This 1989 activity calendar, developed to commemorate the "Year of the Young Reader," is divided into three sections. The first contains a calendar that lists authors' birthdays, special commemorations, anniversaries, and events. The second includes descriptions of book-related activities that complement monthly themes, weekly themes, or daily events. General activities, appropriate for any day of the year, are presented in the third section. Suggestions for activities include references to appropriate books. Also provided are three supplements, which include numerous additional activities and activity sheets. (GL)
1989 YEAR OF THE YOUNG READER

BOOKS ARE WINDOWS TO THE WORLD

Nebraska Library Commission

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BEST COPY AVAILABLE
BOOKS ARE WINDOWS TO THE WORLD:

A CALENDAR OF SPECIAL DAYS WITH BOOK-RELATED ACTIVITIES

By Mary Jackson and Doris Garlow

Produced by the Nebraska Library Commission in commemoration of the Year of the Young Reader - 1989.
INTRODUCTION

Welcome to the Year of the Young Reader. We hope you are prepared for a year of wonder, joy and work, as well as a slightly different approach to programming to make year-round programming a reality and to give you help, support and plenty of options. We have prepared this calendar so that it may be used according to your personal style.

The first part is a calendar that lists authors’ birthdays, special commemorations, anniversaries and events. For those who prefer to design their own activities/programs, you may look at the events listed on the calendar and be immediately inspired with ideas for activities and special programs.

Part two includes descriptions of activities that complement monthly themes, weekly themes or the day’s event. Again, you have an opportunity to be creative. Activities are not described for every single day but as you read the text, more activities will occur to you or you’ll be able to hitchhike and springboard from the ideas proposed.

In Part Three, you will find activities that are appropriate for any day of the year. Simply insert any of these activities anywhere in your schedule.

In addition, supplements to the calendar will be mailed out periodically during 1989. The supplements will contain more day-specific ideas, suggestions for ways to network with others in your community to facilitate cooperative activity, patterns, and other details. These materials will reach you before the month for which they are intended.

While the calendar is being developed especially for 1989, we hope it will begin a cycle of program growth and evaluation and that it will be useable in coming years. As you originate and try programming activities, please share the successes. Just call or write (Bev Wittig, Nebraska Library Commission, 1420 P Street, Lincoln, NE 68508 or 800-742-7691). We’ll add your ideas by transforming them into supplements and soon you’ll all have an assortment of activities for each day.
No one is expected to offer activities every day. Therefore, you can use this calendar as a source of fresh activities for the coming years.

We hope this is a helpful addition to your library service resources and that every child in Nebraska will have exciting experiences in the library that will remain memorable and meaningful for all their lives. We also hope this can serve as a catalyst to all adults in the community who want to bring children and books together to create a love of reading.

Special Thanks to:

Vern Buis
Kay Fye
Mary Geibel
Lauri Johnson
Doreen Kuhlmann
Mary Jo Ryan
Sally Snyder
Bev Wittig

Nebraska Library
Commission Staff

Carolyn Baker, Beatrice Public Library
Joan Chesley, North Bend Public Library
Pat Clark, Former Children's Librarian at Kearney Public Library
Jeanne Saathoff, Grand Island Public Library
Beth Trupp, Gering Public Library

- Doris Garlow
- Mary Jackson

Nebraska Library Commission
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**NATIONAL PIZZA WEEK**

**NATIONAL HANDWRITING DAY**

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**NEWBERY PARTY**

**NATIONAL HOBBY MONTH**

**NATIONAL SOUP MONTH**
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MONTH OF THE YOUNG CHILD
NATIONAL HUMOR MONTH

April 1989
# May 1989

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NATIONAL ADOPT-A-CAT MONTH
NATIONAL DAIRY MONTH

June 1989

MAIDENS JACk HOPEFUL DAY JOUETTS RIDE-1781

ENVIRONMENT DAY

ICE CREAM-1786

CELEBRATE KIDS

WORLD SAUNTERING DAY

FATHER'S DAY

INTERNATIONAL LEFT-HANDBER DAY

INTERNATIONAL DAY OF FREEDOM

HALFWAY DAY
### July 1989

**NATIONAL HOT DOG MONTH**

**NATIONAL ANTI-BOREDOM MONTH**

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<td>Isaac Bashevis Singer-1904</td>
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<td>Clement Clarke Moore-1779</td>
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**August 1989**

- **1** Bill Wallace-1947
- **2** Holling C. Holling
- **3** Mary Calhoun-1926
- **4** Berniece Freschet
- **5** Ruth Sawyer-1880
- **6** Barbara Cooney
- **7** Betsy Byars-1928
- **8** Sara Teasdale-1884
- **9** Jose Aruego-1932
- **10** Clifford B. Hicks
- **11** Don Freeman-1908
- **12** Ruth S. Gannett
- **13** Alfred Hitchcock
- **14** Alice Provensen
- **15** E. Nesbit-1858
- **16** Matt Christopher
- **17** Davy Crockett-1786
- **18** Louise Fatio-1904
- **19** Barbara Wersba
- **20** Benjamin Harrison
- **21** Wilt Chamberlain
- **22** SRP - Ray Bradbury-1920
- **23** Robert Liston-1927
- **24** RAIN...OW DAY
- **25** Walt Kelly-1913
- **26** Patricia Beatty
- **27** May Hill
- **28** Tasha Tudor-1915
- **29** Michael Jackson
- **30** Virginia Lee Burton
- **31** Elizabeth Sechrist

**FAMILY DAY**

**NATIONAL SMILE WEEK**

**WOMEN'S EQUALITY DAY**

**CELEBRATE SPORTS**

**1492** COLUMBUS SAILS

**1827**
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<td>Syd Hoff</td>
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<td>BE-LATE-&quot;OR-SOMETHING DAY</td>
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<td>Howard Pease</td>
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<td>Aileen Fisher</td>
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<td>NEW YEARS EVE</td>
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<td>YOU'RE ALL DONE DAY</td>
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<td>Jean Van Leeuwen 1937</td>
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<td>NATIONAL WHINER'S DAY</td>
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<td>Dec 23</td>
<td>CAROL RYRIC BRINK 1895</td>
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<td>Dec 25</td>
<td>RUDYARD KIPPLING 1865</td>
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NATIONAL HOBBY MONTH

Encourage children to develop lifelong interests is an extremely meaningful effort which is generally left to chance and random influences. To encourage children’s/young adults’ interest in hobbies and to encourage pursuit of and pride in independent activities, offer the following week-long sequence of activities to spotlight hobbies. The order and combination of activities can be varied according to your needs and capacities. Run the program throughout the week, posting a schedule well ahead of time.

* Monday: Display hobbies (not just collections; use photos to depict action hobbies) of persons of all ages with this caption:

THOSE PEOPLE HAVE A HOBBY ... WOULDN'T YOU LIKE ONE TOO?
Some possible resources that aren't hard to locate:

Collections - buttons, elephants, butterflies, dolls, stamps, baseball cards

Outdoors - gardening, camping, white water boating, rappelling

Arts and Crafts - cake decorating, singing, china painting, acting, rope knotting, drawing

Sports - hunting, skating, bowling, rodeoing, bike racing

* Tuesday: Have hobbyists in at various times during the day to talk about, demonstrate or just answer questions about their hobby.

* Wednesday: Encourage children to choose a hobby or discover that they already have one. Begin by brainstorming all hobbies children know about. Provide books on as many various hobbies as possible. Don't overlook anthologies like:

  Hobby Organizations of the U.S. by Craig Colgate, Jr.
  Charlie Brown’s Super Book of Things to Do and Collect by Charles Schulz.

Post riddles such as “What is a Lepidoptera?” Have interest assessments available. See simple forms in Supplement. Your goal for the day is that every child will select a hobby and, if available, a book that explains how-to-do-it.

* Thursday: Children who have questions or want help getting started are invited to return on Thursday. After a group Question and Answer session, work with children individually or in small groups formed on the basis of similar interests. Begin by making sure children understand the definition of their hobby. The definition can include reasons for the interest, necessary equipment/items, the process involved and the payoff. Ask them to tell you what materials are needed, how they may acquire them and other nitty-gritty matters (such as, “How long, how often should you work on your hobby?” Answer: “This isn’t supposed to be work. It’s play. You play with it as long as it’s enjoyable and interesting.”)

* Friday: Offer more one-to-one help and low-key book talks on books of interest to your hobbyists.

- Toward the end of the month or even several months later, offer a hobby bazaar so that children have an opportunity to display and feel proud of their hobby activities.

- A bulletin board collage can be made by having the children bring stickers of all sizes and attach them to the board. The stickers could be about hobbies or the collage could merely be a collection of stickers.
NATIONAL SOUP MONTH

-Celebrate National Soup Month by giving book talks on the "Soup" series by Robert Newton Peck. Read a chapter each day from one of the books in the series. (They're not really about the food "soup". These books are humorous stories about a mischievous boy and his friends.) Send a New Year's Greeting to teachers in the local schools asking them to join you in Year of the Young Reader Activities and suggesting they read a chapter from one of the "Soup" books or one of the other books on the book list.

-A well-known but ever appealing activity is "Stone Soup Day", when you and the children read, act, prepare and eat stone soup. The process is as follows:

To enact Stone Soup: To prepare for this creative dramatics activity, set out plastic bowls and spoons and start the soup simmering in a nearby kitchen. As a prop, use a large pot, a well cleaned tub or a metal dishpan. Instruct the children in how to play their parts. As the three soldiers come down the road they knock at different houses (groups of children) and pantomime hunger. All people in the houses shake their heads to indicate they have no food. As you continue telling the story, soldiers pantomime the actions. When the group soup is made, the soldiers put the stone in the pot. Children who brought different vegetables walk up and place them in the pot as you name the vegetable. You may pantomime adding milk, and any other ingredients as they're called for.
When all ingredients have been placed in the pot, pick it up and carry it to the kitchen or room where the real soup is. Dump out the vegetables in the “play” pot but leave in the stone. Carefully pour the cooked soup into the pot and return to the story area. Finish the story, serve the soup and, if you have time, end with a dance frolic like the villagers had.

Recipe for Stone Soup: A week before stone soup day, ask the children to bring one of the following vegetables to the next story program: carrot, potato, onion, cabbage, turnip, rutabaga, parsnip, beet, celery, parsley. Make a large pot of soup using soup bones and a handful of bouillon. Add 2 to 5 gallons of water depending on the number of children (and parents) you expect. Add any or all of the following seasonings to taste: salt, pepper, basil, bay leaf, thyme, garlic, summer savory. Simmer for several hours. Add the above vegetables in appropriate quantities during the last half hour. Cook vegetables just till tender-crisp, not mushy.

You may serve the soup with whole wheat bread or cranberry bread from Cranberry Thanksgiving by Wende and Harry Devlin.

Books: Soup on Fire by Robert Peck
Soup on Ice
Soup for President
Soup on Wheels
Soup’s Goat
Stone Soup by Marcia Brown
Vegetable Soup by Jeanne Modesitt
Riddle Soup by Valiska Gregory
Alphabet Soup by Kate Banks
Soup for Supper by Phyllis Root
Chicken Soup with Rice by Maurice Sendak
Cranberry Thanksgiving by Wende and Harry Devlin

January 1

New Year’s Day

This program could be given the day before or after New Year’s Day. However, for a special New Year’s Day program you may have a surprising attendance. (Parents may be suffering holiday burn-out but children aren’t.) Ask a local minister who reads especially well to read selections from Charlotte’s Web by E.B. White (Charlotte’s death and the “birth of babies”) and A Gathering of Days by Joan Blos. You may serve greens and black-eyed peas for good luck or try a fire ceremony. In a fire ceremony, each person writes a prediction based on wishes and hopes for the coming year. Set the papers afire (outside) one by one and let them drift to the ground (if possible you should be standing above ground level). All papers that make it to the ground still burning, will come true and may be turned into resolutions.

Books: Charlotte’s Web by E.B. White
A Gathering of Days by Joan Blos
January 2

Year of the Young Reader

Explain that this is the Year of the Young Reader, a special year-long celebration of kids and books. There will be many special events throughout the year - readings, parties, programs, trips and ? (ask for suggestions from children) ... surprises. For this special once-in-a-lifetime year, the number of books read is not as important as these goal stretchers 1) reading books to celebrate the day’s activities 2) coming to the library regularly and 3) discovering what wonderful things the library has to offer.

-Kids can create an Ideal Young Reader of the Year poster by lying on newsprint and having a partner trace around their figures. They may fill the shape with features, symbols, or words that describe everything about a wonderful reader. Outline figures may be displayed, used to record the child’s attendance at library events, kinds of books read, favorite stories heard, or programs attended with his/her family. In December everyone gets a prize for fulfilling his/her personal vision of an ideal reader.

-Read an excerpt from Mrs. Frisby and the Rats of NIMH by Robert O’Brien. Ask the kids to make up resolutions for Templeton (Charlotte’s Web) and one of the NIMH rats.

Books: Mrs. Frisby and the Rats of NIMH by Robert O’Brien
Charlotte’s Web by E.B. White
Racso and the Rats of NIMH by Jane Leslie Conly

January 3

Middle Earth Day

J.R.R. Tolkien, 1892

-The concept of “Middle Earth” may be utilized both as a prelude to “Fantasy” and “Space and Beyond, the theme for the 1989 Summer Reading Program.” Have approximately life-size models of Frodo, Bilbo Baggins, dwarves, elves, goblins, Gollum and Gandalf the Wizard standing about the library. (Illustrations will be available in a later supplement.) Advertise the day as “Middle Earth - Where Star Wars Began.” Ask kids to name and/or describe some of the characters in Star Wars. Book talk The Hobbit by J.R.R. Tolkien, by explaining characteristics, appearance and deeds of equivalent characters. (Luke Skywalker is Frodo. Ben Obi Wan Kenobi is Gandalf. Gollum has some of the same characteristics as Hans Solo or any of the evil mutants that appear throughout the Star Wars Series.) Hans Solo/Gollum, however, are a very interesting study in contrast and comparison. Encourage a bit of speculation about Middle Earth—where it is located and how it is different from our world. This activity may lead to a discussion of Star Wars and its setting, “Space and Beyond” and a definition for high fantasy—a world with distinct rules, conventions and logic which is generally far away in time and space.

-You may continue to focus on fantasy throughout January. In addition to Tolkien, Jacob Grimm (4th), Charles Perrault (12th), Lewis Carroll (27th), and Lloyd Alexander (30th) were also January babies.
Fantasy Day

-Have a program and/or book display of stories involving "little people" i.e. dwarfs, elves, leprechauns, fairies, etc. Children may come dressed as one of the "little people."

-Make a sack puppet or stick puppet of a "small" character. Examples of little people are found in:

- Snow White and the Seven Dwarfs
- Rumpelstiltskin
- Thumbelina
- Tom Thumb
- Bonnies, It's Christmas
- Elves and the Shoemaker
- The Littles by John Peterson
- The Borrowers by Mary Norton
- The Story of Rick, The Royal Dwarf by Doris Orgel

Books:
- The Hobbit by J.R.R. Tolkien
- The Fellowship of the Ring
- The Two Towers
- The Return of the King

January 4

Louis Braille, 1809

-A display to commemorate Louis Braille might include a biography of his life and/or a write-up about him that tells about his blindness and how he came to develop his reading system for the blind. (Braille was blinded at age 3. The Braille system was adapted from a writing system used by Charles Bubier.) The display could also include samples of braille books or braille writing, large print books and talking books with a machine. For the sighted, Braille reading is like a code. See April 27th for more information on codes.

Jacob Grimm, 1785

-Jacob and Wilhelm (born February 24, 1786) collected and wrote nearly 200 stories. Read several of their tales such as:

- Little Red Riding Hood
- Hansel and Gretel
- Sleeping Beauty
- Snow White and the Seven Dwarfs
- King Grisly-Beard
- Snow White and Rose Red
- Dear Milli (Maurice Sendak's illustrations are creating a sensation ... this tale by Wilhelm was only recently found)

Books: There are many editions of Grimm's Fairy Tales. The following are recommended for language and completeness.

- The Complete Grimm's Fairy Tales edited by James Stern
- Favorite Tales from Grimm retold by Nancy Garden
- Grimm's Fairy Tales edited by Wendy Barish
- Grimm's Tales for Young and Old: The Complete Stories translated by Ralph Manheim
January 5

George Washington Carver, 1864

-Celebrate George Washington Carver’s birthday with an exhibit of all the things he invented from peanuts. Have a bowl of peanuts on a table for children to eat during the day. Display biography(ies) of Carver, other agricultural scientists and The Peanuts Gang by Charles Schulz, as well as any other “peanut” tie-ins that occur to you.

George Washington Carver by David Collins
A Weed is a Flower by Aliki

January 6

Carl Sandburg, 1878

Sandburg was one of the most versatile of American writers. He could write for children or adults with equal ease. He is matchless as a biographer of Abraham Lincoln, a major poetic voice, an essayist and storyteller.

-Tell one of Sandburg’s 67 that has appeal for you. Tie Rootabaga Stories to a display of tall tales. A good teller is “The Wedding Procession of the Rag Doll and the Broom Handle and Who Was In It” or “How to Tell Corn Fairies If You See ‘Em.”

-Tape poems by Sandburg for children to listen to. (Have a friend or staff member with a good voice help with the taping.) A good poem to tape is “Fog.” Other poems with child appeal are “Adelaide Crapsey”, “Baby Toes”, “Five Cent Balloons”, “Primer Lesson”, and “Wind Song” (illustrated by William Smith).

-Show an enlarged map of Chicago with some of the features from “Chicago” by Sandburg marked on the map, e.g. stockyards. With a group, have children close their eyes as you read them through a tour of Chicago using Sandburg’s poem.

Books: Rootabaga Stories by Carl Sandburg
The Sandburg Treasury: Prose and Poetry for Young People by Carl Sandburg

January 7

Jupiter’s Moon First Seen, 1610

-Display a collection of books and posters about the universe. Since “Space and Beyond” is the 1989 Summer Reading Program theme, you can turn this collection into a special feature by clearing out a bookshelf and grandly standing or leaning all books so the covers face front. NASA has a lot of space material available free. Write to:

National Aeronautics and Space Administration
Washington, D.C. 20546

-Have a telescope on display to celebrate development of telescopes by Galileo in 1609 so that Jupiter’s moon could be seen in 1610. Galileo recanted his “earth is round” statement in order to save his life when challenged by the church.

Books: Jupiter: The Spotted Giant by Issac Asimov
Kay Choroa, 1936

If you’re not quite ready to break into space (and beyond) try this activity. Since this is Kay Choroa’s birthday (The Baby’s Lap Book, The Baby’s Story Book, Molly’s Moe, Lemon Moon) offer a baby-time in Choroa’s honor.

- For babytime, invite parents or caregivers to bring babies from six months to three years. Parents may be seated in a circle with babies on their laps. Begin by explaining the importance of positive reading experiences at an early age. Reading sessions should:

  * Provide an opportunity for closeness, affection and interaction.
  * Allow babies to absorb the pleasure of books and verbal play.
  * Increase speech, listening, and concentration skills.
  * Prepare babies for group behavior when they are ready for picture book time.
  * Give parents a special time and an opportunity to model their pleasure in books, reading, pictures, and structured rhythmic movement.
  * Impart to parents useful techniques for interacting with books and babies. This is probably the most important of all the benefits.
  * Last no longer than 15-20 minutes.

Suggested Guidelines for Parents:

  * Babies may babble in another language or on another subject.

  * If babies are disruptive or insist on getting down, parents may wish to withdraw them from the group temporarily. Bring the child back when s/he seems ready to focus. Some babies may not be ready for this group experience. If you decide to continue offering a baby-time, ask that they return in a month or two. Stress to parents that they’re not naughty, just immature.

  * Participate whole-heartedly in songs, fingerplays, dancing, etc. to provide an example for babies.

  * Continue activities at home. All of the preceding advice will work there also.

A suggested sequence for baby-time:

  song: it is desirable to begin with the same song or other activity regularly

  fingerplay: (see Fingerplay Supplement)
song: fingerplay or rhyme

told story: use visuals - flannel board, puppet, doll, stuffed animal

song: fingerplay or nursery rhyme with movement

read story: show large pictures - also pause for children's response. Ask questions. You may not (probably won't) get much of a response. That's ok. Children are learning the rhythm of language. Instead of reading a story you could make up a story allowing for input from the child.

Books: 
- The Baby's Lap Book by Kay Choroa
- The Baby's Story Book
- Molly's Moe
- Lemon Moon
- Babies Need Books by Dorothy Butler
- Mother Goose Nursery Rhymes, classic Volland Edition, Frederick Richardson, illustrator
- Baby's First Year by Phyllis Hoffman
- The Knee-Baby by Mary Jarrell
- First Things First by Charlotte Voake

Songs: Lullabies and Baby Songs by Jannat Messenger

January 8

Elvis Presley, 1935

Elvis Presley is a cult figure for many older adults. Young adults may be intrigued because of the current sensational coverage in the tabloids. This could be a bridge for interaction between these generations.

- Play Elvis music during the day or part of the day - perhaps when school is out.

- Work with other community organizations to organize a "Nostalgia Night" for young adults, parents and other adults as well.

- Show the first Elvis Presley movie, Love Me Tender, or another of the very early early films.

- Hold a "50's" sock-hop. Admission for girls: a crinoline petticoat, for guys: tight pants with a buckle in back.

- Play Elvis and other early rock n' rollers and have era couples around to demonstrate the dances.

- Take a survey - "What were you doing, feeling, thinking in 1956?"

Books: 
- Elvis and Me by Priscilla Presley
- Elvis Presley by Vanora Leigh (Great Lives Series) (grades 4-9) Watts
- Elvis Presley by Robert Love (Impact Biography Series) (grades 7-12) Watts
Sherlock Holmes, 1887

-Sherlock Holmes has been called the most famous detective in fiction. He was created by Sir Arthur Conan Doyle in the novel, *A Study in Scarlet*. To honor his creation, have a Sherlock Holmes "Birthday" party. Read the climax of *The Hound of the Baskervilles* but stop just before the end and discuss possible endings. Serve clue cookies (cookies with plastic charms baked in them or fortune cookies with statements taken from various mystery series, i.e.: “The clue is in the old staircase.”) Put up a display of other mystery books.

Books: *Two-Minute Mysteries* by Donald Sobol. (Let the kids solve them.)

*The Hound of the Baskervilles* by Sir Arthur Conan Doyle
*A Study in Scarlet and the Sign of the Four* by Sir Arthur Conan Doyle

John Neihardt, 1881 - Clyde Robert Bulla, 1914

-John Neihardt's birthday on January 8 to display some of his poems and books about Indian lore, especially Crazy Horse. Get information from the Nebraska State Historical Society about Neihardt's home in Bancroft, Nebraska. Use Clyde Robert Bulla's birthday on January 9 to highlight books about Indians to correlate with Neihardt and/or Indian lore.

Books: *Pocahontas and the Strangers* by Clyde R. Bulla
*Squanto, Friend of the Pilgrims* by Clyde R. Bulla
*Black Elk Speaks* by John Neihardt

January 9

1st American Balloon Flight, 1881

-Celebrate the anniversary of the first balloon flight by displaying books and posters (fiction and non-fiction).

-Show *Around the World in Eighty Days* (VHS recording or film) as an evening for family entertainment night.

-Record a review of *Twenty-One Balloons* by William Pene DuBois and display the tape recorder prominently.

-Sponsor a balloon launch. Each child releases a helium-filled balloon which has the library's name and address attached. The finder of the balloon is requested to contact the library and inform them of the location of the balloon's descent.

Books: *Around the World in Eighty Days* by Jules Verne
*Twenty-One Balloons* by William Pene Du Bois
*The Red Balloon* by Albert Lamorisse
January 10

Remy Charlip, 1929

-Present a program or display about sign language (*Hand Talk Birthday* by Remy Charlip). Teach the children a few basic words in signing or teach them the alphabet in sign language.

-Find a signer who will demonstrate hand signing as you read *Hand Talk*.

-Read or tell *That's Good That's Bad*. Follow-up by asking the kids to tell a "That's good - that's bad" story. Demonstrate to get them started. "A bear woke up from a long winter's nap."

Kids respond, "That's ______" (Don't correct kids's responses.)

Try to keep good/bad statements alternating.

"She yawned and stretched. It was a beautiful spring day."

"That's ______"

"She was hungry!"

"That's ______"

"She ate twenty bushes of berries."

"That's ______"

"And then ... " (point to a child to continue the story.)

The group continues as the chorus.

Books: *My Brother is Special* by Maureen C. Wartski
*Mime: Basic for Beginners* by Cindie and Matthew Straub
*Hand Talk Birthday: A Number and Story Book in Sign Language* ) by Remy Charlip
*Handtalk: An ABC of Finger Spelling and Sign Language*
*That's Good That's Bad* )

January 11

Alexander Hamilton, 1755

-Xerox the face of Alexander Hamilton with this caption underneath: "This man signed the U.S. Constitution, wrote the Federalist Papers and was killed in a duel with Aaron Burr. Who was he?"
January 12

Charles Perrault, 1628

-Tell one or more of Charles Perrault's lesser-known fairy tales. Give
book talks on a number of others. If most children seem somewhat familiar
with the stories, play the matching game as follows:

Divide the group into two teams, then divide each team into 2
smaller groups of equal size. Give each member of one group on both
teams a story title. (See list at the end.) Give the name of a character to kids
in the remaining groups. (See list below.) Read a significant portion of each
story that contains as many clues to the story as possible. Team groups
stand or sit opposite each other. When teams think they have identified the story
and character, the group members meet and become a couple. The team
with the most correct couples is the winner. A prize might be a simple
button or name tag that proclaims

(No, it doesn't exactly rhyme - but that makes it a conversation piece.
Anything that gets kids talking about books is worth something.)

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<thead>
<tr>
<th>Story Titles</th>
<th>Character</th>
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<tr>
<td>Sleeping Beauty</td>
<td>Marquis de Carabas</td>
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<td>Cinderella</td>
<td>Murdered Maidens</td>
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<tr>
<td>Red Riding Hood</td>
<td>True Prince</td>
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<td>Little Tom Thumb</td>
<td>Wicked Stepmother</td>
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<td>Bluebeard</td>
<td>Large Hungry Fish</td>
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<td>Diamonds and Toads</td>
<td>Wood Cutter</td>
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<tr>
<td>Puss in Boots</td>
<td>Fairy Godmother</td>
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January 13

Michael Bond, 1926

Books: A Bear Called Paddington

More About Paddington

Paddington at Large

Paddington at Work

Paddington Helps Out

by Michael Bond
January 14

Hugh Lofting, 1886

- Read a portion from one of his later books. Ask the children: “If you could talk to the animals, who would you talk to? What would you say?” Have kids draw the animal’s response.

Books:  
- Story of Dr. Dolittle by Hugh Lofting
- The Voyages of Dr. Dolittle
- Dr. Dolittle’s Post Office
- Dr. Dolittle’s Circus
- Dr. Dolittle’s Zoo
- Dr. Dolittle’s Caravan
- Dr. Dolittle’s Garden
- Dr. Dolittle in the Moon
- Dr. Dolittle’s Return
- Dr. Dolittle and the Secret Lake
- Dr. Dolittle and the Green Canary
- Dr. Dolittle’s Puddleby Adventures
- Dr. Dolittle’s Treasury

Albert Schweitzer, 1875

Schweitzer worked among the people of Africa for many years. He believed that one should never hurt or kill any living thing. In 1952 he won the Nobel Peace Prize for his humanitarian work.

