

Welcome to the

CANDLEWICK

Read to Us!

STORY-HOUR KIT

A Shortcut to Your Story Hour

Young children love to be read to—at home, in day care or preschool, and in story hours at libraries and bookstores. Candlewick is pleased to present our second story-hour kit, which will make it easy and fun to use Candlewick books to entertain as well as to foster the skills that will lead to children's reading success.

Research has long shown that exposing children to stories as early as possible encourages the brain development that leads to success in reading, and that children who enter school with early literacy skills are better able to benefit from reading instruction in the classroom. Likewise, children who start school with low literacy skills are more likely to have difficulty throughout their school years—in fact, knowledge of alphabet letters at the start of kindergarten is a strong predictor of reading ability in tenth grade. Involving children in literacy projects before they enter school not only helps prevent a pattern of poor reading skills; it also sows the seeds for cultivating a lifelong delight in reading.

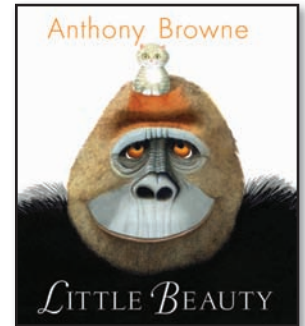
This Candlewick Read to Us! Story-Hour Kit showcases four books focusing on common themes of friendship, loneliness, imagination, and the importance of being true to yourself. The kit contains discussion questions and two activities per book. Each easy-to-prepare activity—created to appeal to a range of ages—is designed to boost children's letter, number, and color recognition; phonemic and phonological awareness; oral and written expression; auditory skills; ability to follow directions; understanding of sequence of events; and most of all, imagination and creativity. Enjoy and have fun!

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



The Pencil

by Allan Ahlberg
illustrated by Bruce Ingman
978-0-7636-3894-8
Ages 4–8



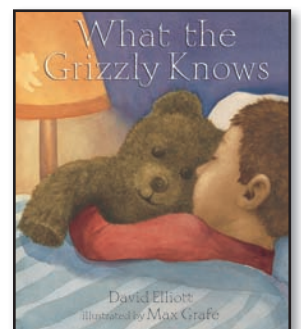
Little Beauty

written and illustrated
by Anthony Browne
978-0-7636-3959-4
Ages 3–5



Bee-Wigged

written and illustrated
by Cece Bell
978-0-7636-3614-2
Ages 4–8



What the Grizzly Knows

by David Elliott
illustrated by Max Grafe
978-0-7636-2778-2
Ages 3–5

Discussion Questions and Directions

The Pencil

For Discussion: Begin a discussion of the book by asking such questions as, Why does the pencil begin to draw things? Why does he create the eraser? Do you think the pencil expected the eraser to rub out everything it touched? After the two erasers rub each other out, the pencil redraws everything. Do you think everyone will live happily? Why or why not? What name would you give the pencil?

What's Your Name?: In the book, the pencil gives a name to everyone and everything he draws. Have children sit in a circle and play the "name game." Explain that you will be going around the circle, having each child say his or her name with an adjective (or describing word) that begins with the same sound. Examples might include Happy Harry, Excited Emily, and Zany Zack. Afterward, using the reproducible name tags in this kit, ask children to write out their names. (Some children may need help.) *This activity spotlights alliteration, name and letter knowledge, and writing.*

Color My World: Distribute a copy of the enclosed coloring sheet to each child. As the children color, ask whether they are coloring the sun, the houses, or the dog, and ask what colors they are using. *This activity promotes color identification and vocabulary.*

Little Beauty

For Discussion: Begin a discussion by asking such questions as, Why is the gorilla sad? What makes the gorilla happy? Describe the special bond between Beauty and the gorilla. Ask, Why does the gorilla get angry? Why does Beauty say she broke the TV?

