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contents

preface / v

1	art	1
2	games	29
3	movement	43
4	music	77
5	playacting	93
6	props	135

appendix a: **more storytime resources** / 161

appendix b: **art outlines** / 165

author index / 191

title index / 195

subject index / 203

preface

This book is designed for children's librarians, early literacy teachers, day care providers, and anyone looking for ways to get kids up and moving during a preschool storytime. You probably already use rhymes and songs *in between* the featured books of your programs; in the pages that follow, I show you new and exciting ways to get kids moving *during* the books in your storytime.

Storytime is a fun and magical experience for children. With *Books in Motion* you can add even more excitement to your programs. Kids learn in many different ways. Some kids learn best by sitting quietly and listening, some through movement, some through music, and some through artistic expression. Elementary, middle, and high schools, as well as adult training sessions, often include multiple intelligence philosophies in their classes. The concept that everyone learns best by one, or a combination, of eight different intelligences can be included in storytimes as well. Librarians have always been able to connect with linguistic and spatial learners in picture book storytimes. Most of the other six intelligences (logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic) are touched upon with

ymes, songs, and crafts in between storytime books or at the end of the program. By including art, games, movement, music, playacting, and props in your storytime books, you have an even better chance of reaching all the kids in your program. As an added bonus, your storytimes will be new and exciting for kids, caregivers, and you. You already know how to do storytimes; now use *Books in Motion* to get ideas to enhance your current programming. I have reviewed picture books published in the year 2000 and later. There are many wonderful books published before 2000, but I wanted to include books that have a higher chance of being in your collection. I have chosen what I believe to be the best 500 books with a strong movement tie-in for the preschool (three- to five-year-old) crowd. This is based on my own expertise doing storytimes for the past eleven years. I then split the books into six possible types of movement: art, games, movement, music, playacting, and props. For each book, I provide simple instructions for including movement while you are reading the book. Some of the instructions are only two sentences long, while others require a bit more detail. All of them are straightforward and easy to include in your current storytimes.

In the first chapter, "Art," you will find books that present the option for a simple art or craft activity. Oftentimes, librarians wait until the end of storytime to do a craft. Why not try something during the books? Chapter 1 has simple coloring sheets that correspond with the books (e.g., winter wonderlands made from cotton balls) and ideas on ways to create art just like the character in the story you are reading. Where an activity calls for a simple outline to be handed out to the children, you will find the corresponding outline in the "Art Outlines" appendix at the end of *Books in Motion*. Feel free to copy and enlarge any of the images as needed. All of the art activities require no adult supervision and use easy-to-find supplies such as crayons, construction paper, cotton balls, and glue sticks. Remember that three- to five-year-old children can be very creative in their interpretation of a craft activity and everyone's finished product may look very different. Add to the fun by asking kids to share their beautiful artwork with the group after the activity is done.

In Chapter 2, "Games," you will find games that can be played during a storytime. For example, when a character is searching for her favorite teddy bear, you can have the kids search for a teddy bear in your storytime space. Of course, this activity could wait until after the story is done, but why not stop reading for

a moment so everyone can search along with the character? There are also simple follow-the-leader and guessing games. The plan is to make the book even more memorable by including the children in the story.

Get ready to jump, stomp, clap, chomp, waddle, parade, wiggle, and stretch in Chapter 3, "Movement." Some books are perfect for one simple motion throughout. If a book is about food, you can rub your stomach every time a new food is mentioned. In a frog book, you can jump like a frog every time the frog is on the page. Sometimes a book is ideal for a bunch of different motions. For example, when a book includes many forms of transportation, you can pretend to be a plane, train, car, or truck while reading about them on the pages of the book.

In Chapter 4, "Music," there are books that are perfect for being read with music, songs, or musical instruments. Many books have rhythmic language and you can shake a maraca along with the words. Some books are about dance and you can play music so everyone can dance in between pages. Other books are so full of sounds that it makes sense to add your own sounds to the text. Don't worry if you don't have bells, shakers, rhythm sticks, and drums. I may suggest a particular instrument in the directions, but you can use whatever child-friendly instruments you have in your library and let the books come to life.