- Use Schweitzer’s birthday to display books and pictures of African animals, Africa, safari’s, etc.

- Read the Animal World of Albert Schweitzer, which reflects his reverence toward all living things.

- “Sell” books about communicating with animals - fiction and non-fiction.

- Ask a veterinarian to explain how to understand your animals.

Books:  
- Animal World of Albert Schweitzer

January 15-21

National Pizza Week

- Relate each day’s activities to competition for a pizza. Get coupons from a local pizza restaurant to hand out as bonuses for completion of the week’s activities.

- Read The Chocolate Cookie Chip Contest by Barbara Douglas.

Books:  
- Nothing Beats Pete’s Pizza by David N. Bruskin
- The Chocolate Chip Cookie Contest by Barbara Douglass
January 15

Funny Hat Day

-Proclaim a Funny Hat Day. Have everyone wear a silly hat. Use Hat Day as your pre-school Story Hour theme.

-Sing “My Hat It Has Three Corners.” (See Supplements: Action Songs and Poems.)

-Have plenty of scrap material plus glue and scissors available to decorate hats, using a base that older volunteers make for you. Materials: tagboard in a variety of colors, 1 strip: 24" x 1 1/2", and 2 or 3 strips 10-12" x 1 1/2". Staple the 24" strip together to form a ring or crown. Staple the 2 or 3 10" strips to the crown equal distances apart. Decorate with tissue, wall-paper, other paper scraps, bits of ribbon, lace, sequins, etc.

Cut 2 or 3

Staple each end of the shorter bands

-Read 500 Hats of Bartholomew Cubbins by Dr. Seuss. Have the children put one hat on the bulletin board for each book they read until there are 500 hats.

Books: Jennie's Hat by Ezra Jack Keats
      Martin's Hats by Joan W. Blos
      Caps for Sale by Esphyr Slobodkina
      The 500 Hats of Bartholomew Cubbins by Dr. Seuss
      Who Took the Farmer's Hat by Joan L. Iodset
      The Hat Hunt by Sven Nordquist

January 16

Martin Luther King, Jr. Day

-Play a recording of the “I Have a Dream” speech.

-Talk about dreams - both day and night variety.

-Discuss gains (or losses) in Civil Rights since the assassination of Martin Luther King, Jr. Ask how we have all benefited because of Martin Luther King, Jr.’s life.

Books: Martin Luther King, Jr. Free At Last by David A. Adler
       Benjamin Franklin-Martin Luther King Jr. by Stella H. Alico (this book can tie-in with January 17)
       Martin Luther King, Jr. The Story of a Dream by June Behrens
       Martin Luther King: The Peaceful Warrior by Ed Clayton
       Martin Luther King Jr. and the Montgomery Bus Boycott by Lillie Patterson
National Nothing Day

- Adorn the children’s area with various items shaped like “nothing” or zeros. Example: Fish bowl, ring, hula hoop, lamp frame etc. Kids may bring in zero shaped items for this display also.

- Post silly zero/nothing riddles around the room. Examples:

How much is nothing plus nothing?  
Where is the middle of nothing?  
How many of these nothing things would you dare to do today?  
eat nothing?  
wear nothing?  
say nothing?  
play nothing?  
try nothing?  
hurt nothing?  
have nothing?  
mean nothing?  
give nothing?  
? ? ?.....any others?  
How much is absolute zero?  
How did it get to be absolute?

- Post this sign with a display of the recommended books:

Books: Nothing-to-Do Puppy by Cyndy Szekeres  
Nothing to Do by Liza Alexander  
Zero is Not Nothing by Harry Sitomer  
Less Than Nothing is Really Something by Robert Froman  
Nothing Ever Happens on My Block by Ellen Raskin
Benjamin Franklin was a man of many talents - Fireman, Printer, Writer, Inventor, Statesman, Diplomat, First Postmaster.

- Show the movie *Ben and Me*.

- Make colorful kites in his honor. Use scraps of electrical wire for collage kites. Cut out huge keys in contrasting colors to mount on the cut-out kites or draw electrical circuitry with a ruler and colored pencils. (Have sample plans available. You can obtain them from an electrician or find them in a How-to book on electricity.) Hang the kites on a string from wall to wall with the caption: "What a Long Way We've Come, Ben."

Books:
- *What's the Big Idea, Ben Franklin?* by Jean Fritz
- *Ben and Me* by Robert Lawson
- *Benjamin Franklin* by Cass R. Sandak

Robert Cormier, 1925

Books:
- *I Am the Cheese* by Robert Cormier
- *The Chocolate War*
- *Beyond the Chocolate War*
- *Take Me Where the Good Times Are*
January 18

Bear Up Day

A.A. Milne, 1882

-Children may bring their bears to participate in this program which celebrates both Pooh and Paddington.

-List some differences between Pooh and Paddington.

-Ask volunteers to present a playlet of Pooh and Paddington in which they discuss whether they would be good friends and how they could get in the same book so they could have fun together.

-Have a Teddy Bear Day. Children can bring a favorite Teddy (or other stuffed toy) to the library.

-Give a prize to every child. Make "Bear-faced" medals to award to children. (Use design below.) Read excerpts from the Pooh stories and the poems by Milne.

-See the 1986 Summer Reading Program Planning Manual, Have a Bearable Summer, for recipes for bear food. Show the Many Adventures of Winnie the Pooh.

Books:  
- *When We Were Very Young*  
- *Winnie-the-Pooh*  
- *Now We Are Six*  
- *The House at Pooh Corner*

Daniel Webster, 1782

-Play a recording of "The Devil Went Down to Georgia" by the Charlie Daniels Band.

Books:  
- *The Devil and Daniel Webster* and other stories by Stephen V. Benet
January 19

Edgar Allen Poe, 1809

-Follow your Pooh Day with a Poe Night. In a dark or semi-dark room, read (or have a good spooky voice read) "The Raven," "The Tell-Tale Heart," "The Pit and the Pendulum." Call your program "MURDER, HE WROTE."

Books: Tales of Terror: Ten Short Stories by Edgar Allan Poe
Tales of Mystery and Imagination
Tales of Edgar Allan Poe
The Adventures of Hans Pfaall

Robert E. Lee, 1807

-A display of books about the Civil War can be organized to commemorate Robert E. Lee's birthday. Include adult books and place the display where adults, as well as children, will spot it.

-The Civil War is a topic of great interest to many men. If you have war buffs in your community, they could present programs showing their memorabilia and explaining why it was one of the most terrible wars every fought.

-Show the short film Occurrence at Owl Creek or the longer film, Gone with the Wind.

-Play a recorded concert of Confederacy/Civil War music.

Books: Across Five Aprils by Irene Hunt
Red Badge of Courage by Stephen Crane
Gone With The Wind by Margaret Mitchell

January 20

Presidential Inauguration

-Display books and pictures about Washington, D.C. or a display of Presidents of the U.S.

-Make a Find-A-Word puzzle of Presidents' names. (See Supplement.)

-Make up 10 trivia questions about the Presidents. Encourage the use of reference books to answer the questions.

Books: The Last Cow on the White House Lawn: And Other Little Known Facts About the Presidency by Barbara Seuling
St. Agnes Eve

It was once believed that if unmarried young women performed a series of rituals and charms on St. Agnes Eve they would dream of the man they were to marry. These customs are no longer widely practiced but it's still fun for teen-age girls to ponder and speculate. Describe the rituals:

Eat only bread for supper
Sleep alone
Tell no one of your purpose
Don't look behind you as you get into bed
Before you go to sleep say:
"Agnes Sweet & Agnes Fair,
Hither, hither, now repair;
Bonny Agnes, let me see, the lad who is to marry me."

Ask if any girl today would believe such magic would work.

-Read the poem “The Eve of St. Agnes” by John Keats from the Winged Horse Anthology by J. Auslander.

-A book discussion might include “Snow White” (“Some Day My Prince Will Come”), fiction in glossy popular magazines and books about dreams and nightmares.

-Ask girls how they get their image of a “dream man”. If they are willing they might write and share a description of “dream man.”

-If some girls try the charms and spells, plan a follow-up meeting to find out what happened.

Books: Winged Horse Anthology by J. Auslander

January 21

Carol Beach York, 1928

Carol Beach York wrote about Febold Feboldson (Nebraska Tall Tale Character).

-Read some of her stories about Febold Feboldson.

-Display Tall Tale Books.

-Have a “Liar’s Day” program after school.

-Read some of the less well-known tall tales or read some excerpts from books by Roger Welsch.

Books: Shingling the Fog & Other Plains Lies by Roger Welsch
Catfish at the Pump by Roger & Linda Welsch
A Treasury of Nebraska Pioneer Folklore compiled by Roger Welsch
Whoppers: Tall Tales & Other Lies by Alvin Schwartz
January 22

Brian Wildsmith, 1930

Brian Wildsmith's latest book is Carousel. The painting style is calmer, but colorful and inventive. Read Professor Noah's Spaceship. If Noah had to decide again which animals had to be left out, which would he choose? (Summer Reading Program activity for 1989).

- Have a display of Wildsmith's books and tie them in with art books.

Books:
The Circus  
Professor Noah's Spaceship  
Carousel  
Daisy

January 23

National Handwriting Day

Handwriting isn't much fun for children whose fine motor skills are not yet mature.

You can make it more interesting with some of these activities:

- Have a handwriting analyst give a program.

- Put up a poster with samples of handwriting of children or of townspeople of all ages. Enlarge the samples with a copier and have the children try to identify them. Match the handwriting with pictures or descriptions.

- Invite a resource person to teach italic writing (some educators say it's easier to learn than printing or conventional cursive).

- Ask a graphologist to be available for a certain period to time (say 2-4 p.m.) to analyze handwriting.

- Display samples of beautiful handwriting.

Books: Strange Night Writing by Jessamine Colter 
Decorative Alphabets Through the Ages by Pat Russell

January 24

Mary Lou Retton, 1968

Have local gymnasts come and give an exhibition or coach kids in basic gymnastic movements.

- Display books about gymnastics and biographies of gymnasts.

Books: Mary Lou Retton by George E. Sullivan 
Nadia Comaneci by Thomas Braun 
Olga Korbut by Michael Suponev

Eskimo Pie Patented

- Have young children make up recipes for their favorite ice cream treat.

- Why was this treat called "Eskimo Pie?" Is it still available today?
Robert Burns, 1759

- Read Robert Burn’s “My Love is Like a Red Red Rose.” (Granger’s Index to Poetry, 8th ed., 1986)

- Ask about other accents kids have heard. Point out the Scotch burr.

- Play around with similes by giving each child a piece of paper folded into nine squares. Prepare it like the diagram leaving out the sample words.

<table>
<thead>
<tr>
<th>1. PRONOUN</th>
<th>2. FAMILY MEMBER</th>
<th>3. IS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Her)</td>
<td>(dad)</td>
<td>(is)</td>
</tr>
<tr>
<td>4. LIKE</td>
<td>5. ARTICLE</td>
<td>6. ADJECTIVE</td>
</tr>
<tr>
<td>(like)</td>
<td>(a)</td>
<td>(square)</td>
</tr>
<tr>
<td>7. ADJECTIVE</td>
<td>8. NOUN</td>
<td>SURPRISE</td>
</tr>
<tr>
<td>(square)</td>
<td>(fish)</td>
<td></td>
</tr>
</tbody>
</table>

In the first square kids can write a pronoun then pass the paper still folded. The next person opens it to square 2 and fills in a word. Pass the folded paper after succeeding squares are filled in. In square 2, child 2 writes the name of a person who is related or close to them. In Square 3 “is” should already be filled in and so should “like” in square 4, square 5 write an article, square 6 adjective, repeat the adjective in square 7 for emphasis, a noun in square 8. Let children share their creations. They might also write an additional line or draw a sketch of what their simile looks like. Post “poems” or similes and illustrations. To make the display more interesting, mix up the similes and illustrations. Ask viewers if they can match them.

OR (for a slight variation)

Hand out squares of paper (8 per person). Have each child write #1 and a pronoun in one square, write #2 and a person, #3 “is”, #4 and “like”, #5 and an article, #6 and an adjective, #7 and an adjective, #8 and a noun. Collect the squares. Mix and match the squares before reading them.
January 26

Mary Mapes Dodge, 1831

-Display books about ice skating and “old” versus “new” skates.

Books: *Hans Brinker or The Silver Skates* by Mary Mapes Dodge
*The Skates of Uncle Richard* by Carol Fenner
*A Winter Place* by Ruth Radin

General Douglas MacArthur, 1886

-Use MacArthur’s birthday as the ‘hook’ for a display of books about patriotism and war heroes like Patton, Eisenhower, and Montgomery.

Ask what MacArthur meant when he said, “Old Soldiers Never Die.”

Books: *Rescue! True Stories of the Winners of the Young American Medal for Bravery* by Walter R. Brown
*Heroes and History* by Rosemary Sutcliff

January 27

Lewis Carroll, 1832

Today is “A Most Brillig Day.”

-Feature the “Jabberwocky” poem. Talk about nonsense verses and hand out copies of mirror writing of “Jabberwocky.” (Copy a poem with carbon paper turned backwards then duplicate carbon copy.)

-Discuss Jabberwocky words.

-Make up animals with a spinner. Draw pictures of “new” animals and display them.

-Small groups may tape “Jabberwocky” with complementary sound effects.

-Show various editions of *Alice in Wonderland*. Discuss the ways that Alice has changed. Then read about her ordeal in the house with bottles that say ‘drink me’ and cakes that say ‘eat me.’ She really does change! Discuss the concept of change: good or bad or scary. Brainstorm two lists: changes children want and changes they don’t want.

Books: *Alice in Wonderland* (by Lewis Carroll)
*Through the Looking Glass* (by Lewis Carroll)
Wolfgang Amadeus Mozart, 1756

-Play Mozart music all day; especially feature the pieces he composed when he was eight years old.

Books: Mozart, the Wonder Boy by Opal Wheeler

January 28

Caldecott Party

-Display the winning books. (1989 winner should have been announced during the previous week.) Ask, "What is the Caldecott award? Why is it awarded each year?" Have children vote for their favorite Caldecott book. This year, 1989, the Caldecott winner is Song and Dance Man by Karen Ackerman and illustrated by Stephen Gammell.

Books: Polar Express by Chris Van Allsburg - 1986
Jumanji by Chris Van Allsburg - 1982
Ox-Cart Man by Donald Hall - 1980, illus. by Barbara Cooney
The Funny Little Woman retold by Arlene Mosel - 1973, illus. by Blair Lent
Sylvester and the Magic Pebble by William Steig - 1970
Where the Wild Things Are by Maurice Sendak - 1964
The Snowy Day by Ezra Jack Keats - 1963
White Snow Bright Snow by Alvin Tresselt - 1948, illus. by Roger Duvoisin
The Little House by Virginia Lee Burton - 1943
Make Way for Duckling by Robert McCloskey - 1942
Song & Dance Man by Karen Ackerman - 1989, illus. by Stephen Gammell
May I Bring a Friend? by Beatrice De Regniers - 1965, illus. by Beni Montresor

January 29

Bill Peet, 1915

Bill Peet's humorous books often contain a strong message about respecting the environment.

-Use Peet's books for an environmental theme for storytime.

-Put up copies of pictures from one of Peet's books and have the children write captions for the pictures.

Books: The Spooky Tail of Prewitt Peacock by Bill Peet
The Gnats of Knotty Pine
Cyrus the Unsinkable Sea Serpent
How Droofus the Dragon Lost His Head
No Such Things
Big Bad Bruce
Cowardly Clyde
Ella
The Whingdingdilly
Kermit the Hermit
Lloyd Alexander, 1924

Lloyd Alexander won the Newbery award for the series, *The Chronicles of Prydain*.

Some High Fantasy authors who might appeal to young adults:

Books: *The Chronicles of Prydain*:
1) *The Book of Three*
2) *The Black Cauldron*
3) *The Castle of Llyr*
4) *Taran Wanderer*
5) *The High King*

*The Foundling and Other Tales of Prydain*

*The Lion, the Witch and the Wardrobe* by C.S. Lewis

Franklin Delano Roosevelt, 1882

Use FDR's birthday for a display of material about 1930's depression, immunization (polio), handicaps, World War II. FDR is known by his initials. Brainstorm other famous people known by their initials.

Books: *Franklin D. Roosevelt: Four Times President* by Wyatt Blassingame
*FDR’s New Deal* by Don Lawson

January 31

Newbery Party

-Display all the Newbery books you have, including those that are ancient and no longer read. Children may vote for their favorite Newbery book. On another day announce the winner and read the best parts.

-Balloon Talk Game: Put the latest, most popular Newbery books in a row on a table that can't be missed. Make blank faces with conversation balloons attached to their heads. In the balloons, characters describe themselves and their lives. Kids match the balloon heads with the book they think the character can be found in. Give all who participate a Newbery bookmark as a prize.

Sample Balloon Talk quotes:

"I missed my dad because he was away so much but then I started writing letters to another person." *(Dear Mr. Henshaw)*

"When my mother walked out, it was awfully hard to find someone who'd take us in and then get there. But I think it was even harder to live with my grandmother once we'd found her". *(Dicey's Song)*

"Once I met a girl who was wonderful. She made up a magical place that only we knew about. But an awful thing happened." *(Bridge to Terabithia)*

"My mother died and it was so lonely. But then my dad decided to get married again. We waited and worried about the mother. Would she like us?" *(Sarah Plain and Tall)*
Serve strawberry/cranberry jello squares and call it "Newbery treat."

Books:  
*Dear Mr. Henshaw* by Beverly Cleary - 1984  
*Dicey's Song* by Cynthia Voigt - 1983  
*Bridge to Terabithia* by Katherine Paterson - 1978  
*Roll of Thunder, Hear My Cry* by Mildred D. Taylor - 1977  
*A Wrinkle In Time* by Madeleine L'Engle - 1963  
*The Twenty-One Balloons* by William Pene Du Bois - 1948  
*Call It Courage* by Armstrong Sperry - 1941  
*Caddie Woodlawn* by Carol Ryrie Brink - 1936  
*Sarah, Plain and Tall* by Patricia MacLachlan - 1986

Jackie Robinson, 1919

Jackie Robinson was the first professional black baseball player to sign with the major leagues.

- Use a display celebrating black athletes and their contribution to the Civil Rights movement. Use this as a lead-in to Black American History Month.

Books: *Jackie Robinson* by Richard Scott
BLACK AMERICAN HISTOIRE MONTH

(SEE JANUARY 31)

Books: Ten, Nine, Eight by Molly Bang
The Stories Julian Tells by Ann Cameron
Roll of Thunder, Hear My Cry by Mildred D. Taylor
Life. Is. Not. Fair. by Gary Bargar
The Black Americans: A History In Their Own Words edited by Milton Meltzer
Black Heroes of the American Revolution by Burke Davis
Famous Firsts of Black Americans by Sibyl Hancock

I LOVE TO READ MONTH

Public librarians can plan school visits during this month either as a storyteller or to give book talks. Schools can encourage a program for everyone, staff and students, to stop everything and read each day for a set period of time. Teachers may also read to students for a set period of time each day.

Bank on Books - As children read books, look up their cost in Books in Print (BIP) and keep an account for each child. (If the book is not listed in BIP, use an average cost ($10.00?) as a figure.) As kids read books, add to the amount in their bank account. "Add interest" by multiplying the base amount by a percentage and adding that amount to their total deposits. Display an honor roll sign prominently. Rather than publicize a kid’s reading achievements or deficiencies, fill in only the amount of money each has deposited and interest earned. Give each reader a BANK ON BOOKS Deposit Book. Ask a bank to donate the books.
MY FAVORITE BOOK - Prepare an exhibit of pictures of readers with their favorite books. This should encourage more reading, particularly among young adults. Catch the children who come to return their books and take a picture of them holding the book (unstructured method) or ask (by invitation, phone call) readers to come in and set up a photo taking session (more structured). When the film is developed, mount the pictures on a photo board and continue snapping away. The photo exhibit may be offered to schools, the mall, the post office, etc.

February 1

Langston Hughes, 1902

-Read or tape “Mother to Son” by Langston Hughes. Ask kids to join in the chorus - “Life ain’t been no crystal stair.”

Books: The Best of Simple (gr. 4-6) by Langston Hughes
Dream Keeper (gr. 7-11)
Not Without Laughter (gr. 8 +)
Simple Speaks His Mind (gr. 5-6)

National Freedom Day

-Display individuals or groups of figures who improved or increased some aspect of freedom. You could make this a matching game, tying the significant events to the person responsible e.g. Emancipation - Abraham Lincoln, First American to Orbit the Earth - John Glenn, Fought for Freedom of the Press - Elijah Lovejoy, Exercised Their Freedom to Worship - Joseph Smith, Iowa Mennonites.

-Watch for details on the “Valen-Times” board. They’ll be coming your way.
February 2

Groundhog Day

In addition to weather and groundhogs this is a good day to explore shadows.

- Write to the Chamber of Commerce, 243 E. Main Street, Sun Prairie, WI 53590 for a Ground Hog birth certificate.

- Put on a shadow play program or use shadow puppets for storytime.

- Using bright light, have the children sit for silhouettes. Trace the shadows, cut them out and mount them on white construction paper.

- Teach the children to make shadow figures with their hands.

- Read "'My Shadow" by Robert Louis Stevenson from Child's Garden of Verses by Robert Louis Stevenson.

- Tell the story "The Groundhog Who Couldn't Sleep."

Books: Wake Up, Vladimir by Felicia Bond

It's Groundhog Day! by Steven Kroll

The Boy with Two Shadows by Margaret Mahy

This is the Day by John Haimberger

A Child’s Garden of Verses by Robert Louis Stevenson

February 3

Norman Rockwell, 1894

- Put a Norman Rockwell jigsaw puzzle on a table for children to work.

Walt Morey, 1907

- Read part of the last chapter of Gentle Ben.

Books: Gentle Ben by Walt Morey
February 4

Charles Lindbergh, 1902

Charles Lindbergh's momentous achievement has been dwarfed by today's space exploits, but his achievement is still worth celebrating. It can give children a sense of the relationship between history and progress in all fields. In a sense, Lindberg is the founding father of today's dynasty of astronauts who travel immense distances.

-To celebrate Lindberg's birthday, have a paper airplane contest or display examples of various paper airplanes.

-Have an aeronautical display to show the history of aviation. Include pictures, prints and a sequence of model airplanes from different periods.

-Have a read-a-thon to get Lindbergh across the Atlantic, e.g. 1 book or 50 pages = 100 miles. Divide into groups to see who gets across the Atlantic first. Make a bulletin board showing the path of the flight and the average speed of Lindbergh's flight.

Books: Dangerous Adventure by Ruth Belov Gross
Charles Lindbergh - Aviation Pioneer by William Wise
People of Destiny - Charles Lindbergh by Kenneth G. Richards
The Paper Airplane Book by Seymour Simon

Russell Hoban, 1925

-Read a portion of Russell Hoban's Mouse and His Child. Make mice using a conical pattern. More detail and a pattern will be supplied in future Supplements.

Books: Mouse and His Child by Russell Hoban
Turtle Diary
Bedtime for Frances
Baby Sister for Frances

February 5

Hank Aaron, 1934

Hank Aaron is America's all-time champion home-run hitter. Most of his twenty-three year career, from 1954 to 1976, was spent playing in Milwaukee. In 1982 he was elected to the Baseball Hall of Fame.

-Have a baseball game using books read as hits (x number of pages = single, double, triple. Book or chapter = home run). Teams might read magazines, fiction, non-fiction and reference books about baseball. Announce this baseball game will be 1 (or 2) hours long. Announce innings every 15 minutes so teams can tally total pages read and shout "Home Run" etc.! (Babe Ruth's birthday is February 6.)

Books: Hank Aaron by Paul Deegan
Picture History of Hank Aaron by Bernice Young

Patricia Lauber, 1924

-Display Patricia Lauber books as part of a display of biographies. (Lauber wrote one on Amelia Earhart.)
February 6  
Babe Ruth, 1895

(See February 5)

Books  *Babe Ruth; His Story in Baseball* by Lee Allen  
*Babe! The Sports Career of George Ruth* by James Hahn

February 7

Laura Ingalls Wilder, 1867

This series on the true pioneer adventures of the Ingalls family has timeless appeal. A good discussion starter is the question “What made pioneers heroic?”

Some activities that encourage exploration of this topic are:

- A cooking demonstration of pioneer recipes.
- Chart the travels of the Ingalls family through the series of books. Put up a large map of the Ingalls' family journey.
- A pioneer tall tales program (use Roger Welsch’s books for stories).
- A “Little House Club” at which children replicate pioneer crafts such as quilting, churning, baking, tole painting, jelly painting, candle-dipping, rag rug making, etc. Read about the execution of similar tasks from the books as the kids work.
- Compile a list of farming tools and household items used in the “Little House” era. Compare these with the equipment that is available today. Discuss the difference in the amount of effort and time involved using tools of the 1800's/early 1900's and using the tools of today.

Books:  *Little House Cookbook: Frontier Foods From Laura Ingalls Wilder’s Classic Stories* by Barbara Walker  
illus. by Garth Williams, 1979  
*Formulas, Methods, Tips and Data for Home and Workshop* by Kenneth Swezey (soap recipes)  
*Let’s Be Early Settlers with Daniel Boone* by Peggy Parish  
*The Little House Sampler* by Laura Ingalls Wilder and Rose Wilder Lane

February 8

Boy Scouts of America, 1910

- Offer the library as the site of the Boy Scout annual meeting.
- Have an after-school program. Boy Scouts may demonstrate their scout knowledge to other children.

Books:  *Boy Scout Handbook*  
*Rope Tricks/Knot Tying*
February 9

Beatlemania, 1964

This date is the anniversary (in 1964) of the "Fab Four's" first appearance on the Ed Sullivan Show. Display copies of albums or books by and about the Beatles. Brainstorm who today inspires audience response like the Beatles did?

- Play Beatles music during the day.

Books: Discography of records (available in many Beatles biographies)
The Boys From Liverpool by Nicholas Schaffner

National Weather Service Founded, 1870

- Make a display of books and/or equipment for weather forecasting. Include pictures of clouds, snow, rain, storms, models of a thermometer, barometer and weather vane. The display may include books and recordings of folklore and myths about the weather.

- Have a meteorologist come and talk about weather terms and forecasting. Why do we always want to know what the weather will be like ahead of time?

- Discuss the children's favorite kind of weather.

- Make wind chimes using a plastic lid, bottle caps or pull tabs from cans. With a hammer and nail punch six holes around the rim of the lid and one in the center. Punch a hole through each of the bottle caps. Tie a knot in the end of some fishing line and thread the line through the hole in a bottle cap. String 3 or 4 caps per string then run the line through one of the holes in the plastic lid. When all of the holes in the plastic lid have strings through them, secure the lines in the center on top of the lid. Leave the center string long enough to hang the chimes.

- Make a wind sock from crepe paper.

- Make wind spinners or pinwheels from heavy paper and a straw. See pattern.