Hands Can Say a Lot: Explain to children we can hold our hands and fingers in different ways to say different things. Show children how hands can say "Stop!," "I'm three," or "Hi!" Then, using modeling clay, have children put their fingers in different positions and make handprints. (A recipe for modeling clay is included.) You could try other ways to make handprints as well, such as crayon or pencil outlines, chalk dust on colored paper, paint, inkpads, or wet hands on a chalkboard or cement. *This activity encourages print motivation.*

Charades: In the book, both the gorilla and Beauty communicate by sign language. Drawing on the enclosed list of suggestions, have each child act out a different idea using only hand gestures and movement, without making a sound.

If the children in your group are old enough, cut apart the different phrases to be acted out, place them in a brown paper

bag, and have each child pull a slip of paper from the bag. (He or she may need help reading it.) Then have each child take a turn acting out the words while the other children guess what he or she is trying to say. *This activity fosters narrative skills and imagination.*

Bee-Wigged

For Discussion: Begin a discussion by asking such questions as, Why do people run away from Jerry Bee? How does that make Jerry feel? How does the wig help Jerry? How does Jerry help Wiglet? What does Jerry want more than anything else? Why is it important to be yourself? Jerry is described as being artistic, generous, helpful, and funny. Ask children how they would describe themselves. Brainstorm with them different types of traits and characteristics. Ask, What makes you you?

Bee Yourself: Distribute the enclosed connect-the-letter reproducible sheet and ask children to draw a line that connects the letters in the alphabet from A to Z. Ask, Who does the final drawing show? *This activity builds letter knowledge.*

What Can It "B"?: Discuss the letter B—what sound it makes, what it looks like, how to draw it. Brainstorm with children as many words as possible that begin with the letter B. Open the book to the parade scene. Ask them to look for all the things in the picture that begin with B (such as balloons, banner, baby, boots, baton, beard, buttons, baker, and Bigg School). Then distribute the B sheet and have children draw or write the B words that they found and color in the B. *This activity builds phonemic and phonological awareness.*

What the Grizzly Knows

For Discussion: In the book, Teddy helps the boy feel cozy. Begin a discussion with such questions as, What makes you feel cozy when you are going to sleep? Does Teddy actually become a grizzly? Does the boy really turn into a bear? What are some of the things Teddy and the boy do and see while they are bears? Do you think they really leave bear prints behind?

Follow Me: Using the enclosed reproducible sheet, have children follow the path of the bear prints. Ask them to draw a line from one paw print to the next, following the sequence of numbers. *This activity promotes number sense and number recognition.*