In "Playacting," Chapter 5, the characters in the books are involved in a lot of activities. Kids can pretend to wash their faces, swim with fish, and fly like airplanes along with the book's protagonist. I have included instructions on how to do the different motions. For example, when the character jumps out of bed, you can jump in place. When the character cleans out a bowl, you can cup one hand into a bowl shape and pretend to wash it out with the other hand. Some books have motions that can be done on every page; sometimes there is more than one motion per page. I have included as much instruction as possible for as many motions as possible. You can do everything or pick and choose the amount of movement that is right for your storytime crowd or your personal silliness level.

Finally, bring out your puppets, flannel-board pieces, and scarves for the last chapter, "Props." Most of the books chosen have enough props for everyone in the program to have a part. Scarves can blow in the wind, be washcloths, or turn anyone into a superhero with a cape. Yellow felt stars can turn a flannel board into a starry sky. If you have a die-cut machine, you can create a

per fly for every child that they can shoo away. Even a box of tissues can add a storytime. If you don't have the puppets or die-cut shape for a particular animal, you can always print an image from the Internet for kids to use. Don't worry if your flannel-board pieces aren't museum quality; kids will play along even if your pig looks more like a cow.

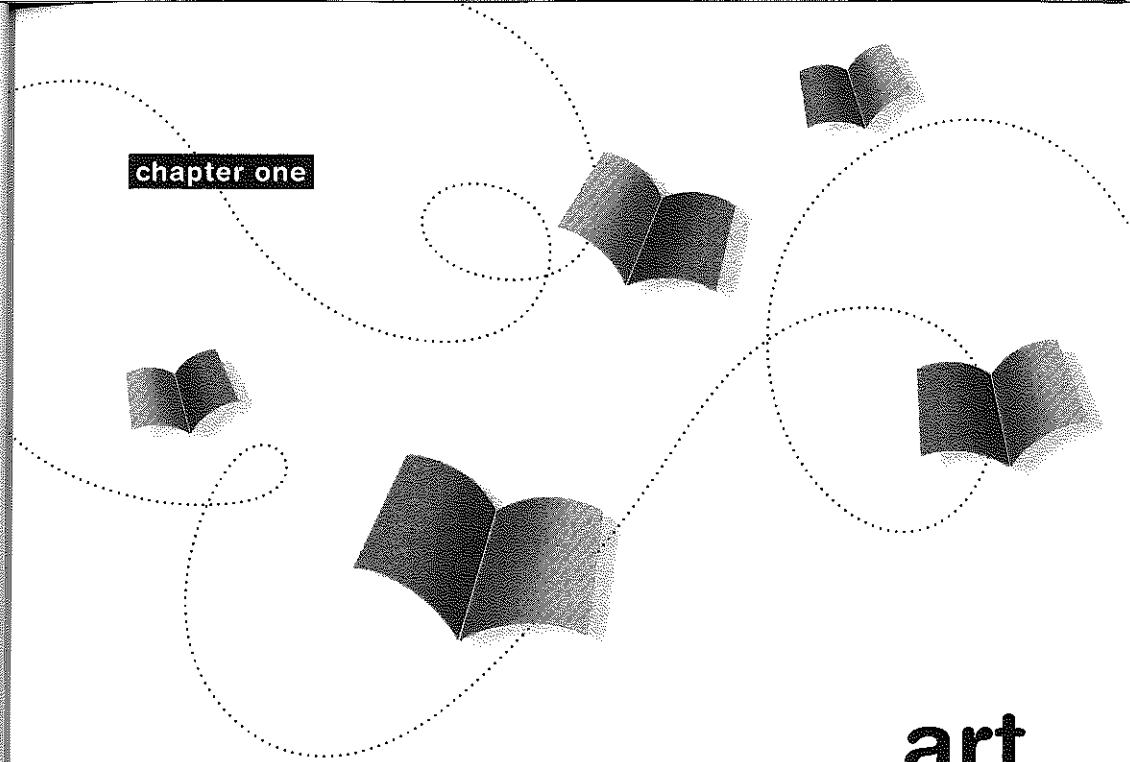
The books in each chapter are listed alphabetically by the author's last name. There is a short summary for each book followed by a description of how to include action while reading that book in storytime. For quick reference, the book includes three indexes—one by author, one by book title, and one by storytime theme.