- Discuss the weather of the season. Display instruments we use to tell us about the weather. Conduct science experiments and demonstrate scientific principles concerning the weather. Conduct a practice drill for tornadoes. Discuss odd happenings due to the weather especially tornadoes. Discuss the differences between cyclones, tornadoes and hurricanes.
February 10

E.L. Konigsburg, 1930

- Feature books about the museums of the world (relate this picture tour to *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by Konigsburg). You may wish to read one of the chapters when the brother and the sister are actually hiding out in the museum. Where else might kids like to hide out and play?

- Take a tour of a nearby museum.

Books: *Visiting the Art Museum* by Laurence Brown and Mark Brown
*About the B'nai Bagels* (1989) by E.L. Konigsburg
*From the Mixed-Up Files of Mrs. Basil E. Frankweiler* (1967)
*A Proud Taste for Scarlet and Miniver* (1943)

February 11

Thomas Alva Edison, 1847

- Display posters or drawings of inventions. Post a graffiti sheet beside the pictures. Ask the children to think of ideas for new things that need to be invented.

Books: *The Story of Thomas Alva Edison* by Margaret Cousins
*Young Thomas Edison* by Sterling North
*The Thomas Edison Book of Easy and Incredible Experiments* by James G. Cook
February 12

Abraham Lincoln, 1809

-What do you think Lincoln’s contribution to brotherhood/sister-
hood was?

-Make displays relating to Lincoln memorabilia - books, posters, etc.

-List towns, rivers and other geographical locations named after
Lincoln.

-Build a log cabin by reading books - each log represents x number
of books; try to complete the cabin. Teams of children may each try to get
their cabin built. For each 10, 50 or 100 pages read, add a log to the house.
Designate the number pages to be read to add doors, windows, chimney,
etc. The “house” may be a bulletin board or it may be a three-dimensional
house built with straws, Lincoln logs, popsicle sticks or glued paper logs on
a box. The cabin can be a pioneer home or the cabin someone (Abraham
Lincoln, Daniel Boone) lived in.

-Serve bakery logs in honor of Lincoln the Rail Splitter.

-Celebrate Lincoln’s birthday with an exploration of “honesty.”
Have a family forum that includes children and parents. Ask a respected
teacher or other community member to moderate the discussion. Discuss
questions such as: How does our idea of honesty differ from ideas of an
earlier time? Why do people lie? Finish the evening off by playing
“Scruples.”

Books: Lincoln: A Photobiography by Russell Freedman
(Newbery, 1988)
Lincoln’s Birthday by Clyde R. Bulla
Abraham Lincoln by Ingri and Edgar D’Aulaire
Abe Lincoln Grows Up by Carl Sandburg

Judy Blume, 1938

Although many critics question the quality of Blume’s books, she is
always popular among kids.

-Have a handout available with descriptions of Judy Blume charac-
ters to be matched to titles. Make sure they’re vivid enough to make kids
interested in reading the book.

Example: “In school I gave a report about a whale. Everyone started
making fun of me. I didn’t know why. After that my life was a misery.”;
from Blubber by Judy Blume.

-Post a captioned sign asking kids to vote for their favorite Blume
character.
- Write letters to Judy Blume asking for a book just for you about your life and problems. Advertise as "Letters to Judy" with a caption sign. Display the sign with the book Letters to Judy. You may move the Judy Blume activities to the 13th if you wish to concentrate on Abe Lincoln on the 12th.

Books:  
- *Are You There, God? It's Me, Margaret* by Judy Blume  
- *It's Not the End of the World*  
- *Tales of a Fourth Grade Nothing*  
- *Blubber*  
- *Superfudge*  
- *Tiger Eyes*  

February 13

Eleanor Farjeon, 1881

Farjeon writes some of the most delightful of all fairy/magical tales. They are particularly suited for telling. If you are a seasoned storyteller, tell "Elsie Piddock Skips in Her Sleep." One source is *Told Under the Magic Umbrella*. You may give miniature braided jump ropes (about 9" long) as a momento. A mixture of caramels, evaporated milk and tootsie rolls - melted together makes great candy handles when molded on the ends of the braided jump rope. Tell kids that as long as they have this tiny magic jump rope with them they’ll remember Elsie Piddock and be able to "jump as never so."

Books:  
- *Then There Were Three* by Eleanor Farjeon  
- *The Children’s Bells*  
- *Told Under the Magic Umbrella*  

February 14

Valentine’s Day

- Write two lines of poetry, then have each child write two more lines. Display the results and love poems for Valentine’s Day.

- Read the short novel, *The Blue Valentine* by Gwen Schultz.

- Make Valentines similar to the blue valentine described. You may wish to begin this on the 13th if it seems too long for one sitting.

- Using either the Prelutsky or Livingston books, compile a sheet of the best poems. Print them on pink or red paper. Give them to kids to take home and read with their parents in the evening.

Books:  
- *The Blue Valentine* by Gwen Schultz  
- *It’s Valentine’s Day* by Jack Prelutsky  
- *Valentine Poems* by Myra C. Livingston
February 15

Susan B. Anthony, 1820

-Celebrate the rights of women by showing a film and showing the kids a Susan B. Anthony dollar if you can find one.

-Small group activity: Ask boys to discuss the question “What’s better about being a girl?” List all the answers. Ask the girls to discuss and answer “What’s better about being a boy?” Let groups report their answers and discuss results.

February 16

Edgar Bergen, 1903

-Read excerpts and show Pinocchio illustrated and translated by Roberto Innoanti. This is a beautifully illustrated book and the text is imagistically written.

-Celebrate puppets by sponsoring a puppet show presented by outside performer(s). You or someone else can work with older children to plan and perform a puppet production.

-Invite a ventriloquist to talk about and demonstrate his/her art.

-Have an after-school workshop to make sack puppets. Have the children write and produce a puppet show. A puppeteer club leads to all sorts of benefits including access to a group to perform for younger kids, a wonderful therapy for shyness and an expressive outlet for those interested in art, creativity and performing. Work with teachers to locate likely candidates. Use books on puppet-making and ideas for performing as resources.

-Give a review, read (or post) excerpts of Morgan Passing by Anne Tyler. This is a good explanation of one of the benefits of puppeteering, especially for young adults and adults. The novel points up the universal desire to experience several lives and personae.

Books: Pinocchio by Carlo Collodi
Morgan Passing by Anne Tyler
February 17

Susan Beth Pfeffer, 1948

-Use Susan Beth Pfeffer’s birthday as the springboard for a display of Young Adult books.

-You might want to advertise to the Young Adult group and read love scenes from different eras. Discuss what has really changed, when they would rather be alive and age “16.”

-Prepare a “Then & Now” display of teen romance novels.

<table>
<thead>
<tr>
<th>Old</th>
<th>New</th>
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<tbody>
<tr>
<td>Betty Cavanna</td>
<td>Judy Blume</td>
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<tr>
<td>Rosamund Du Jardin</td>
<td>Lois Lowry</td>
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<tr>
<td>Anne Emery</td>
<td>Marilyn Sachs</td>
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<tr>
<td>Mary Stolz</td>
<td>Paul Zindel</td>
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<tr>
<td>Janet Lambert</td>
<td>Hila Colman</td>
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<tr>
<td>Maureen Daly</td>
<td>Ellen Conford</td>
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<tr>
<td>Seventeen</td>
<td>PB Romances (series)</td>
</tr>
<tr>
<td>(i.e. Sweet Valley High)</td>
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</table>

-Use captions or signs surrounded by a collage of Young Adult Fashion and Trends.

February 18

Celebrate Black American History Month

-Celebrate Black American History Month with a display of pictures of famous Black Americans, past & present.


Present: Wilma Rudolph, Malcolm X, Bill Cosby, Reggie Jackson, Jesse Jackson, Jackie Joyner-Kersee

-Plan a concert with guitars and singers. Ask the singers to musically trace the history of Blacks in America.

-Tell several African folktales.

-White children are sometimes not interested in reading books about Blacks. If you posted the above exhibit of photos, invite children to visit the special gallery of Black Americans. Give guided tours by pointing out what each has achieved. Ask which they think was the most important accomplishment, if there are any which wouldn’t be possible for Whites, and which accomplishments might not be possible for a Black. Why?

-Read an excerpt from To Kill a Mockingbird by Harper Lee - focusing on Atticus’ visit to Tom Robinson’s family. You may also wish to offer a family evening and show the film.

Books: Anansi Tales (several sources)
Mother Crocodile: An Uncle Amadou Tale by Rosa Guy
Follow the Drinking Gourd by Jeanette Winter
To Kill a Mockingbird by Harper Lee
February 20  First American in Space, 1962

You may use this event as a preview of the Summer Reading Program if you didn’t use the January 7th activity. Ask someone to narrate a first person account of the words spoken as the astronaut experienced space for the first time.

- FILL IN SPACE/HANGMAN (similar to Wheel of Fortune) - This game will allow children to have fun with the titles, authors and characters they have been reading.

Compile a list of authors, titles, character names or phrases from stories. Indicate the number of letters in the puzzle and state the category. Choose letters, one at a time, until the puzzle can be solved. For Fill In Space, have 2 or 3 people guessing. For each incorrect guess, they lose their turn. For each correct guess they continue to choose letters. For Hangman, the group can be paired off or one person may attempt to stump the group. For each incorrect guess, a body part is added to a hanging man. If the puzzle is solved before all parts are drawn, the solver wins. If the puzzle is not solved before all parts are finished, then the solver is “hung.” Body parts can consist of a head, a body, two arms, and two legs. Optional parts can be a hat and two feet. The number of body parts can depend on the age level of the group. Older groups might play with fewer parts to allow for fewer incorrect choices. The game can be put on a bulletin board in the library and the participants earn the right to guess a letter for each book they read.

President’s Day

- Hold a mock election.

- Display photos of the Presidents of the U.S. Mix up the sequence and number them but do not label them. Ask how many of these presidents the children recognize? List their names by the numbered sheet which you can pick up from the table. Give a prize (a button proclaiming the wearer “president of everything”) to the child and adult who identifies the most.

Books: The Last Cow on the White House Lawn and Other Little Known Facts About the Presidency by Barbara Seuling

February 22

George Washington, 1732

- Brainstorm places, names, etc. named for Washington. Where does his picture appear (one-dollar bill, quarter, postage stamp)?

- Make-up a Washington Trivia Quiz or tell a true story about Washington’s life.

Books: George Washington’s Breakfast by Jean Fritz
Washington’s Birthday by Clyde R. Bulla
George Washington and the Birth of Our Nation by Milton Meltzer
February 24

Wilhelm Grimm, 1786

After reading an example of a Grimms' tale such as "Diamonds and Toads", have the children work in pairs to develop a modern version of Grimm's fairy tales that reflect more up-to-date roles for women. (For a sample see, "Snow White and the Seven Dwarfs, Inc." by Judith Viorst in Redbook, November, 1987, pg. 36.)

February 25

Frank Bonham, 1914

-Discuss teen problems "then & now." Use Frank Bonham's books (Durango Street) to show problems in the past. Children may brainstorm comparable modern problems or find examples in the newspapers.

-An example of a modern problem is: GRADUATION AND THEN WHAT? This activity will prompt students to think about what they will do when they finish high school or help them pick out a college to attend. Borrow the portable computer from the Nebraska Library Commission through your local Public Library Education Information Center (there is one in each system). Have personnel from the Education Information Center in your area talk about what the Education Information Center can do and how the Discover computer program works. Discuss how it can help them. Invite all students in the Jr. and Sr. class to the library, along with interested parents and guidance counselors, for a demonstration. Have a schedule set up for students to come back and use the computer and other resources.

Cynthia Voigt, 1942

-Give book talks and read excerpts from Cynthia Voigt's books. Discuss when it would have been ideal for young adults to be alive.

Books: Building Blocks ) by Cynthia Voigt
       Dicey's Song )
       Homecoming )
       Izzy, Willy-Nilly )
       A Solitary Blue )
       Sons from Afar )

February 26

Buffalo Bill Cody, 1846

Use these questions as a caption sign with books: Would Buffalo Bill's exploits be popular today (e.g. killing buffalo)? How would environmentalist groups feel about Cody? What else did Buffalo Bill do when the buffalo got scarcer?

Books: Buffalo Bill by ingri d'Aulaire Garst
       Buffalo Bill by Doris Shannon
       Buffalo Bill, Boy of the Plains by Augusta Stevenson

February 28

John Tenniel, 1820

At an earlier date ask the children to submit illustrations for a modern version of Alice in Wonderland. Tell them about some of the things that happen. Display illustrations collected with enlarged versions of John Tenniel's work (or show them regular size if your duplicator won't enlarge).
NATIONAL NUTRITION MONTH

* To make kids aware of food in general and how pervasive it is in our lives, begin with these similes (none have anything to do with hunger or eating).

Red as a _____________. (beet)
Like two ____________ in a pod. (peas)
I'm in a _____________. (pickle)
Easy as _____________. (pie)
Packed in like _____________. (sardines)
Nutty as a _____________. (fruitcake)
Flat as a _____________. (pancake)
Brown as a _____________. (berry)
Skinny as a _____________. (string bean)
Happy as a _____________. (clam)

Books: Blood & Guts by Linda Allison
Mudluscious: Stories and Activities Featuring Food for Pre-School Children by Jan Irving

YOUTH ART MONTH

-Sponsor an art display from public school classes. Use all publicity sources to advertise the event. It's a good way to bring parents and others into the library. Arrange for a showing with the art coordinator of the public schools. Contact the Nebraska Arts Council, 1313 Farnam-on-the-Mall, Omaha, NE 68102, 402-554-2122. They might be willing to sponsor an "artist-in-the-library" program.
- Celebrate art in books by displaying your most beautiful books (layout, binding, illustration). Place them on an unexpected display piece - borrow a low stand for mannequins from a retail store or use a step ladder, an antique sideboard, etc. Place the display so it is the focal point of the library. Change the books frequently.

- Have the children design new book covers for a favorite story or book.

- QUICK DRAW (Similar to “WIN, LOSE OR DRAW”) - The objective is for the children to have fun with the authors, titles and characters they have been reading.

  Compile a list of authors, book titles and story characters. Take turns drawing pictures of clues to attempt to get other players to guess the titles, authors and characters. No words, letters, or numbers can be used. Drawings may be done on a blackboard or paper. Participants can be divided into teams or each player can have a chance to draw while everyone else guesses.

Books: I Never Saw Another Butterfly from Terezian Concentration Camp, Czechoslovakia (a book of children’s drawings and poems from Terezian Concentration Camp, Czechoslovakia)

March 1-4

Return Borrowed Books Week

- Have amnesty on fines for overdue books. Encourage the return of long-wandering books with this bargain. For every book a child returns you give him/her a chocolate kiss. For every book s/he doesn’t return, the child must give you one mutually agreed-on item i.e. barrette, sticker, baseball card, school paper, any object not too great in value that may help him/her to remember to search for those books!

March 1

National Pig Day

This day’s theme fits in well with National Nutrition Month. Perhaps the Pork Association will donate appetizers.

- Play this matching game by finding the word that begins with ‘pig’ and matching it to the term on the left.

| i) 1 - football | a) - pigtail |
| g) 2 - color matter to make paints | b) - pig-in-a-blanket |
| f) 3 - manner of riding | c) - pig-headed |
| c) 4 - stubborn | d) - piglet |
| a) 5 - braid of hair | e) - pig latin |
| b) 6 - sausage in pancake | f) - piggy back |
| d) 7 - Pooh’s friend | g) - pigment |
| h) 8 - crude metal from blast furnace | h) - pig iron |
| j) 9 - money saver | i) - pigskin |
| e) 10 - code language | j) - piggy bank |

- Make a piggy bank from a Clorox bottle or a similar container, 4 cork legs, paper ears and eyes, and a pipe cleaner tail.
Books:  
*Poinsettia and Her Family* by Felicia Bond  
*Oink and Pearl* by Kay Chorao  
*Roger Loses His Marbles* by Susanna Gretz  
*Emmett's Pig* by Mary Stolz  
*Amanda Pig and Her Big Brother Oliver* by Jean Van Lecuwen  
*Charlotte's Web* by E.B. White  
*A Day No Pigs Would Die* by Robert Newton Peck  
*The Book of Pigericks* by Arnold Lobel  
*We Keep a Pig in the Parlor* by Suzanne Bloom  
*Piggle* by Crosby N. Bonsall  
*Mrs. Pig's Bulk Buy* by Mary Rayner

**Nebraska Statehood, 1867**

Any event can be an excuse for a birthday party.

- Plan a birthday party for Nebraska. Have the recently published “Map of Nebraska” puzzle on the table. Have a cake with 67 candles to help everyone remember the year of statehood. Find a resource, perhaps a history teacher, who will tell the story of Nebraska’s history.

**March 2**

**Dr. Seuss, 1904**

- Write a group story about a birthday cake in the style of Dr. Seuss: nonsense words, galloping rhythm, silly rhymes, and unlikely creatures.

- Offer a “green eggs and ham” bookmark to anyone who checks out a Seuss book.

Make the bookmarks from green and pink construction paper. Draw a pink paddle-shaped ham slice about 5 inches long. Use white chalk or marker for the bone and fat rind. Glue on 2 green eggs. Color the yolks a shade darker than the construction paper.

- Use the films and sound filmstrips of Dr. Seuss stories.

- Pass *Oh Say, Can You Say* by Seuss around the group. Have each reader read one tongue twister.

- Have students write down their favorite tongue twister. You can either compile a book or put them in a hat. Have each participant draw one out and try to say it for the group.
Books:  
- O', Say Can You Say?  
- Horton Hatches the Egg  
- Thidwick the Big-Hearted Moose  
- Green Eggs and Ham  
- If I Ran the Zoo  
- 500 Hats of Bartholomew Cubbins  
- How the Grinch Stole Christmas  
- Yertle the Turtle  
- The Cat in the Hat

March 3  
Jackie Joyner-Kersee, 1962  
- Each child can choose their favorite Olympic hero or heroine and see who “wins the race” with books. Establish “yardage” with a certain number of pages or chapters or books, depending on the ages of the kids.

March 4  
Bicentennial - U.S. Congress, 1789  
- Put up a bulletin board featuring Nebraska’s congressmen and senators.  
- Conduct a poll to see if the children know who their congressmen and senators are. You may invite adults as well as children to participate.

March 5  
Howard Pyle, 1853  
- Emphasize hero stories (Robin Hood, King Arthur, Lancelot, etc.) using Howard Pyle’s books as basis for a display.

March 5 - 11  
Sandhill Crane Migration  
- During the week of March 5-11 the Sandhill Crane returns to the Sandhills. Every year the buzzards come back to Hinckley, Ohio on March 15. The swallows return to the Mission Church in San Juan Capistrano, California on March 19 each year. On March 18 (or pick a date in this time frame, imagine that a special bird returns to your town every year. Give a piece of tri-fold paper to each child. Each first draws a bird’s head on one section of the folded paper. Pass the papers to the person on the left. Each child now draws a bird’s body on the second section, without looking at the previous drawing. Pass the paper again. Each child adds feet and a tail. Open the drawings one at a time. Give each bird a name and note anything unusual about the bird. You may wish to have teams and have each child on the team create one part of the bird. The team names their bird and explains the special attributes or peculiarities of their bird and why it returns to your town.

Books:  
- No Such Things by Bill Peet  
- The Spooky Tail of Prewitt Peacock by Bill Peet  
- Kickle Snifters and Other Fearsome Critters by Alvin Schwartz  
- The Folklore of American Holidays edited by Henning Cohen and Tristram Potter Coffin
March 6

Michelangelo, 1475

Michelangelo was a child prodigy. At 4 years old he was painting. He was left-handed.

- Use Michelangelo's birthday as a “come-on” for fine arts week. Spotlight a different artist each day.

- Judy Garland, Leonardo da Vinci, Charlie Chaplin, Babe Ruth, and George Bush are a few of many famous persons who were/are left-handed. If you have the facilities, let the children experience Michelangelo's work by painting with their left hands, right hands behind their backs. Put large sheets of paper on the wall. If you don't have wall space, bring in a large cardboard box and tack paper to the inside and outside as well as the ceiling. Call it the “Sistine Ceiling.” If you have lefties, let them paint left-handed as usual.

March 7

Creative Movement Day

- What would it be like not to be able to read or have any reading material? Demonstrate alternate ways to read such as Braille, talking books, large print of the same title. Put up hieroglyphics with a caption: “If you couldn’t read, all writing would look like this.”

- Brainstorm these questions, “What things couldn’t you do if you couldn’t read? Do you know anyone who can’t?”

- Play “Charades.”

March 8

International Women's Day

An international day observed by the organizations of the United Nations System.

Books: Outstanding Women by Jerry Aten

March 9

William Campbell Gault, 1910

- Put up a display about car racing using Gault's books as fiction examples.

- Have a show & tell time for young collector's to share their favorite race car models.
March 10

Harriet Tubman, 1820

Ask the children to do this exercise:

-Write down 10 things you like to do. How many of them would you be unable to do as a black woman in the 1850's?

-Read to the children about the Underground Railroad or tell the stirring story of some of Tubman's rescues.

Books: *Just Us Women* by Jeanette Franklin Caines
*Just My Luck* by Emily Moore
*Tancy* by Belinda Hurmence
*Words By Heart* by Ouida Sebestyen
*Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry
*Freedom Train: The Story of Harriet Tubman* by Dorothy Sterling
*Harriet Tubman: Guide to Freedom* by Beryl and Sam Epstein
*Go Free or Die* by Jeri Ferris

March 11

Ezra Jack Keats, 1916

-Tell or read *Pet Show* by Ezra Jack Keats.

-Decorate a gallon jar and label it "Germ Jar." Have a variety of media available so that children can create wonderful creatures for the germ jar. Replicate the book's resolution by awarding a special prize or recognition to all germs for a unique feature or behavior.

Books: *The Pet Show* by Ezra Jack Keats
*Apartment Three* )
*Dreams* )
*Goggles* )
*Jennies's Hat* )
*My Dog is Lost !* )
*Peter's Chair* )
*The Snowy Day* )

March 20

Spring Begins

Spring is traditionally a time of new beginnings and new growth. Daylight hours increase and temperatures begin to rise. Spring begins during late March in the Northern Hemisphere and late September in the Southern Hemisphere. Many countries have festivals celebrating spring.

Books: *The Winter Wren* by Brock Cole
Month of the Young Child is a nationally recognized observance. It's a good time to reach out to other agencies serving pre-schoolers to plan cooperative activities or take advantage of new learning experiences.

* STORY TIME - This activity introduces children to the library and encourages an interest in books before they even begin reading. Have 30 minute meetings each week. Volunteers read 2 or 3 stories and have a brief activity, i.e. a song, simple craft, dance, etc. Recruit volunteers and set up your own program. The reading material may be selected by either the librarian or the volunteers. Children may check out books after story time (with parent's permission). Children in a day care may come as a group.

* Give day care centers a special invitation to visit the library or offer to visit them. Give samples of your wares. Try to arrange also to make a presentation to parents. This may be a hard, but very worthwhile, group to reach especially when children are in private home day care. See January 7 if you'd like to try a baby program.

* LAP-SITTERS - This will encourage very young children to associate reading and the library with fun. Ask a volunteer to read a story to small children, at a regularly scheduled time - e.g. every Tuesday this month at 9-9:30, 10-10:30, 11-11:30 (if you can arrange for someone to stay that long). Stories should be brief and geared to 2 year olds and the groups should be small (2 or 3). Serve refreshments. Some parents might want to extend their stay at the library and read to their own pre-schooler as well as other children who walk in.
* HAVE FUN WITH YOUR CHILD - Publicize this with parents as a way for parents to promote learning without the child knowing it. While having fun, children will learn motor skills, memory for order of events, etc. Set aside one night a month for parents to come to the library for a one hour presentation which demonstrates and teaches fingerplays, action stories and action songs. Have copies of the fingerplays, stories and songs for everyone. Show books and children's magazines which are useful sources for stories and fingerplays.

Suggested order for monthly presentations:

1 - Have parents and their children come. Use the children to demonstrate to the parents how action plays can be utilized.

2 - Demonstrate how to do fingerplays.

3 - Show how to tell action stories.

4 - Teach action songs.

5 - Have parents present a family show for the children to practice the knowledge and skills they have acquired.

* April is often the month for Kindergarten Roundup. Spend some time brainstorming about how you might be creatively involved.

April 4

Kite Day

- Have a kite flying contest. Give prizes for the longest tail, the biggest kite, the smallest kite, the kite that flies the highest, most unusual kite, etc. Encourage adult participation and supervision. Perhaps award a prize in a “family” category such as most kites flown by a single family.

April 9-15

National Library Week

- BOOK SWAP - This activity will encourage the concept of the library as a community center and enlarge the number of books a child "owns."

Using lots of publicity, ask for used children's books and paperbacks. Either bag or label them (romance, mystery) or put them on a table. Hold a week long "swap" during which time the books can be brought back and swapped again.

- PERSONAL LIBRARY - This will provide a concrete or visual record of children's reading achievements.

Fill out a card for each book read. Include the author, title, call number, number of pages, and the date the book was read. Each card represents a book in the child's personal library. Readers can compute the number of books read or the number of pages read during a specified period, if desired.

- KID'S CRITIQUE - This activity is meant to encourage readers of any age to express their opinion of books.
Provide a box and cards for the participants. Have the readers put the title and author of the books they read on cards provided. Include the catalog number for non-fiction. Have them record whether they liked the book or not and whether they would recommend it to others. They may write reasons why they liked or disliked the book if they wish. File the cards in a prominent place, possibly near the card catalog, so other readers can see what is being recommended. Encourage multiple cards of the same book especially if there is a disagreement about the merits of a specific book.

April 15

Everyone Read Day

This might be a good day to stage a Read-a-thon. Allow for all ages to read. Volunteers should sign up to read to groups for a designated amount of time. The librarian should choose the books and assign the order in which they are read. Requests can be taken prior to the Read-a-thon but in order for things to run smoothly, the librarian should be in charge of the final organization. Publicize the readers, books and times to encourage participation.

April 18

Paul Revere's Ride

-Read "Paul Revere's ride" by Henry Wadsworth Longfellow

April 19

National Letter Writing Day

-Have a "write in" all day. Make a bargain: For every letter that children write to an author, two people write back to them. (You'll need lots of volunteer help - ideally older children to write the return letters.) Be prepared to mail a large bundle. The letters should come through the mail to the children. Getting their own mail is a simple, cheap thrill that kids don't experience very often. It inspires both reading and writing.

Books: Dear Mr. Henshaw by Beverly Clearly
       The Secret Letters of Mama Cat by Jody Sorenson
       Dear Baby by Joanne Rocklin

April 22

Arbor Day in Nebraska

-Earth Day - Adopt a Tree. Observance of this holiday will develop an awareness of trees and ecology and the use of the resourcematerials in the library. Work through school groups, scout groups, etc., asking each child or adult to "adopt" a tree. They pick a tree and identify it using the library as the information source to find information such as the name, scientific name, and needs of the tree. During the course of the summer, established or newly planted trees are cared for, weeded and watered. This event could be a way to develop a Library Park Board or Service Group.
**April 23-29**  
**Reading is Fun Week**

* BAG OF BOOK'S - This activity will promote community awareness of the library.