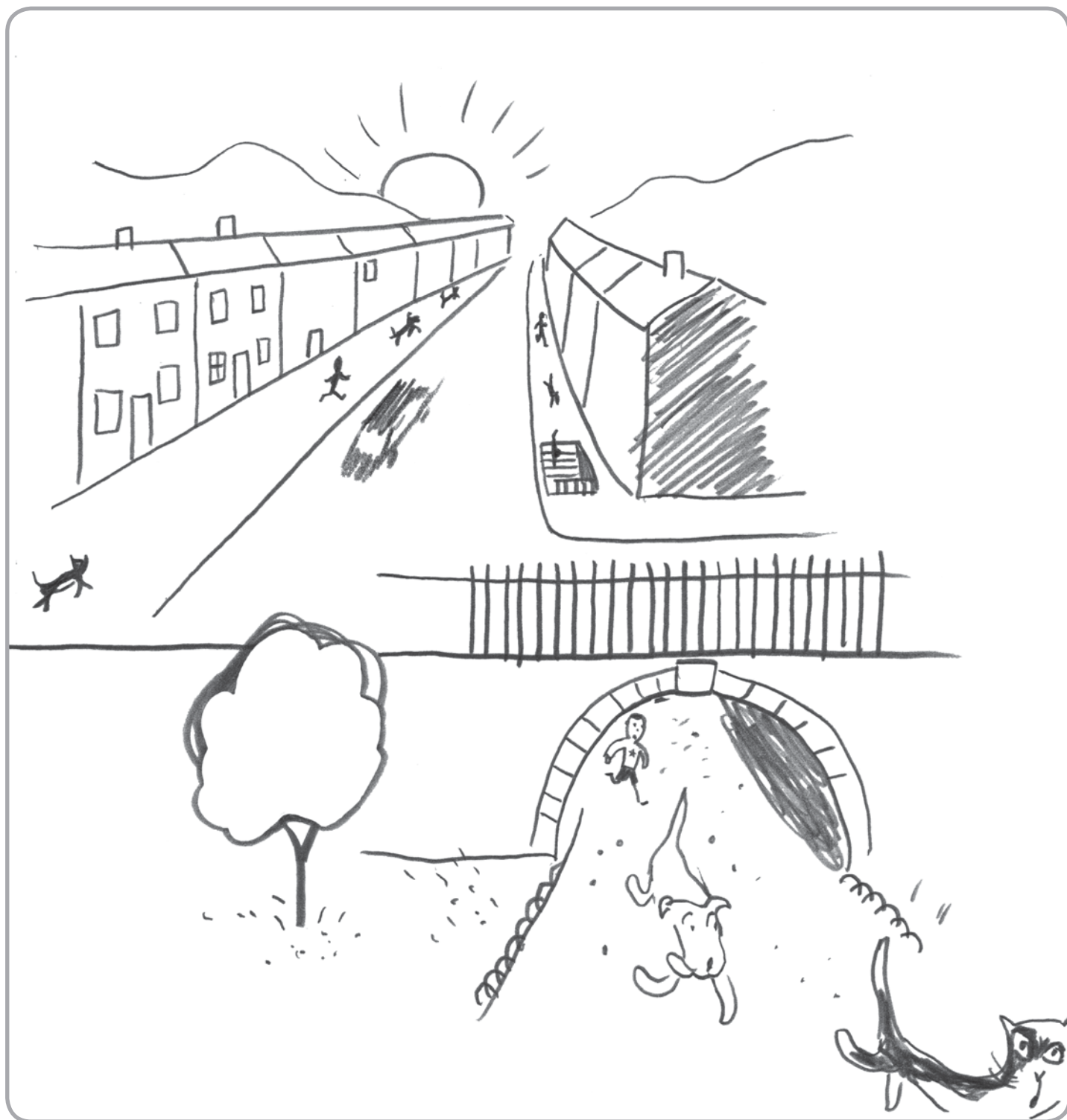
My Dream: Have children discuss their favorite dreams. Ask, What makes your dream so special and memorable? Explain that you don't have to be asleep to have a dream, but that a dream can be a type of wish or fantasy. Then invite children to draw their favorite dream, wish, or fantasy. Ask them to describe their dream picture, including as many details as they can. Allow them to share their drawings with one another. *This activity cultivates imagination and oral and artistic expression.*

The Pencil

What's Your Name?



The Pencil **Color My World**



Little Beauty Charades



I love you.	I am sad.
Eating a cookie	I'm sleepy.
Are you hungry?	Riding a bike
I'm late for dinner.	I'm sorry.
Do you want to play with me?	The wind blew my hat off.
Look at the airplane in the sky.	Making a sand castle
Swimming	Smell the flowers with me.
Jump for joy!	Will you be my friend?
I enjoy reading.	I am angry!
A butterfly landed on my nose!	I hear a knock on the door.

