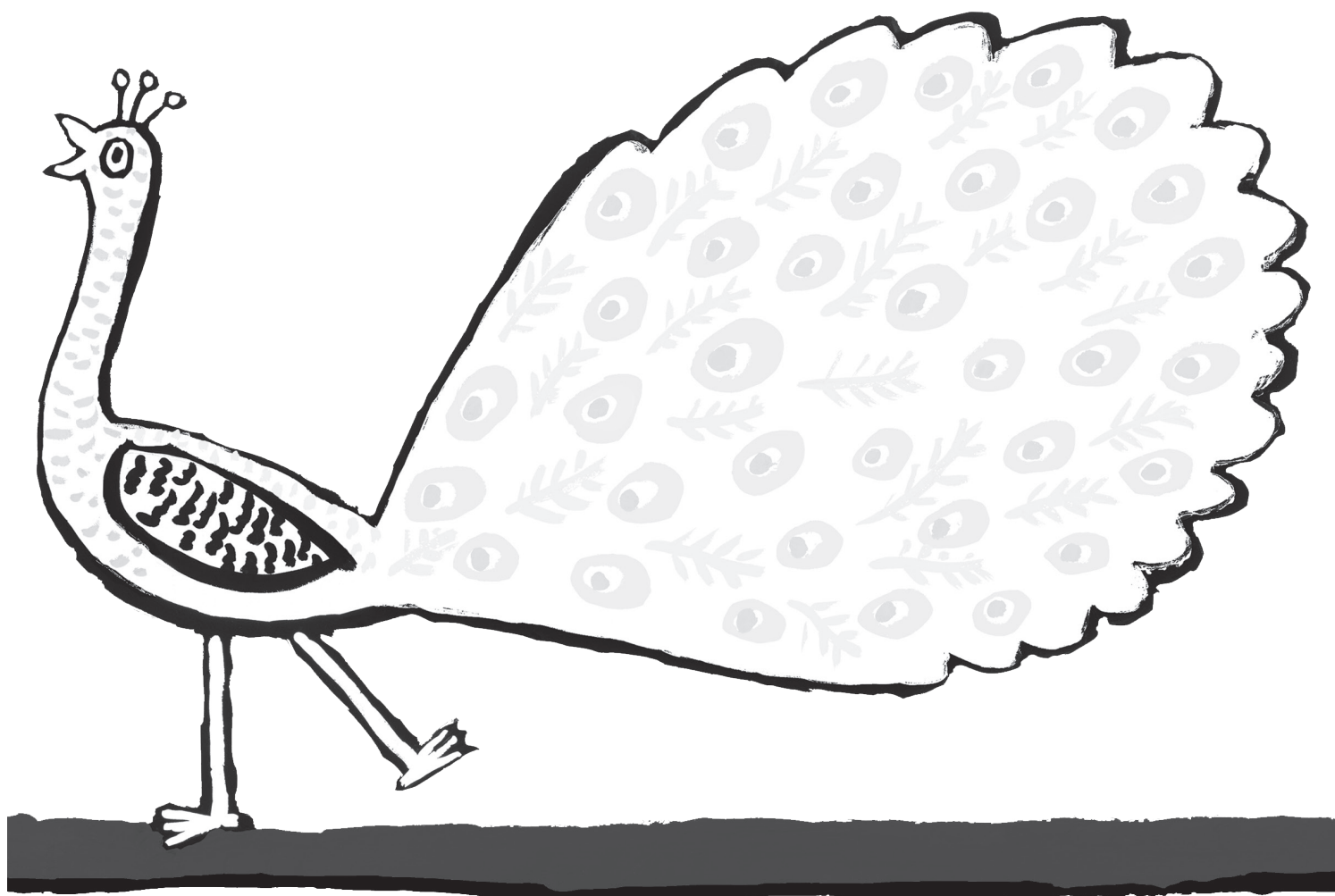
There are \_\_\_\_\_ birds in this picture.

I see \_\_\_\_\_, \_\_\_\_\_, and

\_\_\_\_\_!

## ***Hooray for Birds!***

Color in the peacock using your favorite colors.



# 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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