Ask grocery stores in the community, mini-marts, etc. or any other store that uses paper bags (plastic will not work) if you can decorate their grocery bags for one day. Enlist volunteers to do a Color-o-thon at the library (scouts, schools) or at any other location. Return the sacks to the grocery store and they can then use them for grocery customers. Volunteers design the bags with flowers, pictures (maybe book characters) plus the name of the library.

**April 26**

**Richter Scale Day**

Have a "fact-finder-fest." Post signs:

A special program at the Public Library  
For all who want the REAL SCOOP on Earthquakes.

Does the ground shake?  
Could we get out of here?  
Where do things go that fall in the cracks?

Date:  
Time:  

For Grades 4-6

At the program, distribute all your earthquake/weather phenomenon books. Brainstorm questions about earthquakes and weather. Make a list of these questions and hang the list on the wall so more questions can be added. Place the children on teams of 5. One from each team is blindfolded. Shake them around with an earthquake-like movement. S/he points to a question. As soon as every team has a question, kids use their books to find answers.

The first team with an answer is shaken and selects another question. Cross out questions as they are used. After all the questions have been answered, the teams tell what they found out. Any answer can be challenged and checked. A point is awarded for each correct answer. Explain that all are winners and points will be accumulated for the year. Conclude with a creative movement exercise simulating an earthquake. More details in future Supplements.

Books: *The Destruction of Pompeii* by Mike Rosen

**April 27**

**Samuel Morse, 1791**

Samuel Morse was the inventor of the Morse Code, a grouping of dots and dashes which stand for letters of the alphabet. Many types of codes have been made and broken, especially during times of war.
-Introduce several different types of codes such as:

1) Braille

2) Morse Code

3) Letter match:

   A=S   F=X   K=C   P=H   U=M
   B=T   G=Y   L=D   Q=I   V=N
   C=U   H=Z   M=E   R=J   W=N
   D=V   I=A   N=F   S=K   X=P
   E=W   J=B   O=G   T=L   Y=Q

4) Spin-a-Code: Make 2 slightly difference sized circles. Attach them together in the center with a brad. Write the alphabet clockwise on one circle and counterclockwise on the other. Indicate a letter on the outer circle first and a letter on the inner circle second. This sets the code. If a different code is desired, change the first and second letters. Match these letters on the circles and read the new code.

5) Dial-a-Code: Use the numbers and letters on the phone to make and break the code.

-Hand out book titles or names of authors in code. Have the readers de-code the message, find the book and read it.

Books: The Secret Birthday Message by Eric Carle

Spring Gardening Day

- Help Jack's Beanstalk grow. Add leaves and vine length as the children read. Set a goal and have a celebration when the goal is met. An incentive or prize might be colored beans. (Dried beans soaked in food coloring.)
OLDER AMERICANS MONTH

* STORYTELLING FOR YOUNG AND OLD -- Hold storytime sessions at the "Over 60" Center or care home. Each pre-schooler has 1 or 2 adoptive grandparents to sit with during the sessions and to help them with the take-home craft. Later reverse the procedure so the "grandparents" who are able, come to the library for storytime sessions.

May Day

-Celebrate May Day with a Maypole Dance. Explain the significance of this spring festival. Or set up a model maypole. Patterns will be available in an upcoming Supplement.

-Offer a basket-making table with materials and instructions.

-Since this is Older Americans Month, ask an older person to visit and talk about May Day customs when they were young.

-April and May both have holidays on the first day of the month. Discuss with the children which other months should or could have first day holidays. What should they be?
May 2

Bing Crosby, 1904

- Offer a family entertainment film (Going My Way, 1944, won the Academy Award for best film) starring Bing Crosby.

May 3

Sun Day

- Start by sharing information you've researched about sun worship, the Aztec pyramids, Druids, etc.

- Tell a sun myth.

- Ask the children to invent a food called "Sun Day." Not "sun-dae."

Books:
What Makes the Sun Shine? by Isaac Asimov
Arrow to the Sun by Gerald McDermott
The Sun by Seymour Simon
Sun Fun by Carolyn Arnold

May 4

Invisible Ink Day

- Buy an ink that gradually appears. Make passes that are given to all children who visit the library that day. In order to leave they should read a portion of the book whose title is written on the card.

PASSPORT

______________, a good book
(name)

for you is ____________.

- Have the children write secret messages to a friend with lemon juice and a brush or toothpick. Hold the paper near a lit light bulb (the bulb must be warm/hot) or use a warm iron to make the message appear.

May 5

Leo Lionni, 1910

- Read Swimmy then give each group member five fish outlines to decorate. When the decorating is finished the kids work together on a large collage. All their small fish make one large fish or sea creature. Ask this question, "Is it better to be safe in a group or to go it alone?"

- FISHING GAME - Encourage readers to try new types of books and help new readers find worthwhile books. Cut out fish shapes. Write one title on each shape. Put a paperclip on each fish and place it in the "pond." Give each fisherman a rod with a magnet at the end of the line. Whatever title they reel in, they get to read. These might all be fish or sea stories.
Books:  
  Little Blue and Little Yellow  
  Inch By Inch  
  Tico and the Golden Wings  
  Frederick  
  The Ant and the Grasshopper  
  The Biggest House in the World  
  Alexander and the Wind-Up Mouse  
  Fish is Fish  
  Theodore and the Talking Mushroom  
  The Greentail Mouse  
  In the Rabbit Garden  
  A Color of His Own  
  Pezzettino  
  I Want to Stay Here, I Want to Go There  
  Geraldine, the Music Mouse  
  Let's Make Rabbits: A Fable  
  Cornelius  
  Colors  
  It's Mine  
  Nicolas, Where Have You Been?  
  Swimmmy  
  The Alphabet Tree by Stevanne Auerbach  
  Mouse Days: A Book of Seasons  
  by Hannah Solomon, illus. Leo Lionni  
  The Fisherman and His Wife  
  by Jacob and Wilhelm Grimm

May 7 - 13

National Family Week

-Celebrate Family Week by reading or telling family stories. More details later in upcoming Supplements.

-SHARE-A-BOOK - Parents are encouraged to share reading time with their children. They may read aloud to their children emphasizing books from their childhood. Children share their favorite books with their parents. This is an especially good way to encourage the reluctant reader.

-At a parent's group meeting, ask the parents to report on the books and stories they have shared with their children. Have a photo board of parents and children who read together. Feature the families in a weekly column if possible. Have them tell what they have read, what they have gained, etc.

Books:  
  Free To Be...A Family by Marlo Thomas, et al.  
  All Kinds of Families by Norma Simon  
  Grandma Gets Grumpy by Anna Grossnickle Hines  
  Aunt Nina and Her Nephews and Nieces by Franz Brandenberg  
  William's Doll by Charlotte Zolotow  
  Sarah, Plain and Tall by Patricia MacLachlan  
  In the Year of the Boar and Jackie Robinson by Bette Bao Lord  
  The All-of-a-Kind Family by Sydney Taylor  
  The Boxcar Children (series) by Gertrude Warner  
  Ramona (series) by Beverly Cleary  
  The Not-Just-Anybody Family (and other books about the Blossom Family) by Betsy Byars  
  Anastasia Krupnik by Lois Lowry  
  Taking Care of Terrific by Lois Lowry
May 13

Joe Louis, 1914

Books: Joe Louis: Heavyweight Champion by Nathan Huggins
This biography is by Joe Louis’ son. He emphasizes family support and values in the Louis family.

May 14-20 National Transportation Week

Trip/Vacation Games:

-Divide the group into two relay teams. Each team should have a suitcase which contains one large nightshirt, a night hat and a pair of slippers. Each team member must take the suitcase and run down to the hotel, put on the nightclothes, lie down, get back up, pack the nightclothes and run back to the line to pass the suitcase on to the next team member so they can “spend a night in the hotel.” The relay continues until all team members have spent a night in the hotel.

-“I’m going on a trip and I’m going to take...” Participants should be seated in a circle. Each player takes a turn adding what they will take on their trip. Each player must list all items named before him before adding his own item to the list. Items may be chosen randomly or they may be added alphabetically. A slight variation could be – “I’m going to ___ (place), and I’m going to take ___ (thing).” Both items added must begin with the same letter of the alphabet. Example: I’m going to Asia and I’m going to take an airline ticket. (An atlas, globe, or dictionary, might help to promote unique answers or help if someone gets stuck.)
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**NATIONAL ADOPT-A-CAT MONTH**

-Celebrate by reading *Too Many Cats* by Frank Modell, *The Cat Who Went to Heaven* by Elizabeth Coatsworth or *Space Cat* by Steven Kroll.

-Read *My Cat Likes to Hide in Boxes* by Lynley Dodd. (Similar activities can be done with Drummer Hoff and other stories.) Prepare a dot-to-dot using numbers or ABC’s to draw the box holding a kitten. The picture can then be glued onto or drawn on cardboard and “dots” can be punched out to make a lace card. Lines can be made with a shoe lace.

-Use brown paper lunch sacks to make puppets. Construction paper can be used to make whiskers, eyes, nose, mouth and ears.

-Make five triangles from construction paper. Let the children put them together to make cats.
A serious research project might be to find out how many homeless cats there are in your town? Ask the children where they could find this information?

Books:  
Scuffy by Peggy Parish  
Moses the Kitten by James Herriot  
It's Like This, Cat by Emily Neville  
The Cat Who Came for Christmas by Cleveland Amory  
Pioneer Cat by William J. Hooks  
Millions of Cats by Wanda Gag  
The Fat Cat by Jack Kent  
Seen Any Cats? by Frank Modell  
The Cat Who Went to Heaven by Elizabeth Coatsworth  
The Space Cats by Steven Kroll  
My Cat Likes to Hide in Boxes by Lynley Dodd

June 6  
Recycling Day  
- Collect aluminum cans to recycle. This can be used as a money-making project.  
- Recycle old, good, but forgotten or out-of-style books. Advertise as “Come to the Library (date)! Save the Life of a Book!”

June 8  
Invention of Ice Cream, 1786  
On a hot day, just thinking about ice cream can be a treat.  
- Read Aldo Ice Cream by Johanna Hurwitz.  
- Have a Baskin-Robbins person or other ice-cream maker talk about how to make ice cream.  
- Hold an ice cream social and make homemade ice cream. You will need volunteer help and equipment.  
- Show the film Music Man for family entertainment night.

Books:  
Striped Ice Cream by Joan Lexau  
Aldo Ice Cream by Johanna Hurwitz  
Eating Ice Cream With a Werewolf by Phyllis Green

June 11  
Children’s Day  
- Encourage parents to let their children plan the activities for this day, i.e. what to do, how to do things, what to eat, and when to eat it.  
- At least one week in advance, hold a “Children’s Day” planning session and help the children plan and make all the decisions for this special day at the library.
June 12

Anne Frank, 1929

- Have the children keep a daily diary or journal for the week or for the rest of the month.

Diary Format Books: 
- *A Gathering of Days* by Joan Blos
- *Keeping Days* by Norma Johnston
- *The Diary of Anne Frank* by Anne Frank

Holocaust Literature: 
- *Dangerous Spring* by Margot Benary
- *Twenty & Ten* by Claire Bishop
- *Ceremony of Innocence* by Jamake Highwater
- *I Am Alive* by Kitty Hart
- *Devils Arithmetic* by Jane Yolen
- *The Upstairs Room* by Johanna Reiss
- *The Journey Back* by Johanna Reiss
- *When Hitler Stole Pink Rabbit* by Judith Kerr

June 18

Father’s Day

- Encourage the children to plan activities for the day again but remind them that this time it is for their father instead of themselves. (See June 11)

Books: 
- *Little House Books* by Laura Ingalls Wilder
- *The Moonlight Man* by Paula Fox
- *My Dad Lives in a Downtown Hotel* by Peggy Mann
- *My Daddy Don’t Go to Work* by Madeena S. Nolan

June 24

John Ciardi, 1916

- Read some of John Ciardi’s poems aloud. Have each child find a poem by him to bring and read. You may want some extras on hand in case of duplication or so the students can try a choral reading of a poem.

Books: 
- *You Read to Me, I’ll Read to You* by John Ciardi
- *How Does a Poem Mean* by John Ciardi and Miller Williams

June 25-30

National Fink Week

- Compose spellings for Fractured Words: Example: Phinque = Fink
June 27

Helen Keller, 1880

The film *The Miracle Worker* has so much depth that even children or adults who have seen it before can find much to ponder, i.e. the treatment of children by adults and vice versa.

- Have a family film night. Show the movie *The Miracle Worker*.

Books: *Helen Keller: Toward the Light* by Stewart Graff  
*The Helen Keller Story* by Catherine Peare  
*Annie Sullivan* by Mary Malone  
*The Silent Storm* by Marion Marsh Brown

June 28

A follow-up experience to *The Miracle Worker* can open up reference resources and stimulate an awareness of communication among the handicapped.

- Follow-up with a silent treasure hunt. More detail will be sent on upcoming Supplement.

June 30

Halfway Day

- Just for fun, read one-half of a story or read every other word of a story. Listeners may try to fill in the blanks or finish the story.

- Share a story by taking turns reading pages of a book. The story may be shared by two young readers or by a parent/adult and a child.

- Brainstorm foods that people often eat only one half - 1/2 sandwich, 1/2 grapefruit, etc.

- Make up animals -

Q. What would you get if you crossed an (A) and a (B).  
A. Either a (first part of A with end of B) or a (first part of B with end of A).

Example: What would you get if you crossed an alligator and a hippopotamus? Either an allipotamus or a hippogater.

- Have the children wear half-and-half clothing, drink 1/2 glass of milk, walk on half of your feet and hardest of all, eat 1/2 piece of candy (an M & M is a challenge).

- Read a chapter or section from *Half Magic* by Edward Eager.

Books: *Half Magic* by Edward Eager
NATIONAL HOT DOG MONTH

- Research, report then discuss how hot dogs were first made, what restrictions have been placed on ingredients and labeling and how nutritional they are.

- Hand out a written quiz for the children to fill out. Sample questions for the quiz: Where do a lot of people traditionally eat hot dogs? (baseball games) What famous couple was served hot dogs at a state dinner? (The King and Queen of England - 1942).

- What other words combine with hot for a new meaning? (hot seat, hot pot, hot shot, hot potato, etc.)

NATIONAL ANTI-BOREDOM MONTH

Read Nothing-Do-Puppy by Cyndy Szekeres.

- Design and build a sand castle. Have containers and objects which could be used to form the sand to produce desired effects of the castle (milk box, can with ridges, L'eggs stocking holder, comb, elbow, doll).

Books: Nothing-To-Do-Puppy / Cyndy Szekeres.
July 3

Getting Ready for Independence Day

- Read Crash Bang Boom. Put together an impromptu parade. Rehearse the band parts. Create musical instruments or noisemakers.

Books: Crash Bang Boom by Peter Spier
       Parade by Donald Crews
       The Longest Float in the Parade by Carol Carrick
       Did You Carry the Flag Today, Charley? by Rebecca Caudill

July 4

Independence Day

- Read or tell the story of Thomas Edison who, in his quest for understanding how things worked, blew up his father's shed.

- Use fluorescent poster paint and chalk on black paper to depict fireworks bursting against the night sky.

Books: Thomas Alva Edison: Bringer of Light by Carol Greene
       The Value of Creativity: The Story of Thomas Edison
       by Ann D. Johnson

July 8

Celebrate History

- Pick a favorite time, date or historical figure. Tell why it is your favorite. Give some of the major facts surrounding your choice. Recommend a book or poem about the character if possible. (See booklist)

Books: Ben and Me by Robert Lawson
       Mr. Revere and I by Robert Lawson
       Johnny Tremain by Esther Forbes
       The Witch of Blackbird Pond by Elizabeth G. Speare
       Rebecca’s War by Ann Finlayson
       Across Five Aprils by Irene Hunt
       Tree of Freedom by Rebecca Caudill

- Get copies of “Trailblazer” (history newspaper for children) from the Nebraska State Historical Society, 1500 R Street, Lincoln, NE 68501-2559, for ideas of activities.

July 11

National Cheer Up the Lonely Day

- Read The Quangle Wangle’s Hat by Edward Lear. This story works well as a flannel board presentation.

- Suggest that the children plan to visit someone they have not seen for awhile. Call or write a letter if a visit is not possible.

- Play “Sardines.” One person hides alone. When each person in the group finds the hiding place, s/he joins the others who are there until only one person has not found the hiding place. That person becomes “it” and must go hide alone to begin the game again.
July 22

Pied Piper of Hamelin, 1376

-Read *The Pied Piper of Hamelin* to 2nd-6th graders. Ask the children, “What could the Pied Piper have done besides take the children?” Show the Fairy Tale Theatre video of *The Pied Piper*. Have the viewers discuss how the story in the book was like the story on video. Is this story exactly like the version you read? How is it different? Why?

Books: *The Pied Piper of Hamelin* by Robert Broning. (A recent edition, revised and illustrated by Terry Small, is appealing for its small size, weird poetry and ink prints.)
August 2

Friendship Day

- Have the teachers from school tour the library and see the materials the library has available for their students. Have coffee and cookies. Explain the services your library has to offer. Show them puppets, records, filmstrips, cameras, etc. Inform them about interlibrary loan, RICK, EIC, films, etc. After the tour of the library, encourage them to browse among the shelves to review materials.

August 6 - 12

National Smile Week

Encourage Children to:

- Participate in a joke or riddle contest.

- Pantomime different smiles in response to imaginary statements. (The librarian says, "You just won $50,000 in the lottery.")

- Smile your best smile at everyone you see - even your little sister/brother.
August 19

Orville Wright, 1871

-Celebrate Orville Wright’s birthday with a workshop on “flying things.”

Books: Air Crafts: Playthings to Make and Fly by Leslie Linsley and Jon Aron
The Paper Airplane Book by Seymour Simon
Model Airplanes and How to Build Them by Harvey Weiss

August 24

Rainbow Day

Rainbows symbolize hope.

-Hang questions about hope from the ceiling. Write them with rainbow-colored pens on rainbow colored paper. Some possible questions could be: Does hope spring eternal? What do you hope for the world? What are high hopes?

-Name the seven colors of the rainbow. Have prisms available to hold in the light or hang in a window. Discuss how the light travels through the prism and makes the “rainbows.” What is the prism that makes the rainbows we see in the sky?

August 26

Women’s Equality Day

-Discuss what equality is. Ask, “Where does inequality still exist? Can we ever all be equal? Equal to what?”

August 29

Celebrate Sports

-Hold a Fun Meet. Divide the children into teams for relays.
Suggested relays:

1) Each team member blows a miniature marshmallow with a straw across the floor to a designated line.

2) Each team member balances a ping pong ball on a spoon which is held in his/her mouth. S/he must walk down to a chair, circle the chair and return to the team line. If the ball falls, the person who dropped the ball must go back and start again.

3) Each team member is given a balloon. The first member blows up his/her balloon, runs to the chair, sits on the balloon until it pops then runs back to tag the next member who blows up his/her balloon, etc.

4) The first team members run to the table, eats a saltine cracker, whistles and runs back to tag the next player.

5) Each team member is given a toothpick which is placed in his/her mouth. The head of the line is given a lifesaver on his/her toothpick which she/he passes down the line without using his/her hands. If the lifesaver is dropped, the team must start over.
6) Divide each team so half is at one end of the room and half at the other. Give each team a pair of panty hose and a beach ball. One leg has an orange in it, the other leg is tied around the waist of the first team member. By moving the hips, knees and legs, swing the orange so it hits the beach ball. Move the ball across the room. Pass the panty hose on to the team member there who will hit the ball back across the room. Continue until all members have had a turn.

7) Give each team member a large marshmallow. The first team member balances the marshmallow in his/her eye socket then walks to and around a chair and back to the team so the next member can go. If the marshmallow falls, pick it up where it falls and continue.

8) Give each team two pieces of newspaper. Members should pair off. One person places one of the newspapers on the floor. The partner steps on it. The other piece is put down and the partner steps on it. The back piece is then moved forward and stepped on. The pair moves to a chair, around the chair and back to the team. The next pair continues until all members of the team have completed the task.

August 30

Mary Shelley, 1797

- Discuss Mary Shelley as the author of Frankenstein. Describe and list the different characteristics of Frankenstein. The list may be the result of different versions of movies, comic book characters, imaginations, etc.

- Conduct a scariest man/woman contest. Participants may work individually or in groups. The idea of the contest is to dress someone up and take a picture of them to be posted. Votes are then cast for the scariest creation. Voting may be done by ballot or as a money-making contest. If it is to be a money-making contest, pictures can be attached to cans with lids. Anyone who wants to vote can deposit money into the can attached to the picture they are voting for. One penny should equal one vote. The coins in the cans may be counted and tallied daily if desired. Allow voting for a week before the final tally and announcement of the winner. The winning photo may be posted for an additional week. Prizes (hideous masks, glasses with a false nose, fright wigs or other item that change one’s appearance) can be awarded at the end of the contest.

Books: Frankenstein by Mary Shelley


## NATIONAL CLOCK MONTH

This is a particularly important observance in the age of the digital watch.

- Have the children make a sundial and learn how to use it. A hand version can be made with a small circle of cardboard or heavy paper and a toothpick. Mark the circle like the face of a clock. Make a small hole in the center to insert the toothpick. Hold the sundial out so the sun causes the toothpick to cast a shadow and the sundial can be read.

- Play “Beat the Clock.” Compile a list of questions which can be answered using various tools in the library. Give each participant a question and allow them a specific amount of time to find the answer. The participant rushes to find the answer and tries to return with the correct answer before the time limit has expired. You may use a kitchen timer and set a “norm.” The correct response consists of the answer to the question and the source where the answer was found (including the page number). The correctness of the response is up to the discretion of the adult in charge.

- Read a fairy tale to the children and then as a group, rewrite the tale in a modern time period. (For an example see Redbook, Nov. 1987, pg.36, “Snow White and the Seven Dwarfs, Inc.” by Judith Viorst.) There is a slight variant for this activity on February 24.
-Make a time line for the story they are reading.

-Use a Time Machine Game for book selection. Make a spinner with different time periods or dates written on it. Have each participant spin and then find a book written during the time indicated or about the time indicated.

-Sing “My Grandfather’s Clock.”

**September 1**

A taped guessing game is a good way to be involved with teachers and classrooms as soon as the school year begins, and also makes the school/library relationship obvious to kids.

-Meet with teachers to plan “Guess Who.” Teachers each tape a favorite piece of poetry. Children visit the library and listen to the tape to try to guess whose voice it is. Explain to the children that voice quality is a clue. This is a good way for children to think about teachers as human beings.

**September 4**

Labor Day

-Conduct a youth worker auction to raise money for a specific activity or purchase for the library.

**September 5**

Be-Late-For-Something Day

-Ask the children to try to conduct regular daily activities without using watches or clocks.

-Ask, “What might you be late for? Where could you arrive late and cause serious harm or damage? When or where could you come late and have no harm done?”

Books: *The Boy of the Three-Year Nap* retold by Diane Snyder
*Rip Van Winkle* by Washington Irving

**September 14**

Calendar Day

-Review how the Earth calendar is based on the sun and moon. Help children plan a calendar for another planet based on this knowledge. Discussion could be included about the length of days and nights for the various planets.

-Hand out copies of a daily calendar for an entire year. Have the children write a book title on each day. Stress that the books should be favorite stories. Title the calendar “365 Reasons to Read.” This project is not designed to be completed in a specific time period.

Books: *A Wrinkle in Time* by Madeleine L’Engle
Johnny Appleseed, 1774

The legend of John Chapman is a good tale to tell. He was one of the earliest environmentalists.

- Have readers "pick" books to read. Put the books in a bushel basket. After reading the book, put the title on a paper apple and hang the apple on a tree branch or on a tree on the bulletin board. When a specific number of apples have been hung on the tree, plan a party for the participants. You may wish to have an Apple Party.

At the party you could:

1) Bob for apples
2) Break an apple shaped pinata.
3) Hang apples from string that is suspended on either a clothesline or the ceiling. Divide the group into relay teams. Each team member must run to the apple, take one bite while holding his/her hands behind his/her back, return to the team and tag the next member. The first team to have each member take a bite, wins the relay.

4) Divide the group into two teams. Give each team a small basket of paper apples. The first team member takes the apples to the "tree." The tree may be a clothesline, a bulletin board, etc. The member hangs or pins the apples to the tree then runs back to his/her team to tag the next player. The second member runs to the "tree" and "picks" the apples for the next player to hang again. This continues until all team members have had a turn.

-Say the Nursery Rhyme in unison: "A is for an Apple Pie" by Kate Greenaway.

Ask A Stupid Question Day

- Ask a question you've always wanted to ask but were afraid was too stupid.

- QUESTION IT (Similar to Jeopardy) - Encourage reading a variety of books in order to be able to answer more questions correctly.

Use six categories. Each category contains five answers about authors, characters, poems, plays, plots, etc. Participants should ask the question for which the answer is provided. Categories and answers could be printed on sheets and handed out or the game could be live. Parents should be encouraged to come as audience and cheerleaders since understanding and appreciation of reading experiences is as important as a spelldown. Participants may research and discuss answers in order to fill out the questions.
October 1 - 7

Universal Children's Week

- Provide the children with copies of a basic human body pattern which the participants can dress up like children from different countries. Use them like puppets to tell stories.

- Find folktales from other countries for storytelling.

- Conduct a folk dance using dances from other countries. Older members of the community may volunteer as instructors.

- Display cookbooks for ethnic foods. (A food bazaar may be held in conjunction with the display.) Post a voting list. Give children a designated number of sticks and have them place the sticks beside those foods they think they would like to try. Publish the results as part of your library newsletter or column.

- List cities, states, rivers, etc. in the United States with names which are foreign words.

- List products with foreign names i.e. cars - Toyota, cycles - Kawasaki.

- Display actual costumes from other countries and cultures in different parts of the library.

- List words we use every day that are directly derived from a foreign language.

- Give children an opportunity to correspond with foreign pen pals.
October 9

Columbus Day

- Have the children make small ships from walnut shells. Place a small amount of clay in half of a walnut shell. Cut small flags and glue them onto toothpicks. Place the toothpick in the clay for the sail on the ship. While children work on this craft activity read - Columbus by Ingri and Edgar D'Aulaire or Where Do You Think You're Going, Columbus? by Jean Fritz.

Books: Columbus by Ingri and Edgar D'Aulaire
Where Do You Think You're Going, Columbus? by Jean Fritz

October 31

Halloween

Halloween is a special time when modern practices speak powerfully of past beliefs and rituals. These activities are suitable for any time during October or Halloween season.

- Make masks from paper plates. The completed mask can be attached to a stick to be held in front of the face or holes can be punched in either side and strings can be attached so the mask can be tied on.

- Give a short explanation of the history of masks, why they've been worn, and their effect on the wearer and viewer.

- Make a jack-o-lantern by folding a 12 x 18 inch piece of orange paper in half (the long way). Cut through the fold to within 1 inch of the top edge. Continue making cuts 1/2 inch apart across the entire sheet of paper. Unfold the paper and form a cylinder so that the cuts run up and down. The cylinder can either be glued or stapled to hold its form. Facial features can be cut from black paper and glued on. A handle can also be added.