Little Beauty

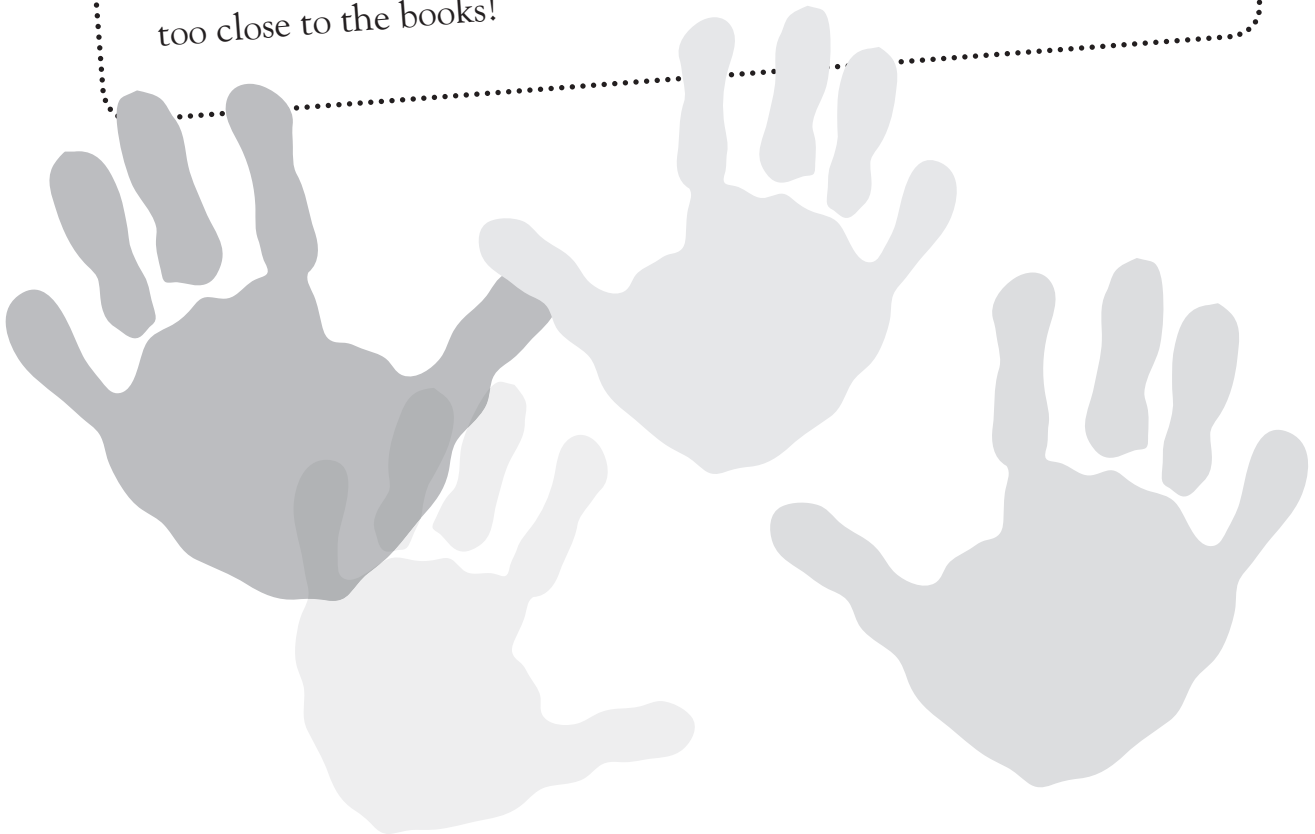
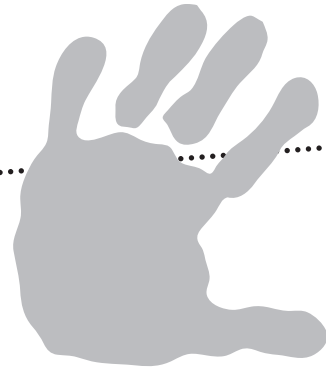
Hands Can Say a Lot