Books in Motion: Connecting Preschoolers with Books through Art, Games, Movement, Music, Playacting, and Props concludes with two resource appendices, "More Storytime Resources" and "Art Outlines," should you discover that you've caught the interactive storytime bug. The first provides a list and description of some other books with rhyme, song, craft, and book ideas, and the second is a handy image section that provides, as already noted, the outlines mentioned in some of the book's activities.

Some of these activities may take more time than you would usually devote to a book to complete it. Some may even use half or more of your storytime. My point is to offer you multiple ways to make books enjoyable, memorable, and exciting for the kids in your program.

Does every book in your storytime need to include movement? No. You can use one or more of these ideas as they fit into your current programming. The goal is to make the books more memorable for the kids in your programs. As you become more confident, you may want to try a storytime built completely around movement. So, go ahead, use these ideas and create your own. Most important, have fun and make sure to keep your copy of *Books in Motion* close by so you can have exciting and movement-filled storytimes in your library.

chapter one



art

Crayons and glue sticks! Children love creating art based on what they know and learn. Use the books and ideas in this chapter to help the kids in your programs use their creative energy while you read the book to them. Follow along with the artist in the book or draw a picture of the main character using common supplies such as crayons, cotton balls, and construction paper. Photocopy and enlarge the images provided in the "Art Outlines" appendix when an activity calls for a simple outline. Remember that many children enjoy sharing their work with others (which must be why refrigerator magnets were invented) and leave time at the end of your program for those who wish to present their creations.

tips

- Encourage the adults in the room to assist their children with the art activity. Consider handing out supplies to the adults so they can make their own creations.
- Consider modeling the recommended activity before reading the book. For example, if you are asking the kids to trace their hands on pieces of paper, demonstrate how to do this by holding your hand up to a piece of

take a short break from reading and have everyone search your space for Piglet's mother. Once Mama has been found, continue with the rest of the story.

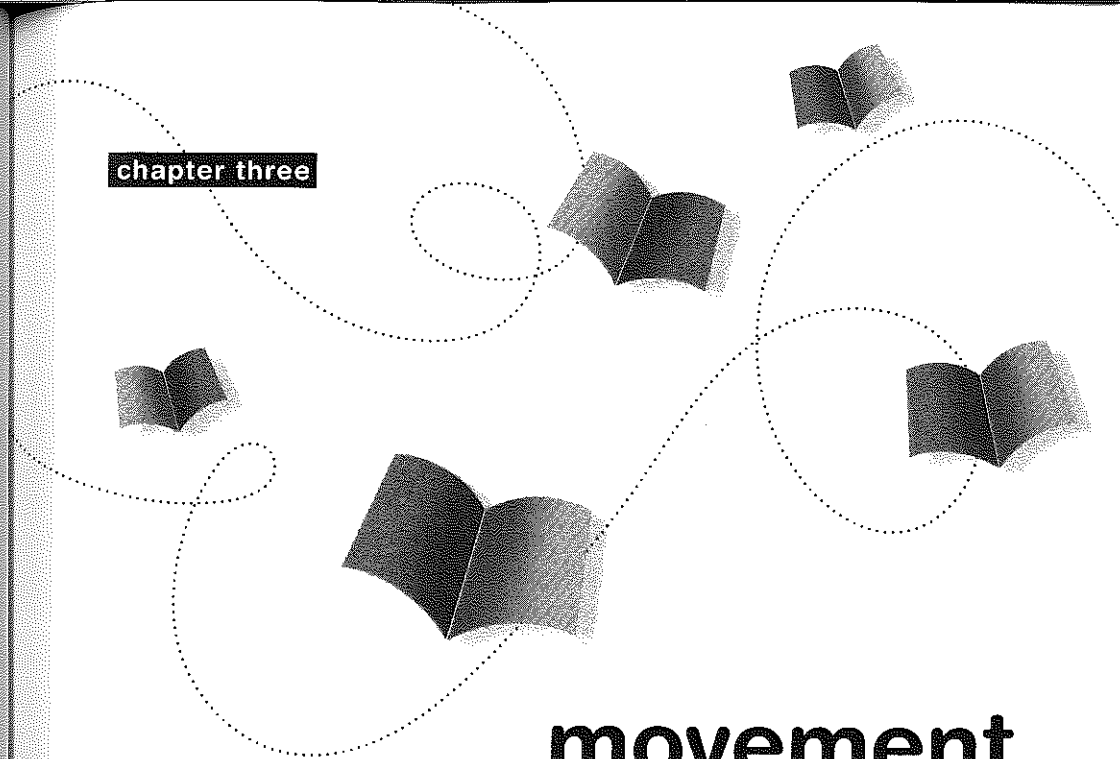
Yee, Brenda Shannon. *Hide and Seek*.