- Make a pumpkin by cutting an 8 1/2 x 11 inch sheet of orange paper into strips 1 x 11 inches. Punch holes in the strips at mid-point. Place a brad through the holes. Also punch holes in the strips at either end. Bring the ends up to form a circle and hold in place with another brad to form the pumpkin. Green leaves may be added to the top and a loop may be attached for hanging.

- Make a pumpkin patch. Add pumpkins for each book read.

- Hold a costume exchange. Bring in old costumes or parts of costumes to form new costumes. Display different types of masks.

Books: The Little Old Lady Who Was Not Afraid of Anything by Linda Williams
Witches Four by Marc Brown
That Terrible Halloween Night by James Stevenson
The Humbug Witch by Lorna Balian
Arthur's Big Bow by Marc Brown
The Biggest Pumpkin Ever by Steven Kroll
AMERICAN INDIAN MONTH CELEBRATION

- Make a totem pole by decorating different sized boxes and stacking them on top of one another.

- Color different sizes and shapes of macaroni by placing them in a mixture of rubbing alcohol and food coloring. After removing the macaroni from the liquid, place it on newspaper to dry before stringing for colorful necklaces.

- Indian drums can be made by decorating empty coffee cans or oatmeal boxes.

November 1

National Authors' Day

- Celebrate the concept of authorship by showing the film Picture Books — Elements of Illustration and Story.

- Ask the children to bring a book or story by your favorite author. Tell why it is your favorite.

- Calling all authors! All children may be authors. With the help of volunteers set up a writing workshop. Children may bring or write an original story. Follow the instructions given for bookbinding and "publishing" each book. Include a title page. Put a library card in the book and one in the card catalog. Offer the book for circulation.
November 2

Daniel Boone, 1734

According to legend, Daniel Boone couldn’t stay put. He always hungered for new frontiers. He would move in and clear a mountain top. When neighbors began settling around him, he took his long rifle, left his family behind, and walked west to the next empty stretch of land or lonesome mountain.

-Discuss how the pioneers dressed and the reasons for dressing that way.

-Have the children build a log cabin with straws or popsicle sticks glued to a cardboard frame. Windows can be made by putting oil on a brown paper bag.

-Research the lifestyles of pioneer men and women. Find out how they made candles, blankets, dinner, etc.

-Write a camping guide using knowledge of pioneer methods.

-Discuss different reasons for hunting in pioneer times and current times.

-Try to do some of the things pioneers did. Melt paraffin and dip a string in the paraffin to make a candle. Take some grain and grind it into flour.

-Ask the children if they think Daniel Boone was a real person? What did he do that made him famous and still remembered today?

Books: Daniel Boone by Patricia Martin
Let’s Be Early Settlers With Daniel Boone by Peggy Parish
Story of Daniel Boone by William O. Steele

November 6

James Naismith, 1861

Naismith wanted an indoor game for the winter months so he tacked up two peach baskets and used a soccer ball for the first basketball game.

Play two games with the children:

Game 1 - Divide the group into two teams. Each team makes up questions about books they’ve read or characters to try to stump the other team. The questions should be phrased so the answer is the title of the book. If the opposing team answers the question correctly on the first try, they get a basket worth two points. If they can also give the author of the book, they score an extra point.

Game 2 - The group can be divided into two reading teams that use a small indoor game of basketball or an actual basket and ball. The readers earn the right to shoot baskets by reading. For every 10 pages read, the reader gets to shoot one shot. Score 1 point for each basket made. This can be a game to last a few days, a week or longer.
November 9

Lynn Hall, 1937

Lynn Hall from Ankeny, Iowa has had a lifelong passion for animals. Many of her books are about those who are left out, different or alienated.

- Have a pet show.
- Find out how a dog show is run, how dogs are judged and prepared for judging.
- Have a show of stuffed "pets." The "pets" can either be placed on display or a parade may be held. Participants may wish to say a few words about their pet such as what type of animal it is, where it originates, its specific characteristics are, etc.
- Discuss the similarities and differences of wild dogs and domesticated dogs.

Books: Barry: the Bravest Saint Bernard) by Lynn Hall
Danger Dog
Flash, Dog of Old Egypt
Just One Friend
Tin Can Tucker
Stray by Betsy Wyeth

November 11

Diane Wolkstein, 1942

Wolkstein has collected folktales from sources throughout the world.

- Hold a storytelling workshop for parents.
- Have the children take turns telling or reading stories. Use either audio or video tapes to record the stories. These stories can be housed in the library to loan to non-reading children, day care/preschools, or other children for listening pleasure.
- Have the parents volunteer to read for a story hour. Invite a guest story teller to entertain with stories during the evening hours.
- Let children, one at a time, close their eyes and spin the globe. When it stops, the child places his/her hand on a country, with eyes still closed. Read a folk tale from the country the child points to or touches.
November 12
Dahlov Ipcar, 1917

-Make animal characters from one of Ipcar's stories, such as "The Midnight Farm." Rocks of different sizes can be glued together then painted or decorated. Scraps of paper or material can be attached to a sheet of paper to make animal characters.

Books: The Biggest Fish in the Sea) by Dahlov Ipcar
Brown Cat Farm
A Flood of Creatures
Hard Scrabble Harvest
The Midnight Far by Reeve Lindberg

November 14
Prince Charles, 1948

-The children may be interested in learning about England's Royal Family. Some things they might consider doing are:

1) Research English Royalty.

2) Name the rulers of England and place them on a family tree.

3) Discuss the succession to the throne and trace the order of the current family.

4) Research the changes that Queen Elizabeth has made concerning the power of the Queen vs. the rights and powers of the man she marries.

5) Find news articles on the Royal Family in magazines and newspapers.

6) Discuss the traditions surrounding the Royal family.

November 17
Celebrate Children's Books

In case you couldn't have a Readathon earlier on April 15, this day would also be appropriate.

-Have a Readathon of children's books. Allow for all ages to read. Volunteers should sign up for a designated amount of time. The librarian should choose the books and assign the order in which they are read. Requests can be taken prior to the Readathon but in order for things to run smoothly, the librarian should be in charge of the final organization.

November 18
Mickey Mouse, 1928

Mickey Mouse first appeared on screen in Steamboat Willie which was the first animated cartoon talking picture.

-Set up a reading area of comic materials. The main focus should be on Mickey Mouse but any Disney characters or creations can be included.

-Make Mickey Mouse Ears for kids.
November 21
World Hello Day

Learn “hello” in as many foreign languages as possible. These words could be written up and made into a bulletin board.

Books: *Jambo Means Hello: Swahili Alphabet Book* by Muriel Feelings

November 22
Sam Epstein, 1909

- Define pseudonym and joint pseudonym. Compose a list of various authors and their pseudonyms. Discuss reasons for using a pseudonym.

- Use the card catalog, or other reference tools.

November 23
Thanksgiving Day

Research the first Thanksgiving. List different customs which were practiced. List any customs which are now practiced that did not occur at the first celebration. List some of the holiday traditions practiced today. Discuss personal family traditions some of which may have nothing to do with Thanksgiving, i.e. going to Grandma’s for dinner. Make a list of things we are thankful for.

- Draw a turkey without feathers. Have paper feathers available. Kids (and adults) write the name of a book they are thankful for on the feather and stick it in the turkey.

Books: *Arthur’s Thanksgiving* by Marc Brown  
*Molly’s Pilgrim* by Barbara Cohen  
*One Tough Turkey* by Steven Kroll

November 24
Carlo Collodi, 1826

- Have a family night and show the movie *Pinocchio*. Read various versions of Pinocchio. Display different kinds of puppets. (Make puppets from Supplement - Puppets.)

November 26
Charles Schulz, 1922

- Have everyone share a favorite Schulz cartoon.

- Have the children act out a short cartoon sequence.

- Dress up as your favorite character or make a puppet of the characters.
December 8

James Thurber, 1894

-Read "Thomas Edison's Shaggy Dog," a short story found in an anthology entitled *Adventures in Reading*. Compare the writing with Mark Twain’s books (Nov. 30).

Books: *Adventures in Reading*

December 15

- Make flour bread dough recipe to make ornaments. (See Creative Recipes in Part III.)

Books: *Arthur's Christmas Cookies* by Lillian Hoban

December 16

Boston Tea Party, 1773

-Hold a tea party festival and have everyone wear T-shirts ("tea-shirts").

Marie Hall Ets, 1893

-Read *Nine Days to Christmas* by Marie Ets.

Books: *Nine Days to Christmas* by Marie Ets
December 17

Wright Brother’s Day

-Celebrate the Wright Brother’s first flight. Make planes from styrofoam trays. (see diagram)

December 21

Winter Begins

-Hold an ice/snow sculpture contest.

-Make tissue paper snowmen on blue paper. Use scraps of tissue or cotton for landscape detail and scraps of material for clothing.

-After sharing White Snow, Bright Snow by Alvin Tresselt, use “brand new sticks of snow” (full-length chalk) to create snow scenes on light blue construction paper.

Books: Snow Magic by Harriet Ziefert
Henry The Explorer by Mark Taylor
Tales for a Winter’s Eve by Wendy Watson
White Snow, Bright Snow by Alvin Tresselt

December 30

Rudyard Kipling, 1865

-Read stories from Just So Stories by Kipling. These are good to act out or to use with puppets.

-Show the Disney version of The Jungle Book.

-How does Mowgli compare with Tarzan?

Books: Just So Stories by Rudyard Kipling
The Jungle Book
PART III
GENERAL ACTIVITIES

The goal for this section is to provide activities which can be adapted to various age levels and themes and used on any date. They are a happy blend of programs, activities, decor, and reading.

CRAFTS/GAMES

- Make mobiles using coat hangers. Almost any pattern which fits into the theme of the day can be hung from a coat hanger on various lengths of thread, yarn or string. Mobiles can also be made by cutting a circle of paper or a paper plate in a spiral pattern and hanging patterns or objects from the spiral.

- Make potato prints or sponge prints centered on the theme of the day.

- Make a painting by dipping yarn in paint and placing it on a sheet of paper.

- Display various collections during the year. Collections of dolls, stamps, coins, books, etc. could be discussed and displayed anytime. Watch who checks out hobby books to discover interests.

- Make crossword puzzles or seek-a-word puzzles centered around a theme. Book titles, characters from a book, authors, illustrators, countries, states, presidents, hobbies, etc.
"Let's Fable Our Discussion." Read some of Aesops Fables. Make up or relate some silly stories which have a moral to the story, e.g. Opporknockity only tunes once; People who live in grass houses shouldn't stow thrones; No you silly Rabbi, kicks are for Treds; Two obese Pattys separate seats, Lester Cheese picking bunions on the Sesame Street bus; We, bulls, wobble but we don't fall down; The sons of the squaws of the hippopotamus hide are equal to the sons of the squaws of the other two hides; The moron tab and apple choir.

- Designate a day for everyone to dress up silly or to wear all of their clothes backwards. (see June 30, Halfway Day)

Books: *Shake My Sillies Out* by Bert and Bonnie Simpson (action song)

- Declare a convention of the Roman Gods. Everyone must wear a toga.
- Have a myth-telling contest. A crown of grape leaves could be the prize.
- Hold a cookie contest. Have contestants bring cookies for everyone to try and vote for the cookie they like best. You may want them to bring their recipes and exchange recipes, also.

- Find a tree branch which can be set up in a library that has lots of branches to hang things on. Each month a new pattern may be chosen. Readers decorate the tree by reading books then writing the title on the pattern of the month and hanging it on the tree.

  January—snowflakes, snowmen, mittens;
  February—hearts, cupids;
  March—shamrocks, kites;
  April—umbrellas, clouds;
  May—flowers;
  June—ice cream cones, flags;
  July—insects, dogs, butterflies;
  August—suns, happy faces;
  September—school buses, leaves, footballs;
  October—pumpkins, ghosts, bats, witches;
  November—turkeys, pilgrim hats, pumpkins;
  December—stars, trees, candy canes, gifts

- Build a caterpillar. Add a circle shaped body part for each reading achievement. This can be done around the room or on a bulletin board.
-TRIVIA GAME VARIATIONS - Option #1: Besides seeking answers to questions on authors, books or characters, you may match a character with a phrase from a story, match a character's picture with a name, match a character with a story.

Option #2: This activity can be transferred to the bulletin board for answers. Conduct a scavenger hunt for certain items. Items must be found in the stories. Answers should cite the title, author, page, where the item was found.

Example:

Q. Find the "Well at World's End"
A. Found in "Three Golden Heads" from Alan Garner's collected Tales of Gold on (page).

-Gather pictures of book characters to place on a bulletin board with a number beside each one. Have participants number their entries and write the name of the character and the title of its story. This board can be used as an exercise or a contest. Place book covers which have pictures of animals on them behind bars in a cage on a bulletin board to make a zoo.

-Place pictures of story characters on a bulletin board with "Happy (name of holiday or season) from (name of the story characters)" on the top.

-CALENDAR TOSS - Encourage readers to try new types of books or books on different subjects. Make a large calendar with a specific topic or author's name on each day. (The calendar at the beginning of this manual can be duplicated or used as a resource.) Place the calendar on the floor in an out-of-the-way place. Readers can toss a bean bag or like object at the calendar. They must then find a book dealing with the topic or author they landed on. They might put their own special symbol on the day by which they plan to finish the book. You can make a smaller calendar of a material that a velcro dart would stick to. Have the readers throw the dart to select their next reading topic.
CREATIVE RECIPES

Salt Dough

1/2 cup corn starch  
1 cup salt  
1/2 cup cold water

Mix corn starch and salt, add water and boil. Mixture thickens quickly. Cool before using.

Play Dough

3 cups flour  
2 Tbsp. oil  
1 cup salt  
1 cup water

Dissolve food coloring in water, add ingredients and mix.

Flour Paste

Few drops of food coloring  
1 or 2 tsp. full of soap flakes paste

Mix the paste, coloring, and soap flakes. Put a few drops of water on your kitchen table or on shiny paper such as shelf or butcher paper. The paint will wash off everything except wood.

Uncooked Dough

2 cups flour  
1 cup salt  
2 Tbsp. corn starch  
1 cup warm water and food coloring

Add coloring and salt to water, stir to dissolve, and then gradually add flour. Knead as for bread, store in container with tight-fitting lid.

Flour Dough

2 cups (all purpose) flour  
1 cup salt  
1 cup water

To make the dough, combine flour and salt in a large flat-bottomed bowl. Then add a little water at a time, mixing as you pour, to form a ball. Note: Additional water may be needed, depending upon humidity. Take care not to add too much so that dough becomes sticky. Knead 7-10 minutes until dough has a smooth firm consistency. To prevent drying, place dough in a plastic bag.
Sawdust

4 cups sawdust
2 cups wheat flour
1 cup water

Produces a very pliable medium. Use like dough. Consistency is not as firm. (Liquid starch - mix with sawdust and powdered paint or with tissue paper.)

Sand Painting

Add 1/4 part paint powder to 1 part sand and combine in large shakers. Use an extra container to store excess sand. Children shake on paper they have covered with paste.

Soap Painting

Fill small dishes with soap powder. Add a little powder paint and water. Mix thoroughly until it has a medium texture. Children apply to various kinds of paper with fingers or brushes.

Permission to reprint activities from the Department of Social Services. Copies of their publications are available on loan from the Nebraska Publications Clearinghouse.
MEMORANDUM

TO: Nebraskans Promoting Young Readers

FROM: Nebraska Library Commission, Year of the Young Reader Committee

DATE: March 20, 1989

RE: Supplement I to Year of the Young Reader Activity Calendar

Enclosed you will find the first Supplement to the Year of the Young Reader Activity Calendar. Please add these pages to the calendar as follows:

1) Replace the June calendar page with the new June calendar page;
2) Insert the new January handout after page 20;
3) Insert the new February handout after page 39;
4) Insert the new March activities after page 46;
5) Insert the new April activities after page 51;
6) Insert the new May activities after page 55;
7) Insert the new June activities after page 59;
8) Insert the new General Activity after page 80;
9) Insert the new Creative Recipes after page 82;
10) Insert the Resources Page at the end of the Creative Recipes section.

We hope you find this useful. If you would like to share materials or ideas you have found successful, please submit them to Bev Wittig at the Nebraska Library Commission for inclusion in later Supplements.

by
Enc.

Special Thanks to: Beth Alspaugh
Vern Buis
Doris Garlow
Sally Snyder
Bev Wittig
<table>
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<tr>
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<td>1</td>
<td>Sandra Scoppetone-1936</td>
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<td>Paul Galdone-1914</td>
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<td>3</td>
<td>Anita Lobel-1934</td>
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<td>HOPEFUL MAIDEN'S DAY</td>
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<td>Richard Scarry-1919</td>
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<td>Donald Duck-1934</td>
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<td>Maurice Sendak-1928</td>
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<td>Patricia Wrightson 1921</td>
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<td>Charlemae Rollins 1897</td>
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<td>Anne Morrow Lindbergh-1906</td>
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<td>John Ciardi-1916</td>
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<td>Eric Carle-1929</td>
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<td>Charlotte Zolotow 1915</td>
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<td>Bette Greene 1934</td>
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<td>Antoine de Saint Exupery-1900</td>
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<td>30</td>
<td>Mollie Hunter-1922</td>
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**NATIONAL ADOPT-A-CAT MONTH**

**NATIONAL DAIRY MONTH**
Find the names of the Presidents. They run up, down, diagonal, right or left.
After all the names have been found, the letters which are left will spell out a message.

A N O S I R R A H A Y E S L L T
R O H E D N A L E V E L C P W R
O S E T A Y L O R S S M A D A J
O L N A M U R T E E U S I M S O
S I D F O R D K V E A B N C H H
E W T T S M N L O E U G N K I N
V N E G D I L O O C B Y A I N S
E O B Y O B O P H A R D I N G O
L S W D O O C A G R E L F L T N
T R N E D W N A R T O E I E O E
A E O N C A I E A E R I L Y N R
R F S N N R L R N R N F L D O U
T F I E A Y E N T D O R M C X B
H E D K T A R I L B M A O E I N
U J A C K S O N P R N G R S N A
R T M R E W O H N E S I E E I V

Adams     Garfield     Lincoln     Taylor
Arthur     Grant       Madison     Truman
Buchanan   Harding     McKinley    Tyler
Bush       Harrison    Monroe      Van Buren
Carter     Hayes       Nixon       Washington
Cleveland  Hoover      Pierce      Wilson
Coolidge    Jackson     Polk
Eisenhower  Jefferson   Reagan
Fillmore    Johnson     Roosevelt
Ford       Kennedy      Taft

All the Presidents Men by Bob Woodward and Carl Bernstein
# Presidential Matching Game

Match each President with his wife or wives.

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<th>Wife or Wives</th>
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<td>Sarah</td>
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<td>Martha</td>
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<td>22/24</td>
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<td>Warren Harding</td>
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<td>Calvin Coolidge</td>
<td>40</td>
<td>Nancy</td>
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<td>Herbert Hoover</td>
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<td>Ellen/Edith</td>
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<td>31</td>
<td>Franklin D. Roosevelt</td>
<td>16</td>
<td>Mary</td>
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<tr>
<td>32</td>
<td>Harry S. Truman</td>
<td>36</td>
<td>Lady Bird</td>
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<td>33</td>
<td>Dwight Eisenhower</td>
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<td>Elizabeth</td>
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<td>34</td>
<td>John F. Kennedy</td>
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<td>Margaret</td>
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<td>Lyndon Johnson</td>
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<td>Richard Nixon</td>
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<td>Dolley</td>
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<td>Gerald Ford</td>
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<td>Abigail/Caroline</td>
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<td>38</td>
<td>Jimmy Carter</td>
<td>21</td>
<td>Ellen</td>
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<tr>
<td>39</td>
<td>Ronald Reagan</td>
<td>34</td>
<td>Mamie</td>
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MARCH

NATIONAL NUTRITION MONTH

Books:  *Gregory, the Terrible Eater* by Mitchell Sharmat  
*The Berenstain Bears and Too Much Junk Food*  
by Jan and Stan Berenstain  
*A Medieval Feast* by Aliki

March 2

Dr. Seuss, 1904

Seuss once remarked that he might start prenatal reading “by inventing a two-hundred-and-fifty-word pill that expectant mothers can swallow.”

March 4

Meindert DeJong, 1906

-Read *Along Came a Dog*. It received the Aurianne Award of the American Library Association which is given to the book which tends to develop human attitudes toward animal life. A speaker from the Humane Society or a field trip to the Humane Society would be appropriate.

Books:  *The Wheel on the School*  
*The House of Sixty Fathers*  
*Along Came a Dog*  
*Journey From Peppermint Street*

March 5

Howard Pyle, 1853

-The Children’s Reading Round Table Award is given to recognize contributions which bring children and books together. We can honor this endeavor by bringing children and books together at King Arthur’s Round Table. If there is a circular table or space available, it can be made into King Arthur’s Reading Round Table where all reader’s are equal.

- *Once There Was a Knight* by Judy Hindley can be read. It contains ideas for constructing weapons, castles and armor from everyday items. Using these patterns and ideas, props can be made for playtime or play acting.
Books: The Merry Adventures of Robin Hood of Great Renown, in Nottinghamshire) by Howard Pyle
The Book of King Arthur
The Story of Sir Lancelot and His Companions
The Story of the Grail and the Passing of Arthur
The Wonder Clock; or, Four and Twenty Marvelous Tales, Being One for Each Hour of the Day

-Put up a St. Patrick's Day bulletin board. (See the patterns for banners and shamrocks.) The banners can say, "St. Patrick Symbols," "A Grand Day for the Irish," and "The Wearing of the Green." Shamrocks of either size can be made from green or orange paper. Each shamrock can ask a question about St. Patrick's Day or Ireland. Sample questions are:

1) What nationality was St. Patrick?
2) What is important about the Irish and the Declaration of Independence?
3) Why is Ireland called the Emerald Isle?

Have children try to answer the questions before March 17.
March 7

CREATIVE MOVEMENT DAY

Books: The Best Singing Games for Children of All Ages by Edgar S. Bley
Musical Games for Children of All Ages by Esther L. Nelson
Games by Jesse Bancroft
Do Your Ears Hang Low? 50 More Musical Fingerplays
by Tom Glazer

March 9

William Campbell Gault, 1910

Gault is a writer of adult mysteries and of juvenile stories about sports and car racing.

Books: Don’t Cry for Me  ) by William Campbell Gault
Speedway Challenge  
Gasoline Cowboy  

March 10

Harriet Tubman, 1913

On 19 rescue trips via the underground railroad, Harriet Tubman led over 300 slaves to freedom. She also rendered her services to the Union Army as a nurse and a spy during the Civil War.

March 12

Virginia Hamilton, 1956

Books: Zeely  ) by Virginia Hamilton
The House of Dies Drear  
The Planet of Junior Brown  
M.C. Higgins, the Great  
Sweet Whispers, Brother Rush  

March 13

Ellen Raskin, 1928

Her illustrations are often different concepts and interesting in themselves. When she was young, she covered the illustrations in the books she read so she could envision the book her own way.

Books: Nothing Ever Happens on My Block  ) by Ellen Raskin
Spectacles  
Ghost in a Four-Room Apartment  
And It Rained  
The Mysterious Disappearance of Leon (I Mean Noel)  
Franklin Stein  
The Tattooed Potato and Other Clues  
Moose, Goose and Little Nobody  
Who, Said Sue, Said Who?  
Figgs and Phantoms  
The Westing Game  

117
March 17

St. Patrick’s Day

- Make a lacy shamrock by folding a square piece of paper in half then quarters. Fold once more to form a triangle. Cut a half heart through all layers. Make cuts into the heart three quarters of the way through from opposite directions. Unfold shamrock.

- Read A Shoe Full of Shamrock by Mary Francis Shura. Make a shamrock to wear in your shoe for luck like Dave did.

March 19

Robin Brancato, 1936

Brancato has always preferred a realistic type of fiction. She attempts to include realism in her books.

- Ask the children to read any Brancato books and look for realism. After the books are read, hold a discussion to allow the readers to decide whether or not Brancato is able to make her stories realistic. If so, what makes it realistic? If not, is there a factor such as the time or setting of the story, that makes it unrealistic?

Books: Don’t Sit Under the Apple Tree) by Robin Brancato
Something Left to Lose)
Winning)
Blinded by the Light)
Come Alive at 505)

March 19-26

Easter

Books: Lilies, Rabbits and Painted Eggs by Edna (Smith) Barth
March 20

Ellen Conford, 1942

Ellen Conford began in the third grade by writing poems using her assigned spelling words.

Books:  
- *And This Is Laura* by Ellen Conford  
- *Dear Lovey Hart: I Am Desperate*  
- *Seven Days to a Brand-New Me*  
- *We Interrupt This Semester for an Important Bulletin*

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March 21

Phyllis McGinley, 1905

Phyllis McGinley is well known for her poetry. She believes that children are explorers and deserve books which allow them to discover their world. She received the Pulitzer Prize for poetry for *Times Three: Selected Verse from Three Decades*.

Books:  
- *All Around the Town* by Phyllis McGinley  
- *The Most Wonderful Doll in the World*  
- *Wonderful Time*  
- *Wonders and Surprises: A Collection of Poems*  
- *The Horse Who Lived Upstairs*  
- *The Plain Princess*  
- *Times Three: Selected Verse from Three Decades*  

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March 22

Marcel Marceau, 1923

According to Marceau, pantomime is the art of expressing feelings and attitudes not merely acting out words.

- Give each child a slip of paper with a pantomime direction on it. Let the children work alone or in small groups. Sample pantomime directions are:
  1) Walk against the wind
  2) Ice on roller skate
  3) Have a tug of war
  4) Chase a butterfly or bee
  5) Climb stairs

Randolph Caldecott, 1846

Beginning in 1938, the Caldecott Medal has been awarded annually to the illustrator of the best picture book published in the U.S. for children.

- Give the children a few days to select and promote their favorite picture book. They may present speeches, make posters, etc. At the end of the campaign, hold an election and let everyone vote for a single book. The book which receives the most votes will earn the "(name of library) Caldecott Award." You may want to have the children pick candidates from actual contenders for the Caldecott Award. See if your vote agrees with the winner of the Award.
March 23

Eleanor Cameron, 1912

Eleanor Cameron began writing after her son requested a story about two boys who built a spaceship and flew away to discover a planet to explore.

Books:
- Wonderful Flight to the Mushroom Planet
- A Spell is Cast
- A Room Made of Windows
- The Court of the Stone Children
- To the Green Mountains
- Julia and the Hand of God

March 24

Mary Stolz, 1920

Mary Stolz says if you want to write you should “read a lot, write a lot, read a lot, write a lot.” Some of her favorite books are Pride and Prejudice, Little Women, Biography of a Grizzly and The Little Mermaid.

Books:
- Belling the Tiger
- The Noonday Friends
- The Edge of Next Year
- The Sea Gulls Woke Me
- The Bully of Barkham Street

March 25

Global Understanding Day

- Copy large sized maps on light colored paper. Put the maps on the wall and label the countries. Have the children find the country where their ancestors came from and autograph that map. They may sign more than one country. A good follow-up would be a showing of the film, Fiddler on the Roof, which portrays reasons for immigrating to America.

March 26

Robert Frost, 1874

Robert Frost wrote about America, especially the New England area, in his poetry.