A Simple Recipe for Modeling Clay

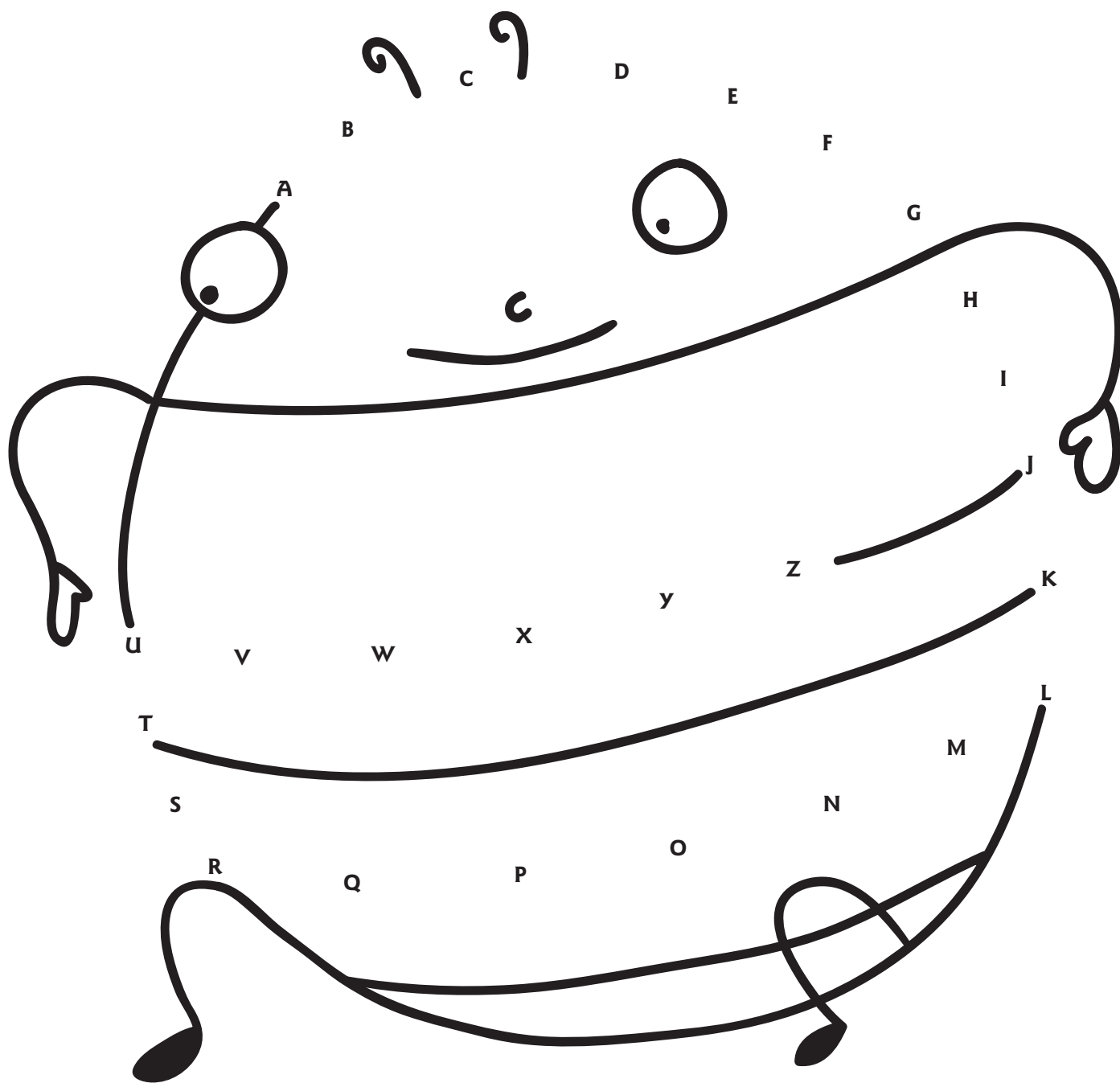
Ingredients:

6 cups flour
1 cup water
1 ½ cups vegetable oil
Food coloring (optional)

Combine the flour, water, and vegetable oil in a large bowl. (For colored clay, add a few drops of food coloring to water first.) Knead well. Add more water if necessary in small amounts until the clay is soft and stretchy. Be sure to use clay on a washable surface—and not too close to the books!