2001. Illus., Debbie Tilley. New York: Orchard Books.

Summary: A mouse plays hide-and-seek with an unsuspecting homeowner.

Action: Hide a stuffed mouse or picture of a mouse in your storytime space before the program begins. When you read the words "Ready or not! Here I come!" stop reading so everyone can search your storytime space for a mouse. When the mouse has been found, finish reading the book.

chapter three



movement

Jumping and clapping! Who says you have to sit still during storytime? The books in this chapter are perfect for bouncing, stomping, and parading around the room. You can run in place every time a feisty puppy decides to run; bounce up and down with a bumpy wheelbarrow; or "Shhh" the room while animals try to sleep. You don't need special props or supplies. Follow the instructions provided for each title for an active and silly storytime. You may even find that everyone (adults included) gets a fun workout.

tips

- Ask the adults in the room to participate with their children.
- Do the movements along with the kids as much as possible. For example, when reading *Tall*, squish down toward the floor and stand up tall whenever you are asking the kids to do the same. They will understand the movements better if they are able to copy you. This is especially important for more difficult sequences such as the movements suggested for *Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name*.

- Use a bell or other noisemaker to signal when it is time to stop moving and settle down for more of the book. This will be helpful when reading a book such as *How to Be*. Kids will also tend to follow you. If you are moving along with them, many of them will stop when you stop. Another idea is to have kids move for a count of five. While they move, you count out loud “One, Two, Three, Four, Five.” When you say “Five,” everyone should stop moving. Be sure to practice before reading the book.
- Practice doing the suggested movements. The kids dance a lot during *Rattlesnake Dance*. Practice dancing to those words before you start reading the book. Practice wiggling fingers and toes before you read *Ten Little Fingers and Ten Little Toes*.
- Use masking tape to make a circle for kids to stand on to help them form a circle as a group.
- It is okay for the kids to be up and moving during an entire book. During *Prancing Dancing Lily*, you want the kids to quietly dance throughout the whole book.
- For many of these stories, let the kids stand during the entire book. Some of the stories have so many movements that it will be easier to have them stand than make them sit down in between each movement. If the kids are standing, be sure to stand up, too, so that the kids can see the book.

Agee, Jon. *Z Goes Home*.

2003. New York: Hyperion Books for Children.

Summary: The letter Z passes other artistic letters on his way home from work.

Action: Since there isn't a story for this book, you can have the kids pretend to act out or do a movement for almost every letter:

- A—Alien: Walk like an alien.
- B—Bridge: Balance carefully as you walk across the bridge.
- C—Cake and D—Doughnut: Eat a piece of cake and a doughnut.
- E—Earthquake: Shake like an earthquake.
- F—Factory: Build something at the factory.
- G—Gargoyle: Stand perfectly still like a stone gargoyle.
- H—Hurdles: Jump over the hurdle.
- I—Ink: Write your name in the sky.
- J—Jetty: Pretend to walk a long distance out on the jetty.

- K—Karate: Do a karate chop.
- L—Labyrinth: Have the kids follow you through a labyrinth with lots of turns and dead ends.
- M—Mirror: Follow the leader in movements like a mirror.
- N—Newspaper: Read the newspaper.
- O—Oak and P—Palm: Stand tall like a tree.
- Q—Quicksand: Sink in the quicksand (pretend to sink into the floor).
- R—Rocks: Pick up a heavy rock.
- S—Seashore: Look for seashells on the seashore.
- T—Trophy: Hold your trophy high.
- U—Uniforms: Put on your clothes.
- V—Viper: Squirm on the ground like a snake.
- W—Woodpile: Stack wood in a pile.
- X—Xeroxes: Lift the cover of the Xerox machine and push the copy button.
- Y—Yoga: Do a yoga pose.