- Read some of his poetry aloud. Good readalouds are: “Stopping By Woods on a Snowy Evening” or “The Road Not Taken.” You may use some works of American artists (Norman Rockwell, Andrew Wyeth, etc.) to illustrate the poem(s).

March 27

Celebrate American Folklore

Books: Twenty-One Kinds of American Folk Art by Cle Kinney
March 30

Doctor's Day

-Ask a doctor or nurse to visit.

-Discuss medicine vs. drugs. This can lead into a discussion of drug abuse.

-Discuss and demonstrate equipment like a stethoscope, thermometer, and rubber hammer for testing reflexes. Show different kinds of bandages. (Some of these ideas could be incorporated into a health fair - see April 7.)

Books: The Lady With the Alligator Purse adapted and illustrated by Nadine Westcott

Pierre by Maurice Sendak

Stick Out Your Tongue: Jokes About Doctors and Patients by Peter and Connie Roop

Pooh Get-Well Book by Virginia Howell Ellison

Anna Sewell, 1820

After an accident at fourteen which left her a semi-invalid, Anna Sewell assisted her mother in writing ballads. Black Beauty is the only book she wrote. One edition was illustrated by Wesley Dennis (see May 16).

-Challenge the children to list as many books as they can find with the word “black” in the title. Reward the efforts with pieces of black licorice. A display can be made of all the books they find which your library owns.

-There have been many adaptations of Black Beauty. Some readers may want to find different adaptations, in either book or film format, and compare the story lines.

-For a family film night, you may want to show one version of Black Beauty.

Books: Black Beauty by Anna Sewell

March 31

Andrew Lang, 1844

Andrew Lang was a versatile writer who wrote about anthropology, mythology, history and travel. Besides writing and editing numerous fairy tales, he wrote poetry and biographies.

Books: The Blue Fairy Book by Andrew Lang

The Red Fairy Book

The Grey Fairy Book

The Lilac Fairy Book

The Nursery Rhyme Book

Fifty Favorite Fairy Tales edited by Andrew Lang

The Story of Robin Hood, and Other Tales of Adventure and Battle

King Arthur: Tales of the Round Table

121
APRIL

NATIONAL HUMOR MONTH

-Read *Amelia Bedelia* by Peggy Parrish or *My Friend Mr. Morris* by Pat Thomson. Make a list of the idioms in the book. Have the children try to add to the list. They may want to write a story using the idioms they've added.

Books:
- *Giggles, Gags and Groaners* by Joseph Rosenbloom
- *The Funniest Riddle Book Ever* by Peter and Connie Roop
- *Going Buggy: Jokes About Insects* by Peter and Connie Roop
- *Stick Out Your Tongue: Jokes About Doctors and Patients* by Bennett Cerf
- *More Riddles* by Bennett Cerf
- *Bennett Cerf's Book of Laughs* by Alvin Schwartz
- *Witcraft: Jokes and Jests from American Folklore* by Alvin Schwartz
- *Ten Copycats in a Boat and Other Riddles* by Fred Gwynne
- *A Chocolate Moose for Dinner* by Fred Gwynne
- *The King Who Rained* by Fred Gwynne
- *A Little Pigeon Toad* by Fred Gwynne
- *Spooky Riddles* by Marc Brown
- *Amelia Bedelia* by Peggy Parrish
- *My Friend Mr. Morris* by Pat Thomson

April 1

April Fool’s Day

-Play the game, Fact or Fiction. Before playing the game, each child must read a book and write five statements about it. The statements may be true or untrue. When the group meets, let each reader take a turn telling the name of his/her book and reading the five statements -- one at a time. The group must decide which statements are fact and which are fiction. Untrue statements should “sound” true and true statements can be made to “sound” untrue to fool the group.

-For storytime, put a book cover on upside down. Start reading the book from the back. Recite a few poems backwards also. To leave the children must:
  1) Complete a backward sentence
  2) Walk backwards
  3) Carry a book behind the back
- The librarian may want to dress topsy-turvy. (Dress on backwards, gloves on feet, socks on hands.)

Books: The Great Brain by John D. Fitzgerald
The Westing Game by Ellen Raskin
The Topsy Turvies by Mitsumasa Anno

Augusta Baker, 1911

Augusta Baker is the founder of a collection of children's books about Negro life. The collection is located in a branch of the New York Public Library.

April 2

Children's Book Day

- Organize a Book Swap. Encourage children to bring in personal books they have outgrown, are tired of, or would like to exchange for another.

April 4

Kite Day

- Have a kite-making center which displays instruction books and kite-making materials. A volunteer may conduct a clinic to explain how to make and fly kites.

- A large kite shaped poster can announce any Kite Day activities. The four triangles can tell:
  1) What the activity is
  2) Who for
  3) Where
  4) Time and Date
April 5

Richard Peck, 1934

-Have the children meet in a semi-dark room for a ghost story session. Before the session, have the children who want to tell stories come practice their stories. This will ensure that stories are not too scary and help determine the length of stories, so a time limit can be placed on the session.

-Feature the book, *Secrets of the Shopping Mall*. Discuss various reasons for visiting a shopping mall. Discuss observations made at shopping malls, i.e. What do people do? What is there? What decisions are made?

Books: *Monster Night at Grandma's House* by Richard Peck
*The Ghost Belonged to Me*
*Ghosts I Have Been*
*Secrets of the Shopping Mall*

April 6

Harry Houdini, 1874

-Give the children an opportunity to perform magic. Hold an Amateur Magicians Show. Announce the show in advance so tricks can be learned and practiced. Give prizes to all participants.

April 6

Alice Bach, 1942

Bach is concerned with the assumption she often encounters that children's books are of inferior quality to books for adults. "What a dismal lack of respect for children and the quality of writing they deserve!"

April 7

World Health Day

-This would be a good day to conduct a health fair. Contact local health facilities and health personnel for help in conducting an informative and fun day.

Books: *Doctor De Soto* by William Steig
*I Wish I was Sick Too!* by Franz Brandenberg
*Albert's Toothache* by Barbara Williams
*Curious George Goes to the Hospital* by H.A. Rey

Donald Carrick, 1929

Books: *Bear Mouse* by Berniece Freschet illustrated by Donald Carrick
*Harald and the Giant Knight* by Donald Carrick
*Harald and the Great Stag*
*Patrick's Dinosaurs*
*Milk*
*Morgan and the Artist*
April 8

Mule Day

The purpose of Mule Day is “to look at our heritage and the history of this area when the mule made Columbia famous as the Mule Capital of the World.” For more information, contact Mule Day, Box 66, Columbia, TN 38402. (See also October 26.)

Trina Schart Hyman, n, 1939

Books: How Six Found Christmas by Trina Schart Hyman
The Enchanted Forest
Red Riding Hood
The Sleeping Beauty

April 9-15

NATIONAL LIBRARY WEEK

Books: How a Book is Made by Aliki
How My Library Grew by Martha Alexander

April 9

Leonard Wibberley, 1915

Wibberley feels that if “you don’t read works of pure imagination part of your mind goes dead.” He has written books for children as well as adults, fiction and non-fiction. He wrote adult detective fiction under the name Leonard Holton. Wibberley wrote four historical novels about the Treegate family. He also wrote a series of biographical books about Thomas Jefferson.

-Two of Wibberley’s stories have been made into movies. The Mouse That Roared or The Mouse on the Moon could be shown on this day.

Books: Attar of the Ice Valley by Leonard Wibberley
Leopard’s Prey
Flint’s Island
Guarneri: Story of a Genius
The Last Battle
Encounter Near Venus
The Mouse That Roared
The Mouse on the Moon
The Mouse That Saved the West

First U.S. Free Public Library Opens, 1833

-Request an editorial in the local paper.

-Give special recognition or a prize to the 100th patron to come to the library today.
April 10

Clare T. Newberry, 1903

Newberry began drawing at two years of age. She has always loved cats and has written numerous books about them which she has also illustrated. Making the fur look real was a problem so she developed a watercolor technique to obtain a satisfactory result.

- Have a fluffy white rabbit like the one in Newberry's books to greet the patrons.

Books: Marshmallow by Clare Newberry

Commodore Perry, 1794

- He was an explorer who opened up new worlds. Books also open new worlds. Make a sign, "Be a Book Explorer." Put out unusual, seldom read books. Readers may choose one, read it, discuss it with you and earn an explorer badge, "Explorer Extraordinary – I Discovered a New World."

April 11

Bug a Librarian

- Read The Very Hungry Caterpillar by Eric Carle. Have the children help the caterpillar grow. The head is put up as a starting place. As children read books, the title is written on a circular body part which is added behind the head. The caterpillar can be made on the wall and progress around the room or start in one corner and wind back and forth across a bulletin board. This can be adapted as an individual activity by giving each child a large sheet of paper and having them draw a caterpillar head on it. Colorful circles, with book titles written on them, can be glued onto the paper as body parts.
-Have the children make a caterpillar. First, cut the lid off of an egg carton. Then cut the remaining piece into two identical 1" by 6" pieces. Invert the carton. Put eyes and a mouth on the end egg cup. Poke a pipe cleaner through from underneath to make feelers.

-Read The Grouchy Ladybug by Eric Carle. To make a ladybug, give each child half a walnut shell. Paint the shell red then paint black dots on it. Glue on eyes after the paint dries. For older children, place a marble under the shell so it rolls along.

-Enlist the aid of all librarians for this challenge: Is there any question a librarian can’t answer? Kids should submit the most difficult questions they can think up. If the librarian can’t answer the question, the child receives a prize like “killer bees” (peanut cluster), “fire ants” (hot tamales or red hots), or “book worms” (gummy worms). Write an article for the newspaper listing the questions that “bugged” the librarian and the names of the children who submitted them. As a follow-up feature, challenge library patrons to answer any of the questions that the librarians could not. This is a good opportunity for the community to become aware of the types of questions libraries handle.

Books: The Wild Inside by Linda Allison
Going Buggy: Jokes About Insects by Peter and Connie Roop
The Gnats of Knotty Pine by Bill Peet
Incognito Mosquito, Private Insective by E.A. Hass
A Cricket in Times Square by George Selden
The Very Hungry Caterpillar) by Eric Carle
The Grouchy Ladybug
The Very Busy Spider
(this may be a good time to discuss that spiders are not insects)
Squiggly Wiggly’s Surprise by Arnold Shapiro

April 12

Beverly Cleary, 1916

Beverly Cleary’s mother passed along her belief in the importance of books, reading, and libraries. In first and second grade, reading was not fun for Cleary. Suddenly in third grade she began to read for pleasure and reading was fun. Children look for funny stories about children like themselves. Knowing this, Cleary writes those types of stories.

Books: The Mouse and the Motorcycle ) by Beverly Cleary
Henry Huggins
Ramona the Pest
Ramona and Her Father
Henry and Ribsy
Socks
Ramona the Brave
Ribsy
Dear Mr. Henshaw
April 13

Marguerite Henry, 1902

Marguerite Henry is probably best known for her stories about horses. She has written several books for the "Pictured Geographies" series and two books for the "Childhood of Famous Americans" series.

Books: Justin Morgan Had a Horse) by Marguerite Henry
       King of the Wind)
       Brighty of the Grand Canyon)
       Black Gold)
       Mustang: Wild Spirit of the West)
       San Domingo: The Medicine Hat Stallion)

April 14

Robert Lopshire, 1927

Robert Lopshire believes that every story must have a moral or point.

Books: Put Me in the Zoo) by Robert Lopshire
       The Biggest, Smallest, Fastest, Tallest Things You've Ever Heard of)

April 15

Everyone Read Day

-Schools might celebrate by reading for ten minutes every hour. Students could read silently or have a short story read to them.

-Play Everyone Read (like musical chairs). Everyone sits in a circle holding a book. Books are passed as the music plays. When the music stops, everyone reads for five minutes before the music begins again. After the game you might take a moment to book-talk the books they read.

April 16

Garth Williams, 1912

Garth Williams is probably best known for illustrating one edition of the eight "Little House" books. (See the activities for Laura Ingalls Wilder's birthday, February 7).

Books: The Adventures of Benjamin Pink by Garth Williams
       The Rescuers by Margery Sharp) illustrated by Garth
       Charlotte's Web by E.B. White) Garth
       The Golden Name Day by Jennie Lindquist) Williams
       The Little House series by Laura Ingalls Wilder)
       Cricket in Times Square by George Selden)

April 17

Roy Gallant, 1924

Gallant has a special interest in astronomy. He believes no subject is too complex to present to children if the author has command of the concept and knows the capabilities of the audience.
April 21  
**Kindergarten Day**

Books:  
*Will I Have a Friend?* by Miriam Cohen  
*Timothy Goes to School* by Rosemary Wells  
*Willy Bear* by Mildred Kantrowitz  
*That Dreadful Day* by James Stevenson  
*The Berenstain Bears Go to School* by Stan and Jan Berenstain  
*Morris Goes to School* by B. Wiseman  
*A Child Goes to School* by Sara Bonnett Stein

April 22  
**Arbor Day**

Books:  
*A Tree Is Nice* by Janice Udry  
*The Giving Tree* by Shel Silverstein  
*The Tree* by Donald Carrick  
*The Birthday Tree* by Paul Fleischman  
*Apples, How They Grow* by Bruce McMillan

**Earth Day**

- Display books on environmental disasters. Post a sign suggesting individual acts which influence the environment (i.e. using aerosol cans, conserving natural resources, recycling paper, cans and glass). Discuss the greenhouse effect – possible causes and consequences.

April 23  
**Astronomy Day**

Books:  
*Company’s Coming* by Arthur Yorinks

April 24  
**Evaline Ness, 1911**

- Winner of the 1967 Caldecott Medal for *Sam, Bangs and Moonshine*, Ness says the story came from a drawing, rediscovered in her portfolio, of an unkempt little girl admiring a seashell.

Books:  
*Sam, Bangs and Moonshine* by Evaline Ness

April 25  
**Alvin Schwartz, 1927**

- Post riddles from his books.

Books:  
*Flapdoodle: Pure Nonsense from American Folklore*  
*Kickle Snifters and Other Fearsome Critters*  
*Whoppers: Tall Tales and Other Lies*  
*Witcracks: Jokes and Jests from American Folklore*  
*Scary Stories to Tell in the Dark*  
(by Alvin Schwartz)
Creative movement and creative dramatics are closely related activities involving intense attention to movement or dramatic problems that call for creative solutions. Activities should be fun, free creative faculties, minimize self-consciousness, aid concentration, and deepen insight into a story or life experience.

During creative movements/dramatics everyone should work in unison (no stars, no solos, no show-offs). Each individual's concentration should be centered on himself with minimal awareness of others in the group. Stress that everyone should have “soft eyes” which means that no one looks directly or closely at anyone else. The director of the activity should be non-intrusive to allow concentration but give specific, clear, and open-ended instructions to allow for creative solutions. While the participants are involved in the creative solutions, they should not talk or ask questions. After the exercise has ended, questions should be answered and thought processes and movements can be discussed.

Earthquake Creative Movement. Before beginning the exercise, explain to the participants that none of them are in the same elevator but there are other people in each elevator.

The director reads the following (slowly, with feeling): You are a busy office person. For your lunch hour one day you go to the elevator to take it to the first floor. You press the button. You wait and wait. You notice the elevator is on the 20th floor. Finally it reaches your floor. The door slides open and you step in. You face the front and wish the elevator would hurry. You’re late for your lunch appointment and the elevator seems slower than usual. Suddenly it does hurry! With a violent jerk sideways, you are flung against the person on your right as the lights go off. You almost lose your balance but manage to stay upright.

Everyone is screaming as the elevator plunges downward at such a terrific speed you almost feel as though you are hanging in mid-air. You know your eyes are bulging out. Just when you’re sure the end has come and you have crouched, closed your eyes and covered your head, the elevator crashes to a stop. It is so sudden that you hit your chin on your knees. It hurts. As you recover, you can hear the cables zinging as if they are ready to break. You spring up and, like everyone else, run to the door and begin pounding on it while screaming desperately.

The lights are still out and it is absolutely black inside the elevator. Your flesh crawls. The elevator is crowded and hot. It starts getting to you. You are afraid you’re losing control. For an instant the lights flicker and the elevator door slides open but closes quickly. Some people jump out but you are still stuck. The doors open and close again. Several people get caught in the doors. You don’t want to see so you turn away. Then you hear the door open for a third time. This is it. You jump over the doorway and fall several feet into jagged rocks and puddles of water. It is a nightmare.

When you can think again you realize there are voices all around. Some are screaming. Some are whimpering. You climb and fall over the debris. In the dark it seems like huge rocks, boulders and something like a pillar. You find a place where there once might have been steps but they have been torn away. Terrified, you feel around with your hands. By a section of wall, you
feel remnants of stairs. You crawl up on your hands and knees. There is not enough room for your body so you must drag yourself up — right knee first. Your hands are cut and bleeding but at last you’re at the top of what was once stairs.

Shaking, shivering and wet, you crawl ahead in the dark. By feeling ahead, you find something that feels like a door. As you push with the last of your strength, the door, which seems to be blocked on the other side, opens a few inches and somehow you squeeze through. There is a ragged gray light allowing you to see for the first time in a long while. The lobby of your office building appears to have been bombed. Huge marble pillars have fallen and lay broken on the ground.

The earth shivers beneath your feet. Part of an iron railing hurtles down toward you. You think you are a goner but you scramble out of the way just in time. You need to get outside. The dust in the air is making you gasp and cough. You plunge toward a gaping hole where the door was and you’re outside. The ground is shaking like jello beneath your feet. There are fires everywhere and water is spraying from fire hydrants. A huge crack appears across the sidewalk. You run backwards to escape but it’s too late. It yawns right under your feet and you drop in a narrow crevice of knife-edged cement and damp brown soil. Frantically you brace your feet against one side, your shoulders and back against the other. You push with your feet, panting heavily. At last you realize. There is no doubt — this is an earthquake.

April 27

Ludwig Bemelmans, 1898

Books: “Madeline” books by Ludwig Bemelmans

Madeline
Madeline’s Rescue
Madeline and the Bad Hat
Madeline and the Gypsies
Madeline in London

Other books about orphans:
Elephant in the Dark by Carol Carrick
An Orphan for Nebraska by Charlene Talbot
The Story of Holly and Ivy by Rumer Godden
The Happy Orpheline by Natalie Carlson
Bullfrog and Gertrude Go Camping by Rosamond Dauer

April 28

Ben Shecter, 1935

Ben Shecter first illustrated books and eventually began to write them as well.

Books: Someplace Else by Ben Shecter
The Whistling Whirligig
Emily, Girl Witch of New York
Millicent’s Ghost by Joan Lexau illustrated by Ben Shecter
The Hating Book by Charlotte Zolotow
April 28

Spring Gardening Day

Books: *The Rose in My Garden* by Arnold Lobel
       *Harriet and the Garden* by Nancy Carlson
       *How My Garden Grew* by Anne Rockwell
       *The Vegetable Thieves* by Inga Moore
       *Planting a Rainbow* by Louise Ehlert
       *Alligator's Garden* by Michaela Muntean
       *The Secret Garden* by Frances H. Burnett
       *Tom's Midnight Garden* by Philippa Pearce

April 30

Maria Leach, 1892

Maria Leach has compiled and edited numerous books of folktales and legends. These stories may be shared on this day or they may fit the theme of another day since many days refer to folktales or tall tales. *The Luck Book* may contain something for a Friday the thirteenth. *The Thing at the Foot of the Bed and Other Scary Stories* or *Whistle in the Graveyard: Folktales to Chill Your Bones* may be used in a scary story session like the one on April 5.

Books: *The Lion Sneezed: Folktales and Myths of the Cat* by Maria Leach
       *Whistle in the Graveyard: Folktales to Chill Your Bones* by Maria Leach
       *The Luck Book* by Maria Leach
       *The Thing at the Foot of the Bed and Other Scary Stories* by Maria Leach
       *Standard Dictionary of Folklore, Mythology and Legend* edited by Maria Leach
OLDER AMERICANS MONTH

Books: Tim Kitten and the Red Cupboard by Jan Wahl
Maxie by Mildred Kantrowitz
The Berenstain Bears and the Week at Grandma's
by Stan and Jan Berenstain

May 1

May Day

Have the children find facts about the Maypole Dance. Go around the room and have each person tell one fact they found about the dance.

The Model Maypole is made using a paper towel or wrapping paper tube and pink and lavender crepe paper streamers (2" wide). Seal the bottom of the tube and fill 1/3 full with sand. Seal the top. Attach one pink and one lavender streamer to the top of the tube then wrap them around for a braided look. Pink goes clockwise and lavender goes counterclockwise. Cover the entire tube. Attach four more streamers to the top and then attach the other end (approx. 12" long) to the hand of the paper girls (see pattern). Decorate the top with flowers. Use the Model Maypole and its dancers as decoration for May Day.
-Have the children make May flowers by drawing a flowerpot, stems and leaves on a sheet of paper. Glue cupcake papers at the top of each stem. A small yarn pom pom can be placed in the center of the cupcake paper as the center of the flower.

May 2

Stephen Meader, 1892

Meader wrote his first books about his boyhood adventures in New Hampshire. After doing much traveling with an advertising agency, he has developed themes from many different places. Many of his books tend to center around ships and the sea.

May 4

Clara Ingram Judson, 1879

Clara Judson started by writing bedtime tales for children. She wrote the “Mary Jane” series and the “They Came From” series plus historical biographies and books for beginner homemaking.

Books: Tommy Tittlemouse ) by Clara Ingram Judson
Tittlemouse
Garden Adventures of Tommy

Bed Time Tales
Abraham Lincoln, Friend of the People
Theodore Roosevelt, Fighting Patriot
Benjamin Franklin

May 5

Leo Lionni, 1918

Lionni believes that good children’s books should appeal to all ages but especially to that part in all of us that is still a child. (See book list in original activity calendar.)
This activity could be used on the birthday of any baseball player or baseball related event. Other possible dates are April 14 - Pete Rose, May 15 - George Brett and May 18 - Reggie Jackson.

Have the children match the correct baseball term with its definition.

i) 1 - Great pitcher
j) 2 - Practice before game
a) 3 - Uniform
h) 4 - Make a mistake
b) 5 - Third base
c) 6 - Base runners
f) 7 - Home run hit
e) 8 - Outs
d) 9 - Left handed
g) 10 - Batter's front foot points away from the pitcher

a - Monkey Suit
b - The Hot Corner
c - Ducks on the Pond
d - Southpaw
e - Sticks in the Mud
f - Gopher Ball
g - Foot in the Bucket
h - Pull a Rock
i - Ace
j - Pepper Game

BE KIND TO ANIMALS WEEK

Read A Week of Raccoons by Gloria Whelan. Make a large map of the route from the farmhouse to the woods. Load a raccoon in a truck and follow the map to the woods to unload the raccoon as you read the story. Or, act out the story with five children as raccoons (each holding his favorite food), five children as the landmarks on the map (standing around the room) and one person as the truck driver.

Books: A Week of Raccoons by Gloria Whelan

FAMILY WEEK

- Have children and parents work together to make a family of their favorite book characters. Each family member selects a favorite character from a book. These characters are then joined to form a new family. For example: the character family might include Tom Sawyer, Miss Nelson, Bambi and the Big, Bad Wolf. After the character families are formed, present situations that families face. Give each family group time to discuss how their character family would handle the situation.

- List activities that families do together. Have the children list five activities that the family in the book they are reading might do.

- Encourage the children to rewrite part of the story they are reading from another family member's point of view.

- Offer a special family activity such as a talent show, bingo night, a sing along or Name that Tune game (be sure to include songs from all generations), a read-in or book discussion between parents and children.
-One of the greatest treasures a child can receive is stories of a parent's childhood. Any story that begins, "When I was your age..." triggers a sense of wonder as the child enters the magical world of parents as vulnerable, helpless children. Some parents have forgotten childhood details or don't have an internal sense of how a story goes together but they can be primed. Others use stories as Abraham Lincoln-behavior-lessons -- "When I was your age I milked nine cows, fed the chickens then walked eight miles to school." They can learn by example to put in the taste and texture that restores life and immediacy to the past. Offer a "Stories My Parents Told Me" evening for families.

Begin by modeling, telling a story from your childhood. Begin the story with, "I remember..."

When your story has ended, talk about memory and the need to exercise memory. Express the importance of passing along a heritage to children. Ask each parent to share a sentence that begins with, "I remember..." After all parents have spoken, wait a moment. Stories may erupt spontaneously or children may ask questions that lead to longer reminiscences. Spend the last fifteen minutes of the evening in family groups as parents share a story with their children. Storytelling is becoming a lost art in our society, replaced by the shadows on a television screen, but after this evening perhaps it can be rediscovered.

You may wish to contact a couple of parents so they are prepared to tell some stories. If storytelling seems to come slowly, those parents could be used to get things started.

This activity could also be used on Remembering Day (Oct. 19).

Books: The Family Storytelling Handbook by Anne Pellowski
Tell Me a Story, Mama by Angela Johnson

Nonny Hogrogian, 1932

Books: One Fine Day ( ) by Nonny Hogrogian
The Cat Who Loved to Sing ( )
The Contest ( )
Handmade Secret Hiding Places)
Noah's Ark ( )
Always Room for One More by Sorche Nic Leodhas
illus. by Nonny Hogrogian

Milton Meltzer, 1915

Meltzer writes historic books and biographies for young people. He has written books on Blacks, Jews, the Depression and slavery.

Books: In Their Own Words: A History of the American Negro - Volumes 1-3 ( ) by Milton Meltzer
Brother, Can You Spare a Dime? The Great Depression ( )
Never to Forget: The Jews of the Holocaust ( )
All Times, All Peoples: A World History of Slavery ( )
May 9  

Eleanor Estes, 1906

Eleanor Estes writes to move children in some way — to make them laugh or cry. Many of her characters or scenes are based on actual happenings in her childhood.

-Read the portion from Rufus M. where Rufus goes to get a library card.

Books:  
  * Ginger Pye  
  * The Moffats  
  * The Witch Family  
  * The Hundred Dresses  
  * Rufus M

May 9  

James Barrie, 1860

-Have the children draw a map of Never, Never Land. Three dimensional characteristics can be added with clay.

May 10  

Golden Spike Day

-Divide the group into two smaller groups. One group begins on the West Coast while the other begins on the East Coast. Designate a specific number of pages to equal a mile of railroad track. Have each group read and report the number of pages they read. Plot the progress on a large U.S. map. When they meet, celebrate with cookies and punch.

May 12  

Edward Lear, 1812

Edward Lear is best remembered for his “Nonsense Books” which he wrote under the pseudonym, Derry Down Derry. (These books are now out-of-print.)

-Lear popularized the limerick. Have each child write some limericks. Toward the end of the session, have each child share the best limerick he/she wrote. Some limericks may be chosen to post on a bulletin board.

Books:  
  * The Complete Nonsense Book  
  * The Owl and the Pussycat  
  * The Quangle Wangle’s Hat  
  * An Edward Lear Alphabet

Out-of-Print Books:  
  * A Book of Nonsense  
  * A Book of Limericks  
  * More Nonsense Pictures, Rhymes and Botany
May 11

Zilpha Keatley Snyder, 1927

Snyder says that from the age of eight, when she first realized books were written by "ordinary human beings," she decided that was what she wanted to do. She has considered herself a writer ever since.