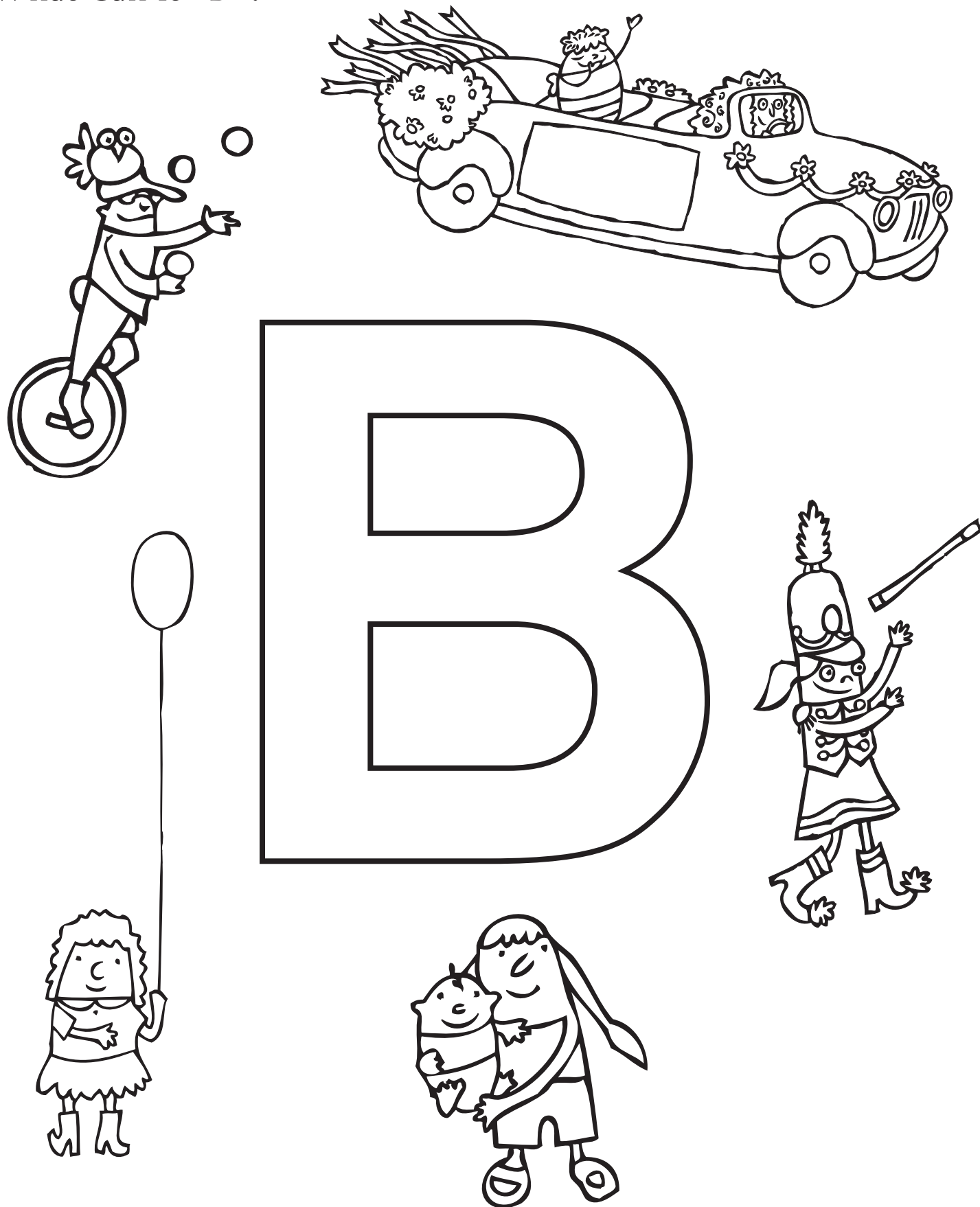


Bee-Wigged Bee Yourself



Your Name: _____

Bee-Wigged
What Can It “B”?

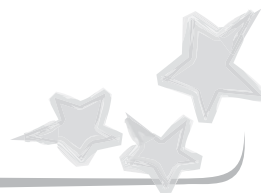


What the Grizzly Knows

Follow Me



What the Grizzly Knows **My Dream**



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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