Alborough, Jez. *Tall*.

2005. Cambridge, MA: Candlewick Press.

Summary: A little monkey finds ways to make himself feel tall next to larger animals.

Action: Have the kids stand up when you start reading this book. Whenever you say “small,” have them squish down and make themselves small. Whenever you say “tall,” they should stand up straight and make themselves as tall as possible. They can even act out “fall” by falling on the ground.

Alborough, Jez. *Duck in the Truck*.

2008. La Jolla, CA: Kane/Miller Book.

Summary: Frog, Sheep, and Goat help Duck when his truck gets stuck in the muck.

Action: When Frog and Sheep try to push the truck out of the muck, have the kids pretend to push, too. When Goat helps by pulling on the truck, the kids can pretend to pull on a rope like they are playing tug-of-war.

alternate activity

Another option is to have one kid pretend to be the stuck truck and call up other kids to be Duck, Frog, Sheep, and Goat.

more storytime resources

Baltuck, Naomi. *Storytime Stretchers*. 2007. Atlanta: August House.

This resource is full of activities that involve audience participation in between books. There are jokes, tongue twisters, songs, and stories. Any of these ideas can be used to make a more interactive storytime.

Bauer, Caroline Feller. *Leading Kids to Books through Crafts*. 2000.

Chicago: American Library Association.

This resource has directions for easy, child-friendly crafts. After each craft, there are poems, stories, rhymes, and books suitable for the theme.

Bromann, Jennifer. *Storytime Action! 2000+ Ideas for Making 500 Picture Books Interactive*. 2003. New York: Neal-Schuman.

The title says it all. This resource includes many ideas for interaction between the audience and the picture book. Some of the activities include movement; some involve asking questions of the children. This resource is great if you wish to find ideas for books written prior to 2000.

Cullum, Carolyn N. *The Storytime Sourcebook: A Compendium of Ideas and Resources for Storytellers*. 1999. 2nd ed. New York: Neal-Schuman.

This resource is great for someone just starting to do storytime or someone who needs some new program themes. It includes videos, books,

fingerplays, crafts, activities, and songs for 146 different storytime topics. From this information, librarians or teachers can create their own storytimes with interaction in between the stories read.

urot, Kimberly K. *Books in Bloom: Creative Patterns and Props that Bring Stories to Life.* 2003. Chicago: American Library Association.

This resource includes a variety of ideas on how the storyteller can use puppets and other props to enhance storytelling. There are also patterns for creating the props.

ncycomb, Kay. *Storytimes . . . Plus!* 2007. New York: Neal-Schuman.

This resource provides "complete, ready to use, storytimes" (p. xi). There are fantastic rhymes, activities, and crafts to use in storytimes. Many books are also listed for each theme.

acDonald, Margaret Read. *Shake-It-Up Tales!* 2000. Little Rock, AR: August House.

This resource provides a variety of stories that invite audience participation and movement. This is a great book for someone who wants to include more of the oral tradition in their programming.

especa, Sue McCleaf, and Joan B. Reeve. *Picture Books Plus.* 2003. Chicago: American Library Association.

Art, drama, music, math, and science extension activities are provided for picture books for preschoolers through third graders. These activities can be used after reading the books.

aines, Shirley C., and Robert J. Canady. *Story S-T-R-E-T-C-H-E-R-S.* 1989. Beltsville, MD: Gryphon House.

This resource shows five activities or ideas to "stretch" each book after you finish reading it.

eid, Rob. *Something Musical Happened at the Library: Adding Song and Dance to Children's Story Programs.* 2007. Chicago: American Library Association.

This is a great resource for ideas of songs to use in between the books in your programs. The first chapter contains eight story programs with books and accompanying songs. The next five chapters include lists of

songs matched with picture books, musical ideas, and other songs. The final chapter includes a wonderful list of books based on songs, music, or dance.

Reid, Rob. *Shake and Shout: 16 Noisy, Lively Story Programs.* 2008. Janesville, WI: Upstart Books.

Much like *Storytimes . . . Plus!* this resource provides fully developed storytimes. The storytimes include a lot of movement through rhymes, songs, and books.