May 13

Norma Klein, 1938

After reading many children's books to her daughter, Norma Klein decided to try writing. An agent suggested she write for eight to twelve year olds. Many of her books are targeted for this age group.

Books: Mom, the Wolfman and Me) by Norma Klein
Dinosaur's Housewarming Party
Confessions of an Only Child
Girls Can Be Anything

May 14

George Selden, 1929

Books: The Cricket in Times Square) by George Selden
Tucker's Countryside
Chester Cricket's New Home
Chester Cricket's Pigeon Ride
Harry Cat's Pet Puppy
Harry Kitten and Tucker Mouse
The Genie of Sutton Place

May 15

L. Frank Baum, 1856

L. Frank Baum is best known for The Wizard of Oz and the other books in the "Oz" series.

-Show the movies, The Wizard of Oz and The Wiz on two different nights. After viewing the films, discuss differences and similarities.

-Act out scenes from The Wizard of Oz.

-Hold an Act-Alike contest. Have contestants imitate the scarecrow, lion, tin man, witch, etc. Vote on the best act-alike.

Books: The Wizard of Oz by Frank Baum
"Oz" series

May 16

Wesley Dennis, 1903

Wesley Dennis' illustrations of horses are especially memorable.

-Conduct an art contest. All entrants draw a picture of a horse. Divide the pictures according to age groups and post them. The pictures can be judged and awarded prizes or simply displayed in the "Wesley Dennis Art Gallery" in honor of the artist.
May 17

Gary Paulsen, 1939

On a terribly cold day when Paulsen was young, he walked by the library reading room which looked so warm and inviting. He went in and was astonished when the librarian came over to ask if he wanted a card. It didn't matter if he was popular, dressed correctly, or was athletic. He got his card and a new world opened for him.

Books: *Black Beauty* by Anna Sewell, illus. by Wesley Golden Stallion by Theodore Waldeck King of the Wind by Marguerite Henry Born to Trot Brighty of the Grand Canyon Album of Horses Justin Morgan Had a Horse Misty of Chincoteague White Stallion of Lipizza

World Sauntering Day

-What would happen if librarians spent the day sauntering around the library instead of working behind a desk?
May 18

Lillian Hoban, 1925

Lillian Hoban illustrates children's books, some written by herself and some written by others. She illustrates many of the books written by her husband Russell Hoban.

Books: 
Arthur's Pen Pal  
Stick-in-the-Mud Turtle  
Emmett Otter's Jug-Band Christmas  
Best Friends for Frances

by Lillian Hoban

May 19

Tom Feelings, 1933

Mr. Feelings has traveled in East and West Africa and South America for a first hand look at the ways of life he intended to draw. His interest in the black people of the world is expressed in the books he illustrates.

Books illustrated by Tom Feelings: 
Black Folktales by Julius Lester  
Jambo Means Hello: Swahili Alphabet Book  
Moja Means One

by Muriel Feelings

May 20

Carol Carrick, 1935

The books she writes are illustrated by her husband, Donald Carrick.

Books: 
Patrick's Dinosaurs  
What Happened to Patrick's Dinosaurs?  
The Longest Float in the Parade  
Lost in the Storm  
The Accident  
The Foundling  
The Climb  
Ben and the Porcupine  
Dark and Full of Secrets  
Left Behind

by Carol Carrick

May 21

Virginia Haviland, 1911

Virginia Haviland has edited, compiled and translated collections of folk tales and fairy tales for children to read.

- Have older children study/read numerous tales from various countries. Have them discuss similarities. Are there stories from different countries which have the same story plot?
Arnold Lobel, 1933

Lobel illustrated almost one hundred children’s books during his career. He also authored books including: *Frog and Toad Together*, a 1973 Newbery Honor Book; *Frog and Toad Are Friends*, a 1977 Caldecott Honor Book; and *Fables*, winner of the 1981 Caldecott Medal.

-Make a rabbit and a turtle (see patterns). Attach a string to each animal. Pull the strings as you tell the story of “The Tortoise and the Hare” to show how the race progresses.

Books:  *Frog and Toad Are Friends*, *Small Pig*, *On the Day Peter Stuyvesant Sailed into Town*, *On Market Street*, *The Rose in My Garden*, *Fables*, *Owe at Home*, *The Book of Pigericks*, *Ming Lo Moves the Mountain*, *Mouse Tales*, *Uncle Elephant*, *Grasshopper on the Road*, *A Treeful of Pigs*, *Frog and Toad Together*
Mystery Day

The person organizing this activity can use old display items, inexpensive trinkets, giveaway items, etc. as the objects that go into hiding. The objects should be hidden throughout the library or room. Each child should find one object by following a clue. The clues should be a one or two line puzzle, which, when solved will lead to the hidden object. (The children may make up the clues for each other or for another group.)

Example of a clue: Don't be a Bluming idiot. Find this object near nothing but a fourth grader. (The object might be fudge or a small bottle of fr.dde juice hidden near the book, Tales of a Fourth Grade Nothing by Judy Blume.)

"If you are Eager enough, you may find a little magic." (A rabbit's foot or 4-leaf clover hidden near book(s) by Edward Eager - Half-Magic, Magic or Not?, Seven Day Magic, etc.)

"Howe will you find this unusual bunny?" (A felt rabbit near Bunnicula by James Howe.)

"No Baums in our library? Only in Oz." (A "Nebraska" hot air balloon or a red shoe hidden in the Oz books by Frank Baum.)

Other likely names for clues are:

Baker (Augusta)  Pyle (Howard)
Newberry/Newbery vs. old berries  Frost (Robert)
Cleary (Beverly)  Wilder (Laura)
Gallant (Roy)  Grimm
Barrie (James)  Scarry (Richard)
Spier (Peter)  Greene (Bette)
Hunter (Mollie)  Burns (Robert)

- Have all of the children read mystery stories. For each story they read, make a mobile of the clues needed to solve the mystery. Display the mobiles and let other readers try to guess which mobile goes with which book.
May 23

Scott O'Dell, 1903

-Both *The Island of the Blue Dolphins* and *The Black Pearl* were made into movies which could be shown on this day to encourage interest in reading the books.

Books:  
- *Island of the Blue Dolphins* by Scott O'Dell  
- *The King's Fifth*  
- *The Black Pearl*  
- *Sing Down the Moon*  
- *The Captive*  
- *Sarah Bishop*  
- *Zia*

May 24

Dale Carlson, 1935

Carlson was prompted to write children’s books because of the pleasure she received from books as a child and because of the pleasure her children received from reading good books. Many of her stories were written as the result of requests from her children.

May 25

Martha Alexander, 1920

Books:  
- *Blackboard Bear* by Martha Alexander  
- *Nobody Asked Me if I Wanted a Baby*  
- *Sister*  
- *I'll Protect You from the Jungle Beasts*  
- *How My Library Grew*  
- *We Never Get to Do Anything*  
- *No Ducks In Our Bathtub*  

May 27

M.E. Kerr, 1927

Marijane Meaker is best known as M.E. Kerr, a pseudonym created as a play on words of her real last name. Read *Me, Me, Me, Me, Me: Not a Novel*, her autobiography, to learn about incidents in her life on which she has based characters and books.

Books: *Me, Me, Me, Me, Me: Not a Novel* by M.E. Kerr

May 28

Indy 500

- Try to increase the circulation of books by challenging patrons to check out 500 books (or multiples of 500 depending on the size of the library). One book (or two or three) for each lap of the race.

May 30

One-Foot Day

Books:  
- *How Big Is a Foot* by Rolf Myller  
- *The Foot Book* by Dr. Seuss  
- *Alfie’s Feet* by Shirley Hughes  
- *All Kinds of Feet* by Ron and Nancy Goor  
- *Tail Toes Eyes Ears Nose* by Marilee Robin Burton
Millicent Selsam, 1912

Selsam's books reflect her educational background. She has a B.A. degree in biology and an M.A. in botany.

May 31

Jay Williams, 1914

Williams believes writing is easy and hard. It is hard to think of ideas and make them seem real but if you like what you do then it is easier. His favorite books are *The Hobbit*, *Julie of the Wolves* and *The Wind in the Willows*.

Books: *The Practical Princess and Other Liberating Fairy Tales* by Jay Williams
*The Reward Worth Having*  
*The Water of Life*  
*Everyone Knows What a Dragon Looks Like*
JUNE

June 1

Sandra Scoppettone, 1936

Scoppettone is a controversial author who writes about homosexuality and alcoholism.

Books: *Trying Hard to Hear You* (by Sandra Scoppettone),
       *The Late Great Me* (by Sandra Scoppettone),
       *Bang Bang You're Dead* (by Sandra Scoppettone),
       *Happy Endings Are All Alike* (by Sandra Scoppettone).

June 2

Paul Galdone, 1914

Paul Galdone wrote and illustrated many books. He worked with Eve Titus on several books and with Ellen MacGregor on the “Miss Pickerdell” books.

Books: *Anatole* (by Eve Titus),
       *Anatole and the Cat* (by Eve Titus),
       *Basil of Baker Street* (by Eve Titus),
       *The Three Billy Goats Gruff* (by Eve Titus),
       *The Three Bears* (by Eve Titus),
       *The Three Little Pigs* (by Eve Titus),
       *What’s In Fox’s Sack?* (by Eve Titus),
       *The Monkey and the Crocodile* retold and illustrated by Paul Galdone.

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Martha Washington

-Hand out copies of Search-a-Name and/or a list of United States Presidents and their wives. (See the sample handouts.)

June 3

Anita Lobel, 1934

Anita Lobel wrote numerous books jointly with Arnold Lobel (May 22). *On Market Street*, one of the 1982 Caldecott Honor books, was written by Arnold Lobel and illustrated by Anita.

Books: *Potatoes, Potatoes* (by Anita Lobel),
       *The Straw Maid* (by Anita Lobel),
       *Sven’s Bridge* (by Anita Lobel),
       *Troll Music* (by Anita Lobel),
       *On Market Street* by Arnold Lobel, illustrated by Anita Lobel.
Find the names of the Presidents' wives. They may run up, down, diagonal, right or left. After all the names have been found, the letters which are left spell out a message.

ABIGAIL
MAMIE
ERCO
HNYELLO
OLDNGRA
ATU
TAPLOUANNLUCYA
RINEELIZABETHRT
ALINCDSINESLEAO
MANAAALCCSSLMS
YJOUGHREYNEUEEO
LETITIAGTECTABT
EIKAJHHTRNHNAE
NNYLASHOREOATOLM
MARGARETLRIRIA
LLADYBIRDFFDLCR
IGHTCAROLINELEH

Abigail  Alice  Anna  Bess
Betty    Caroline Dolley Edith
Eleanor  Eliza    Elizabeth Ellen
Florence Frances Grace Hannah
Helen    Ida      Jackie Jane
Julia    Lady Bird Letitia Lou
Louisa   Lucretia Lucy Marnie
Margaret Martha Mary Nancy
Pat      Rachel   Rosalynn Sarah

(Congratulations, you got them all right.)
Richard Scarry, 1919

Scarry uses animals who dress and act like humans in his illustrations because he feels that children can identify with these animals. He feels that pictures of other children cause a competition between the reader and the unknown child in the drawing. Many of his books have been translated into twenty-eight languages.

June 6

Peter Spier, 1927

Books:  
- People  
- Noah's Ark  
- Bored, Nothing to Do  
- The Fox Went Out on a Chilly Night  
- The Erie Canal  
- Peter Spier's Christmas!  
- Peter Spier's Rain  
- Oh, Were They Ever Happy!

June 7

John Goodall, 1908

- Set up a book-making center to make wordless picture books like John Goodall's, with half pages that add to the story.

Book covers may be made by:

1) Lay 2 pieces of cardboard, the same size side by side, leaving about 1/2 inch of space between them.

2) Tape 4 or 5 pieces of masking tape horizontally between the two pieces of cardboard. Tape the top first, the bottom second and then tape 2 or 3 across the center. Do this on both sides of the book cover.

3) Cut material (wall paper, contact paper, wrapping paper or whatever you like for a covering) one inch larger than the book cover on all sides. Fold the extra inch all around the book cover. Glue or tape to cover the edges.
June 10

Maurice Sendak, 1928

Sendak grew up in the "Walt Disney era" and most admires Disney's Mickey Mouse of the mid-nineteen thirties. He later realized he was responding primarily to the art involved in the cartoons rather than the episode or story line.

June 11

Betty Jean Lifton, 1926

Her interest in the Far East began when she and her husband went to Japan to live. Folklore, legends, art, and folk crafts that are a part of Japanese culture became important to her.

June 12

Anne Frank, 1929

As a German-born Jew, Anne Frank and her family attempted to escape from Nazi persecution by hiding in a warehouse in Amsterdam. The family was eventually discovered and Anne was sent to a concentration camp.

Books: *Anne Frank's Tales from the Secret Annex* by Anne Frank  
*The Jews in America: A Picture Album* by Milton Meltzer

**Hug Holiday**

Books: *The Trouble With Elephants* by Chris Riddell  
*The Book of Hugs* by Dave Ross

June 14

Laurence Yep, 1948

Books: *Dragonwings*  
*Child of the Owl*  
*Sea Glass*  
*The Mark Twain Murders*  
*The Tom Sawyer Fires*

June 18

Pat Hutchins, 1942

Pat Hutchins, author and illustrator, says the most difficult part for her is the basic idea, to find something original. She finds it very satisfying knowing that everything "from the original idea to the finished artwork" is all her own work.

Books: *Changes, Changes*  
*The Wind Blew*  
*Rosie's Walk*  
*Clocks and More Clocks* (out of print)  
*Follow That Bus*  
*Goodnight, Owl!*  
*Don't Forget the Bacon!*  
*Happy Birthday, Sam*  
*One Hunter*  
*The Tale of Thomas Mead*  
*You'll Soon Grow Into Them*
June 19

Patricia Wrightson, 1921

Born in Australia, she fought the idea of becoming a writer until her appreciation of literature exceeded her desire to fight.

Books:
- The Nargun and the Stars by Patricia Wrightson
- The Dark Bright Water
- A Little Fear
- The Crooked Snake (out of print)
- The Feather Star
- A Race Course for Andy
- The Ice is Coming
- Journey Behind the Wind

June 23

Theodore Taylor, 1924

Taylor believes a writer should constantly do different things — seek new experiences. He has been a newspaperman, merchant seaman, naval officer, and documentary filmmaker. He has lived in Japan, Taiwan, and Hong Kong as well as many European countries. Background for The Cay is the result of living in the Caribbean.

Books:
- The Cay by Theodore Taylor
- Air Raid — Pearl Harbor
- Teetoncey
- The Odyssey of Ben O'Neal
- Teetoncey and Ben O'Neal
- Battle in the Arctic Seas

June 24

John Ciardi, 1916

Ciardi's early poems resulted from the desire to play games with children. I Met a Man was based on a first grade reading vocabulary so his young daughter would be able to read his book all the way through. He believes learning to read and write should be a happy, fun experience.

Books:
- I Met a Man by John Ciardi
- You Read to Me, I'll Read to You

Leonard Everett Fisher, 1924

Fisher illustrated his first children's book in 1954. Since then he has illustrated over 200 fiction and non-fiction books, and written forty books for children.

Books: The Exploits of Xenophon by Geoffrey Household
June 25  

Eric Carle, 1929  

Books:  
The Very Hungry Caterpillar by Eric Carle  
The Secret Birthday Message  
The Grouchy Ladybug  
The Mixed Up Chameleon  
The Very Busy Spider  
Do You Want to Be My Friend?

June 26  

Charlotte Zolotow, 1915  

Zolotow writes of experiences of children as children see them or as she remembers seeing experiences as a child.  

Books:  
The Storm Book by Charlotte Zolotow  
Mr. Robert and the Lovely Present  
William's Doll  
My Grandson Lew  
But Not Billy

June 27  

Pearl S. Buck, 1892  

Books:  
The Water-Buffalo Children by Pearl S. Buck  
The Little Fox in the Middle  
The Dragon Fish

June 28  

James Lincoln Collier, 1928  

James Lincoln Collier has written under the pseudonym Charles Williams.  

Books:  
My Brother Sam is Dead by James Lincoln Collier  
Rock Star  
Th. Teddy Bear Habit  
Why Does Everybody Think I'm Nutty?

As stated in the activity calendar, a follow-up experience to The Miracle Worker can open up reference resources and stimulate an awareness of communication among the handicapped.

-The Silent Treasure Hunt needs some preparation. You may want to move an encyclopedia to a table, make the signs necessary to get things going, and make symbols for teams and clues ahead of time.

When the group assembles, hold up a sign which says,

To understand what it is like to be unable to speak or hear, today we will NOT SPEAK!
Everyone must find other ways to communicate.

At this time, ignore raised hands, don't talk, just hold up the next sign.

First you need a pencil and paper. Use a large book or table to write on.

Silently pass out pencils and five sheets of paper to each person.

Remember! No talking! You may communicate by writing, sign language, gesture, touch, facial expression or whatever works.

Here are your only group instructions. After this, you are on your own. Read closely.

1. Find your special symbol. It can be found in the encyclopedia that has entries which begin with the same letter as your first name.

2. Find your partner – the person who has exactly the same symbol as you. (Same size, color and shape.)

3. When you find your partner you are ready for the next clue. Remember - No Talking! By fitting your symbols together you will find your clue.

4. Follow the clues until you reach the end. Ready - Go!

To conduct the hunt you will need to make several symbols from construction paper. The shape should be kept simple like circles, squares or triangles. Each shape may be made in every color.

The following is a sample series of clues. The partners have yellow triangles. On the front of one triangle is part of a subject, on the back is part of a clue. When the two triangles are put together, the subject becomes

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HOR
```

and the clue is

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The next clue is in Black Beauty.
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The partners need to look in the card catalog to be able to locate the book, *Black Beauty*. The next yellow triangle will be in the book. On it will be the next clue instructing the partners to find "Who wrote Black Gold?" The next yellow triangle will be found near the entry for *Black Gold* in the card catalog.

The clues can continue on in this fashion until the final yellow triangle informs them that they have reached their goal.

**June 29**

**Antoine de Saint Exupery, 1900**

- Read a portion of *The Little Prince*. Ask if any of the children have seen the episodes of *The Little Prince* on Nickcldodeon (NIK) television.

Books: *The Little Prince* by Antoine de Saint Exupery

**June 30**

**Mollie Hunter, 1922**

- Her real name is Maureen McIlwraith. She likes dogs, children, and places without people.

Books: *The Walking Stones* ) by Mollie Hunter

*Thomas and the Warlock* )

*The Ghosts of Glencoe* )
GENERAL ACTIVITY

-Have each child select a favorite author. Write a short paragraph about the author. Then select a specific book or topic related to the author and plan special activities to honor him/her. These activities could be submitted to the Nebraska Library Commission to be included in a future supplement.

Poster:

Books are fine in '89 so READ READ READ


Silly Putty

Combine equal amounts of Elmer's glue (or similar glue) and liquid starch. Mix in a baggie until a putty forms. Remove and rinse with water.

Koolaid Play Dough

2 1/2 c. flour 1/2 c. salt
1 T. alum 3 T. oil
2 c. boiling water 1 pkg. Koolaid

Mix dry ingredients except Koolaid.

Dissolve Koolaid in boiling water. Add with oil to dry ingredients and mix until smooth. (May have to knead in additional flour.) Store in tightly covered container.
RESOURCES


The Nebraska Film Service has a collection of films and videos which can be utilized in conjunction with various activities during the year. There is a catalog available for these items. To obtain a copy, contact Paul Kopischke at the Nebraska Library Commission.
1989 YEAR OF THE YOUNG READER

BOOKS ARE WINDOWS TO THE WORLD

Nebraska Library Commission
Supplement II
July 1

Princess Diana, 1961

"What is the princess' last name? Do you know any princesses', princes', kings' or queens' last names? Why don't they use their last name like everybody else?

-Draw a design like a checkerboard game. Write subject areas, book titles, or authors' names in alternating squares. Hand out the "checkerboards." The player may start on any square at one side of the "board." By reading books which fulfill the requirements in the squares, the player moves across the board to the opposite side.

A local Burger King or Dairy Queen might help sponsor this event. Players may receive a prize when they reach the opposite side and become "crowned."

July 2

Jean Craighead George, 1919

Ms. George and her former husband, John, collaborated on many nature books depicting characters with great respect for wilderness and the natural world. My Side of the Mountain, about a boy who runs away from home to learn solitude and survival in the Canadian wilderness, was made into a movie, and Julie of the Wolves earned the Newbery medal. Water Sky, her most recent book, explains the reverence Eskimos feel for the whale and the culture clash between white and Eskimo beliefs.
July 3

Storytelling Day

This is a day to commemorate our ancestors who kept folklore and stories alive from generation to generation so we can enjoy them today. Most of these tale bearers are nameless and unknown, but their stories shine on for every child who's heard them. One universal story is "Cinderella," found in some form in every culture throughout the world. Use a folk/fairy tale source book, such as Margaret Read MacDonald's Storyteller's Sourcebook to locate several versions of Cinderella. Tell two or three of the best.

Also, use advance publicity to encourage everyone to tell a story this day. Why? Because our own stories or our parents' are the best; storytelling helps us learn to visualize once more, and also develops lost listening skills.

July 6

Beatrix Potter, 1866

As a child and young adult Beatrix Potter lived a very solitary life, with drawing into her own world where she found comfort from imaginary creatures. Her first tiny drawing model was a field mouse who lived in a cage in Potter's room and who became the model for Mrs. Tittlemouse. Other immortal characters who flowed from her pen such as Jemima Puddleduck, Jeremy Fisher, Peter Rabbit, Tom Kitten, Mrs. Tiggy-Winkle, Samuel Whiskers and Ginger Pickle are as beloved today as they were when they were born for Potter's nieces and nephews. Now that the copyright has lapsed, modern artists have stolen the stories to accompany their own illustrations, but there is such an integral bond between Potter's text and watercolors that these modern illustrations look false and weak. There is a ballet of the Potter characters both on videotape and 16mm film, "Tales of Beatrix Potter," which would be a delight to air on this day. The tape is available from NLC.

July 7

Robert Heinlein, 1907

Robert Heinlein who died last year, is worth mentioning for the science fiction he wrote for children and adults. One of his books, Stranger in a Strange Land, caused a particular stir because it is said that Charles Manson was inspired by the book to commit the Tate murders.

A YOUNG ADULT ACTIVITY: advertise a discussion session with the following caption.

Do Books Change Lives?

Participants need to register at least two weeks before the discussion. When they register give them a paperback copy of Stranger in a Strange Land to read, and ask them to interview one or two persons about whether books have made a difference in their lives. Prepare for the session by finding feature and front page coverage of the Manson murders and trial.
At the discussion session use the following sequence of questions or discussion starters: concerning plot and topic; meaning — author's intent; application to your life, your judgement: Is author's message true?

Other questions that may provoke a response — (after summarizing the Manson events and the book tie-in)

In what ways was Charles Manson influenced by the book?  
Do you agree with his logic?  
Would you act or react in the same way?  
What books have made a powerful impression on you?  
Have they changed your thinking?  
Have they changed your actions?  
After reading Stranger in a Strange Land, are you feeling a desire to do as Manson did?  
Do books change lives?

Resource Books:
- Books that Changed America by Robert B. Downs available from NLC  
- Books that Changed the World  
- Our Books, Our Wings by Chlorene Hardy and Roberta Fagan - soon to be available  
- Beyond this Horizon by Robert Heinlein  
- Citizen of the Galaxy  
- Day After Tomorrow  
- Door Into Summer  
- Double Star  
- The Green Hills of Earth  
- The Man Who Sold the Moon  
- Rocket Ship Galileo  
- Star Beast  
- Time for the Stars  
- Tunnel in the Sky

July 8

Celebrate History
Children's Parade Day

Combine these two holidays with a slow-motion parade — a panorama of historical characters impersonated by children. Use colorful characters, at least some of whom children would be likely to be familiar with. Examples: Pocohontas, Paul Revere, Betsy Ross, George Washington, Abraham Lincoln, Harriet Tubman, Will Rogers, Annie Oakley, Daniel Boone, Johnny Appleseed, Amelia Earhart, Isadora Duncan, Shirley Temple, Eleanor Roosevelt, etc. Simple costumes can be created from paper -- wigs, Lincoln's tall hat, a nurse's cap. Each child may choose one quotation uttered by the person they're portraying. Hold the parade at night in the library. Invite parents and/or the community. Children move slowly across a stage or open area. When an individual is spotlighted (you may be able to borrow a spotlight from the school drama department) s/he says the quotation for the character depicted and then slowly moves into the dark. This parade doesn't take great amounts of preparation all you need to do is begin planning well ahead. And, of course, advertise your most appealing books of history the evening of the parade.
Roll into cylinder. Wedge into brim.

black tagboard
cut out

Lincoln's Hat

white paper
curl ends

Paper Wig

Nurse's Cap

Resource Books:

- *The Abraham Lincoln Joke Book* by Beatrice De Regniers
- *And Then What Happened, Paul Revere?* by Jean Fritz
- *The Double Life of Pocahontas* by Russell Freedman
- *Cowboys of the Old West* by Russell Freedman
- *Lincoln: a Photo-Biography* (Newbery Medal — 1988)
- *George Washington's Breakfast* by Ruth Belov Gross
- *The Death of Lincoln* by Leroy Hayman
- *Carol Burnett: The Sound of Laughter* by James Howe
- *If You Grew Up with Abraham Lincoln* by Ann McGovern
- *Women Who Changed Things* by Linda Peavy and Ursula Smith

July 11

E.B. White, 1899

*Charlotte's Web, Stuart Little* and *Trumpet of The Swan* comprise White's meager output for children yet they tower as masterpieces of the "talking animal" genre. *Charlotte's Web* is the most popular children's book in the U.S. and it ends with one of the immortal sentences in literature: "It is not often that someone comes along who is a true friend and a good writer. (Charlotte was...)" As a treat for you, the adult, read or reread *Charlotte's Web* or try the less-known *Trumpet of the Swan*. When you finish, you'll be inspired to share them.

Books: 
- *Charlotte's Web* by E.B. White
- *Stuart Little* by E.B. White
- *Trumpet of the Swan* by E.B. White
In addition to being a popular comedian, charismatic T.V. star, former basketball player, and teacher, Bill Cosby has contributed considerable energy to the cause of reading and literacy. Pamphlets and posters are available from ALA, (address below) and he has also made T.V. spots. Play one of his taped comedy routines, then show the materials on reading. Encourage children to write thank you letters to Bill Cosby for caring about reading and mail the packet. You can obtain his address from your System or mail them c/o ALA, Public Information Office, ALA Graphics, American Library Association, 50 E. Huron, Chicago, IL 60611.

Learning Begins at Home

Did you know that 50 per cent of intellectual development takes place between birth and 4 years of age?

That means that parents are important teachers. You provide the foundation for your child's learning skills right within your own home. You can shape the course of your child's educational future by the quality of the learning experiences you provide before he or she ever goes to school.

Here are six watchwords designed to help you make the most of your child's early learning experiences:

Listen:
Listen to your child. Pay attention to what he or she is saying. Call attention to sounds. Listening and attaching meaning to sounds are essential skills that must be acquired before a child can read or succeed in a classroom environment.

Speak:
Talk with your child. Direct conversation to him or her from infancy. Help your child learn to distinguish sounds and imitate them.

Take a walk together. Talk about the things you see and hear. Help the child classify objects as you see them: foods, plants, farm animals, birds, etc.

Sing to your child. This teaches enjoyment of music and rhythm.

Read:
Read to your child every day. Make reading enjoyable then it will be a skill he or she will want to acquire. Let the child choose a favorite book or story to read. When you read stories, stop in the middle and ask your child what will happen next. Talk about the pictures. Have your child point to objects in the pictures.

When your child is old enough, write down words as he or she says them. Let the child know that printed material is really "printed talk."

Take your child to the library. Let him or her see books there. Buy books that "belong" to your child. Provide a place for your child's books at home.

Remember, if the child sees you reading, then reading becomes something useful in his or her mind.

Move:
Help your child roll over, crawl, stand, and walk. This develops muscle control. Let your child explore. Provide safe play objects such as boxes of different sizes, blocks, scraps of cloth with different textures, spoons, and pans.
Through these experiences, you can help your child learn such concepts as wet, dry, soft, hard, inside, in, under, over, and concepts of order such as first, second, third, and so on.

Interest:
Help your child learn that he or she is a part of a family group. Include your child in planning family activities. Give encouragement and praise when merited.

Tune In:
Stay closely involved with your child's television viewing. Search out good TV programs for children and share them with your child. Talk about the programs. Read books to your child that will follow up on interests inspired by TV programs.

If Your Child is Already in School:
If your child is already school-age, your role as teacher is still great. To make sure that your child gets the most from his or her learning in school, here are some things you should do:

* Visit your child's classroom and ask the teacher how you can help.
* Give your child the chance to read out loud the materials he or she brings home from school.
* If your child is having trouble with a subject, learn the subject so that you can help.
* Provide a space for your child to study in comfort.
* Visit the classroom from time to time to check progress and to show your interest.

Warning:
* Do not nag your child or try to pressure him or her to achieve.
* Don’t forget to praise your child's accomplishments.

*Do not compare your child’s achievements with those of other children. He or she has the right to be an individual, not a carbon copy of an older brother or sister.

Remember:
Your child’s success in school depends on how your child feels about going to school. You should help your child develop a good attitude towards school. You should teach him or her that it is a place where children will be happy and will learn interesting things.

How we…” your child does in school is greatly dependent upon what you do before he or she ever enters the doors. You as a parent are the first and most important teacher your child will ever have.


As a parent and educator, Bill Cosby believes that parents can shape their child's educational future by the quality of learning experience they provide in the home.
July 13

Marcia Brown, 1918

While growing up, Marcia Brown's favorite books were fairy tales by Grimm, Andersen, and Perrault. She grew up reading and drawing. After teaching English and dramatics, Brown worked in the children's department of the New York Public Library for six years which gave her an opportunity to learn about work with books and children.

Marcia Brown's Cinderella, with its curly rapid-line drawings and spicy dashes of color, earned the Caldecott medal in 1955. After reading the story, children may add a scene to the book—her magic clothing, back in the cinders, the wedding, or the stepsisters trying to turn the pumpkin into a ball gown. (Who says you can't change the story a little?) Children must make their drawing without lifting their pencil from the paper. Play fast music to keep them speeding along. Then color in a few random patches of color.

Books: Cinderella by Marcia Brown

July 14

Isaac Bashevis Singer, 1904

Singer once said, "Children are the best readers of genuine literature." He believes they prefer stories which contain clarity and logic—stories which have a beginning, a middle, and an end. He says that adults are swayed by known authors, pressure of society, and impressive quotes or words. A child is more independent, relying only on his/her own likes and dislikes.

Books: A Day of Pleasure (autobiographical) by Isaac Bashevis Singer

The Fools of Cheim and Their History
When Shlemiel Went to Warsaw and Other Stories
Zlaten the Goat & Other Stories

July 15

St. Swithin's Day

According to old English belief, it will rain for forty days if it rains on this day. "St. Swithin's Day, if thou dost rain, for forty day it will remain; St. Swithin's Day, if thou be fair, for forty days, 'twill rain nea mair."

July 17

Karla Kuskin, 1932

Kuskin's poetry has appeal for children and is fun for adults to read and recite.

Books: A Space Story by Karla Kuskin

Any Me I Want to Be
Bear Who Saw Spring
The Dallas Titans get Ready for Bed
Dogs & Dragons, Trees and Dreams:
A Collection of Poetry Books
Herbert Hated Being Small
July 1st

Eve Merriam, 1916

Merriam’s best-known poem is “How to Eat a Poem.” Recite it with great relish!

Books: The Birthday Door by Eve Merriam
Blackberry Ink
Book of Wishes for You
The Christmas Box
The Double Bed
Family Circle
Freshpaint: New Poems
Growing Up Female in America
Halloween ABC
If Only I Could Tell You: Poems for Young Lovers and Dreamers
Jamboree
A Sky Full of Poems
A Word or Two With You
You Be Good & I’ll Be Night: Jump on the Bed Poems

July 20

SUMMER READING PROGRAM — Moon Day
First Moon Landing 1969

Commemorate this special Summer Reading Program day with a “You are There Tape” that you make yourself, using some of the NASA materials for sources.

July 22

Rev. William Archibald Spooner, 1844

Read “Spoonerisms” to the children. Have them pair up to write their own “Spoonerisms” by reversing the first two letters in adjoining words. Fairy tales readily lend themselves to “Spoonerisms” but any stories can be used.

Examples: The Three Pittle Ligs
Chinex Prarming
Tonce Upon a Wime

Pied Piper of Hamlin, 1376

Why might a Pied Piper lure all the children from their homes today? What might make them decide to go? (This could lead to a discussion of kidnapping and prove a good safety lesson. Don’t push it, however. It’s a scary topic for some kids.)

Books: Missing by James Duffy
Robert Quackenbush, 1929

Quackenbush taught art. He thought everyone had a story to tell and helped people start to remember their childhood memories by having them describe or draw their childhood bedrooms. Many of his books are silly situations with elementary slapstick that may appeal to children just beginning to develop a sense of humor.

Books: *Quick, Annie, Give Me a Catchy Line!* by Robert Quackenbush  
*Quit Pulling My Leg!*  
*A Story of Davy Crockett*  
*Rickshaw to Horror*  
*She'll be Comin' Round the Mountain*  
*Sheriff Sally Gopher & the Thanksgiving Caper*  
*Sherlock Chick & the Peekaboo Mystery*  
*Sherlock Chick's First Case*

Esther Averill, 1902

Averill wrote many stories about cats. The cat, Jenny Linsky, was Averill’s own black cat.

Cut out cat pictures and make a collage. Hold a contest for the best cat (real or drawn). Identify breeds from displayed pictures or photographs. Kids also love to debate the topic: “are dogs or cats better?”

Books: *Jenny's Birthday* by Esther Averill  
*I Want a Cat* by Tony Ross

Clyde Watson, 1947

Clyde Watson comes from a family of writers and musicians. Her book *Father Fox's Penny Rhymes* is a delightful equivalent of Britain’s *Mother Goose*. Use it often with your pre-school group until they can say the verses along with you. Older children enjoy the rhythm, delicious images, and nonsense also.

Books: *Applebet: An ABC* by Clyde Watson  
(illustrated by her sister, Wendy)  
*Tales for a Winter's Eve* by Wendy Watson

SUMMER READING PROGRAM – Eye The Sky (and night)

Promises to be a perfect night for gazing. There’s even an eclipse!
Natalie Babbitt, 1932

Don’t let another moment pass before you begin reading *Tuck Everlasting* to fifth and sixth graders!

Books: *The Devil’s Other Storybook* by Natalie Babbitt
- *The Devil’s Storybook*
- *Eyes of the Amaryllis*
- *Goody Hall*
- *Kneeknock Rise*
- *The Search for Delicious*
- *Tuck Everlasting*
AUGUST

August 1

Bill Wallace, 1947

Bill Wallace is definitely the sweepstakes Golden Sower winner. Nebraska children have awarded him this honor for *A Dog Called Kitty* and *Ferret in the Bedroom, Lizards in the Fridge* (1989). Both books are high comedy with plenty to appeal to all children, readers and non-readers alike. Read the first chapter of either and then auction the book off.

Books: 
- *Beauty*
- *A Dog Called Kitty*
- *Ferret in the Bedroom, Lizards in the Fridge*
- *Red Dog*
- *Shadow on the Snow*
- *Trapped in Death Cave*

August 2

Holling C. Holling, 1900

Although Holling is an older writer and many of his books are out of print, his non-fiction is written with such warmth and humanity, the reader becomes genuinely attached to Pagoo, the fiddler crab, and involved with the carved kayak which journeys from a northern lake to the mouth of the Mississippi in *Paddle-to-the-Sea* or all the events witnessed by the ancient tree in *Tree in the Trail*. These books are certain to awake children to an appreciation of non-fiction. Holling’s wife, Adeleide, is the illustrator.

After sharing *Tree in the Trail*, identify a well-known tree near the library. Use a book about trees to estimate its age. Small groups may create a history for this tree and all it has seen. After reading *Paddle-to-the-Sea*, make boats either by paper folding, bits of wood glued together, or foam meat trays. Put them in a body of water in your community (even an irrigation ditch will work). Enclose a message asking the finder to write and tell you how far your boat travelled. If you make many kinds of boats you can keep records to see which seems most seaworthy.

Books: 
- *Minn of the Mississippi* by Holling C. Holling
- *Paddle-to-the-Sea*
- *Pagoo*
- *Seabird*
- *Tree in the Trail*
James Baldwin, 1924

Poet, novelist, eloquent writer and passionate spokesman against racial injustice, Baldwin is appropriate for the more advanced young adult.

Books: *The Fire Next Time*  
*Go Tell it On the Mountain*  
*If Beale Street Could Talk*

**Friendship Day**

Advertise as

| FRIENDSHIP DAY | Make a New Friend Day | Discover...
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Put signs like the following in the books you display:

**NUMBER THE STARS**
by Lois Lowry

When the Nazis came to take me away, I was really lucky that Anne Marie was my friend.

**The Silent Treatment**
by David Carkeet

People in my family hardly move their faces and they never talk about anything important. It helped a lot when I met Cindy -- someone I really could talk to.

**ARLY**
by Robert Newton Peck

It's the worst thing in the world to be so low down everybody thinks your family is dirt -- just 'cause we're poor migrant workers. I got a friend, but he's in a bad fix too.

**BLUBBER**
by Judy Blume

Suddenly, everyone started to call me "Blubber" and teasing me. I really need a friend!
Further examples:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Jan Greenberg</td>
<td>Just the Two of Us</td>
<td>My best friend is Max and we're planning to get me known so I can start my glamorous career as an actress -- then whoa! Mom says we're leaving Ne York and moving to Iowa. owa! What'll I do without my be a friend?</td>
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<tr>
<td>Barthe DeClements</td>
<td>Double Trouble</td>
<td>I know it sounds weird for a guy to say his sister is his best friend -- but she's my identical twin and since our parents died I'm not even allowed to see her. It's lucky we both know a little about telepathic communication.</td>
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<td>Elizabeth B. Keaton</td>
<td>Second Best Friend</td>
<td>If it hadn't been for the cyclone and me losing all my clothes, I know Clara would still be my best friend.</td>
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<tr>
<td>Miriam Chaikin</td>
<td>Friends Forever</td>
<td>Everybody else -- all my best friends -- are sure to get into R.A. math -- “rapid advancement” in junior high next year. I have to get in too -- even if I have to cheat!</td>
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August 3

Mary Calhoun, 1926

Mary Calhoun was a reporter for the Omaha World-Herald in 1948. A prolific and versatile writer, her topics were animals, magic creatures, and normal kids.

Books:  
- Audubon Cat  
- Camels are Meaner than Mules  
- Cross-Country Cat  
- Depend on Katie John  
- Honestly, Katie John  
- Hot-Air Henry  
- Hungry Leprechaun  
- Jack and the Whoopee Wind  
- Julie's Tree  
- Katie John  
- Katie John and Heathcliff  
- The Witch of Hissing Hill  
- The Witch Who Lost Her Shadow  
- Wobble, the Witch Cat  

by Mary Calhoun
August 5

Ruth Sawyer, 1880

A gifted storyteller and a tale collector, Ruth Sawyer received the Newbery Medal in 1937 for *Roller Skates*. In spite of its age, this story of a motherless child finding adventure and wisdom as she roller skates around New York will still hold romance and appeal for the sensitive reader.

Books:  
- *Journey Cake, Hol* by Ruth Sawyer  
- *Roller Skates*  
- *Way of the Storyteller*

Summer Reading Program – Neil Armstrong, 1930

To celebrate Neil Armstrong’s birthday, ask a mature young adult to research and impersonate Armstrong – one of the early astronauts – so younger kids can interview him. He or you may even find or be able to pull together a facsimile of an astronaut’s outfit.

Books:  
- *Moonwalk; the First Trip to the Moon* by Judy Donnelly  
- *Great American Astronauts* by Chris Crocker  
- *The Astronauts* by Dinah Moche  
- *Neil Armstrong: Space Pioneer* by Paul Westman

August 6

Barbara Cooney, 1917

Cooney has illustrated such works as *The Owl and the Pussycat, Bambi, and Little Women*. She received the Caldecott Medal in 1958 for *Chanticleer and the Fox*.

August 6-12

NATIONAL SMILE WEEK

Display photos of famous smiles (cut them out of the face). Post the faces (or just the names) smiles can be matched with persons. Post jokes; give joke and riddle handouts. Have a joke-telling contest. Take a picture of everyone who enters the library and hang it in your “City Smiles” Gallery.

August 7  

Betsy Byars, 1928

Byars’ favorite of her own books is *The Midnight Fox* because it is based on her children and their activities; her children not only contributed their experiences as content for their mother’s books, but read, reacted, and critiqued as she wrote. In *The Midnight Fox*, eight-year-old Tommy is separated from his parents and spends much painful time reflecting on his many imagined deficiencies. A bond that is developed with a wild fox is the key to his faith in his own growth. Many of Byar’s books are lighter in tone, but are always meticulous and sensitive in expressing the pain, sense of inadequacy, and eventual triumph that are part of childhood.

Books:  
- *After the Goat Man* by Betsy Byars  
- *The Animal, the Vegetable and John D. Jones*  
- *A Blossom Promise*  
- *The Blossoms and the Green Phantom*
August 9

Jose Aruego, 1932

As a young boy Aruego collected comics and was interested in humorous illustration. After receiving his law degree, he practiced law only three months before he decided his true vocation was drawing. He worked as a free-lance cartoonist, then began illustrating books.

Books:
- A Crocodile's Tale by Jose Aruego
- Look What I Can Do
- The Chick and the Duckling by Mira Ginsburg
- The Day They Parachuted Cats on Borneo
- Rockabye Crocodile by Jose Aruego (joint author with Ariane Dewey)
- We Hide You Seek

August 11

Don Freeman, 1908

Freeman’s bear books have specially enduring appeal from mischievous Corduroy to Bearymore. Celebrate the author’s birthday with a “stuffed pet read-in”. Distribute Freeman titles to pairs of kids and their plush pets (always match a strong reader with a non-reader or struggler) so the pets may enjoy stories about animals just like themselves.

Books:
- A Rainbow of My Own by Don Freeman
- Beady Bear
- Bearymore
- Corduroy
- Dandelion
- Guard Mouse
- Mop Top
- Norman the Doorman
- A Pocket for Corduroy
- Quiet! There's a Canary
- Space Witch
- Tilly Witch
August 13

**Family Day**

- Organize a family read-a-thon

- Distribute **Parent Packets on Reading** (available from NLC)

- Place a Parent Packet in doctor's offices (ask them to contribute to funding to purchase these packets)

- Make family reading trees. Children may draw trees with a branch or twig for each family member, and then fill in names and the favorite book of each. See form for getting information about favorites.

Don't pay too much attention to genealogical correctness.

**Books:**
- *Joyful Noise: Poems for Two Voices* by Paul Fleischman
- *Side by Side: Poems to Read Together* by Lee Bennett Hopkins
- *Better with Two* by Barbara M. Joose
- *Don’t Touch My Room* by Patricia Lakin
- *Tell Me a Story, Mama* by Angela Johnson
- *Seven Kisses in a Row* by Patricia MacLachlin
- *Auntie’s Knitting a Baby* by Lois Simmie

**Favorite Books: Family Tree**
# MY FAMILY'S FAVORITE BOOKS

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<tr>
<th>NAME</th>
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PARENTS DAY

August 15

E. Nesbit, 1958

Despite the age of these books, Evelyn Nesbit has filled them with charm, fantasy, and humor. Try reading a chapter to yourself. If you think it will appeal to children, try a chapter with them.

Books: The Book of Beasts (by E. Nesbit)
The Book of Dragons
The Enchanted Castle
Five Children and It
The Phoenix and the Carpet
The Railway Children
Story of the Treasure Seekers

August 17

Davy Crockett, 1786

Everyone has heard of David Crockett, but no one seems to know much about him. He had a long rifle, may have killed a bear (he said 105) and died at the Alamo. Ask each member of your group to find one new fact about him and write them inside a long, thin outline with a coonskin cap. You’ll also want to sing the “Davy Crockett” song.

Books: Tall Tale America by Walter Blair
How Davy Crockett Got a Bearskin Coat by Wyatt Blassingame
Davy Crockett, Young Rifleman by Alleen Parks
Davy Crockett’s Earthquake by William O. Steele
August 19

Barbara Wersba, 1932

Wersba began by writing for children, then found the young adult field more stimulating. She writes about such contemporary concerns as drugs, self-image, fitting in, and accepting oneself realistically.

Books: The Crystal Child by Barbara Wersba
Just be Gorgeous
Let Me Fall Before I Fly
Tune for a Small Harmonica
Wonderful Me

Orville Wright, 1871

Orville and brother, Wilbur, are very well known as inventors of the first successful airplane. To discover a little bit about the thinking and improvisation that goes into inventing, send teams on a scavenger hunt to find samples of the materials used in the Wrights’ first plane. Don’t tell them what the materials they’ve collected are. Let them guess as they bring in the finished list of materials. Here’s the list:

old tomato can (carburetor)
unbleached muslin (wing covering)
thread (wing covering)
bicycle wheel hub (take-off platform)
lever (altitude control)
bicycle chain (engine drive)
2 x 4 (frame)
used starch box (wind tunnel)
flexible wire (struts)
ball-bearing caster (front guide roller)
rubber tube (chain guide)

Books: The Wright Brothers by Ruth Franchere
The Wright Brothers at Kittyhawk by Donald Sobol
Wilbur & Orville Wright: Young Fliers by Augusta Stevenson

August 22

Ray Bradbury, 1922

Ray Bradbury’s numerous short stories and novels provide potent stimulation for the older reader about space, the future, other realities, and finally, the immutability of human nature.

Books: Fahrenheit 451 by Ray Bradbury
Fever Dream
The Halloween Tree
The Illustrated Man
The Martian Chronicles
Something Wicked This Way Comes
Rainbow Day

Activities:

- Play a medley of rainbow songs — “Look to the Rainbow,” “I’m Always Chasing Rainbows,” “Somewhere Over the Rainbow.”

- Look for rainbows in prisms, puddles, and pots of gold.

- Tell the myth of Iris, the Rainbow Goddess, which explains what rainbows mean and how they came to be.

- Use scraps of rainbow fabric, other fabric, print or solid, or transparent plastic rainbow-colored ribbon (found in most craft stores) to make a scene of various rainbow objects or a rainbow fan.

Rainbow Books:

A Slice of Rainbow by Joan Aiken
Rainbow Jordan by Alice Childress
Rainbow of My Own by Don Freeman
Rainbow Garden by Patricia St. John
Walking Up a Rainbow by Theodore Taylor
SUMMER READING PROGRAM - UFO Day

- Something to wonder about: Would we think so much about unidentified flying objects if airplanes had never been invented?

- Design a U.F.O. Contest: Give prizes for the largest, the smallest, the U.F.O. from the most fantastic place, the U.F.O. that stays in the air longest, the one that flies farthest, the one made from: the most unusual material, the UFO with the most distinctive feature, etc.

Books: UFOs, ETs and Visitors from Space by Melvin Berger
        UFO by Rhonda Blumberg
        World of UFO's by Daniel Cohen
        UFO Encounters by Rita Gelman
        Nancy Drew: Flying Saucer Mystery by Carolyn Keene

August 26

Patricia Beatty, 1922

It seems appropriate that Patricia Beatty’s birthday falls on WOMEN’S EQUALITY DAY because in her many books girls are generally plucky, independent, and well able to turn the hardships of their lives into opportunities. Many of the books are full of adventure and have Wild West settings which have appeal for boys while the strong heroines offer good role models for girls.

To celebrate WOMEN’S EQUALITY DAY, boys and girls might ask their mothers in what ways they have more rights than their mothers and if, as children, they felt that had less equality than their daughters have today. Kids could also reverse the questions to their mothers:

"Do you have fewer or more rights and equality than your mother did?"

"Do girls today feel less equal than you did when you were young?"

Books: The Mills Down Below by Mabel Allan
        Nickel-Plated Beauty by Patricia Beatty
        Squaw Dog
        Queen’s Own Grove
        Me, California Perkins
        Long Way to Whiskey Creek
        By Crumbs, It’s Mine!
        I Want My Sunday, Stranger
        Eight Mules from Monterey
        Smile Like a Plastic Daisy by Sonia Levitin
        The R 1 Me by Betty Miles
        Women Who Changed Things by Linda Peavy and Ursula Smith
Tasha Tudor, 1915

Although Tudor’s illustrations and stories were considered quality literature in the ‘40s and ‘50s, their style and appearance are dated today. One book that is still worth room in your collection is her interpretation of *Mother Goose* where illustration and text integrate effectively.

Books: *Mother Goose* by Tasha Tudor

Virginia Lee Burton, 1909

*The Little House* by Virginia Burton received the Caldecott Medal in 1943. Its appeal — the safety and warmth of the little house, its gradual deterioration against a changing countryside, and its second life as a sheltering, happy home — this cycle embodies universal themes that will always touch the heart of the child who is hungry for security.

Activity:

- As you read or tell the story, ask children to draw a series of sketches of their own home and all the changes that could happen to it.

Books: *The Little House* by Virginia Burton  
  *Mr. Bumba’s New Home* by Pearl Harwood  
  *A House is a House for Me* by Mary Hoberman  
  *A Very Special House* by Ruth Krauss  
  *Victoria House* by Janice Shefelman

Mary Shelley, 1797

Frankenstein was the first of the great monsters. Most children have a nodding acquaintance with him. Come to this session wearing a “Frankenstein” mask and ask the kids to tell you the story of Frankenstein. Ask them about other famous monsters they’ve heard of. Read *The Something* by Natalie Babbitt, then put a small amount of clay or playdough in gunnysacks or opaque plastic bags — one for each child. Ask children to model their own nightmare or scary creature inside the bag — without looking.

Monster stories:  
  *The Something* by Natalie Babbitt  
  *My Friend the Monster* by Clyde Bulla  
  *Monster Tracks?* by A. Delaney  
  *The Great Turkey Creek Monster* by James Flora  
  *There’s a Something in My Closet* by Mercer Meyer  
  *No More Monsters for Me!* by Peggy Parish  
  *How to Prevent Monster Attacks* by David Ross  
  *Where the Wild Things Are* by Maurice Sendak  
  *Frankenstein* by Mary Shelley  
  *Dracula* by Brian Stoker
Activity: Monsters

Use the following text to make up copies of books - one for each child. Put a line of text at the bottom of each page. Use whole or half-pages folded. Add a few extra pages so kids who wish to add to the story may do so. Kids add illustrations to the text, then share their completed product with others in the group, describing personality and motivation as well as appearance.

The Monster Book

1. And someone to play with.

2. I am a Monster!

3. Everyone is afraid of me.

4. Even though I'm not very big.

5. Sometimes I get very lonely.

6. And wish I had someone to talk to.

7. So kids will like me?

8. Can you?

9. And be my friend?

10. Can you?

11. Can you?
Celebrate Sports Day

Books:
- Guinness Sports Record Book by David A. Boehm
- Record Breakers: One Hundred & One Winning Streaks in Sports by Zander Hollander
- Encyclopedia Brown’s Book of Wacky Sports by Donald Sobol
SEPTEMBER

NATIONAL CLOCK MONTH

Rock Around the Clock — Action Song
(tune of "Rock Around the Clock")
Do action in circle.

Verse 1:

We're gonna walk around the clock tonight
We're gonna walk, walk, walk
Till broad daylight
We're gonna walk, we're gonna walk
Around the clock tonight

Verse 2: substitute jump for walk
Verse 3: skip
Verse 4: walk sideways

CLOCK ACTIVITIES:

- Use a time-clock (stop-watch) for a reference race. Name two teams — two individuals from each team play against each other.
  Examples: Find the names of twenty American dog breeds. What or who is Kentucky named after? Which bear species in North America is largest?

- Tongue-twister: Which watch would a watch witch wear while wishing on a wheel watch? (And the answer is ...?) Design a "witch watch."

- To ponder: What would be different about your life if there were no clocks or other time-measuring devices?

- Hold a "clock walk": Scotch tape book covers or facsimiles to the floor — about fifty depending on the size of your group. Cut out title, or author on the book covers or only write one or the other on books you make. Play "My Grandfather's Clock" or other clock/time music while kids walk along book cover trail. When the music stops, each kid stops on a book and must tell who the author or what the title is. Kids who correctly identify the author or title on the cover they're standing on get to sit down and read. Last one down is a "cuckoo clock." Give him/her a giant paper wristwatch clock with book titles instead of numbers.
Bedtime for Frances

Time and Mr. Bass

Wrinkle in Time

The Time Tunnel

In the Night Kitchen

Amelia Bedelia

Frank Baum

H.G. Wells

Astrid Lindgren

E.B. White

Thursday's Child

Frank Baum

H.G. Wells

Astrid Lindgren

E.B. White
For younger children, you may use the "pocket clock" to reinforce the routine of the day. "Getting Up" in picture form might be placed in the "7" pocket along with "Dressing," and "Eating" breakfast. "Lunch" in #12, "Read-Together Time" in #8. "Nap," "Bath" and other activities may also be drawn and placed. Make the "Running-Leg" hands moveable so that you can explain why children may get up at 7:00 and go to bed at 7:00.

For day-care centers or classrooms: Place activities that correlate with the hour numbers in the pockets. In pocket #1 the activity might be "hop on one foot;" #2 "Twirl two arms twenty times;" #3 "waggle three fingers every third beat of the drum." or... 

For older children on a special reading day, read a certain kind of book every hour. You must preselect the books and have them available with a caption sign and indicating their number group, i.e.: At 9:00 read books with nine words in the title or opening sentence. At 10:00 read books with an author's first, last or first and last name that has ten letters in either or both. At 11:00 read a book about lunch, tea, breakfast, dinner or any of the other words denoting meals. At 12:00 read a book with "midnight," "noon" or "dozen" in the title; at 1:00 a story with one main character; at 4:00 a book with four different kinds of animals. etc.

The pockets may be attached with velcro so you can remove them and use the clock face for a display of "TIMELY" books such as:

*The Third Magic* by Welwyn Wilton Katz  
*The Tale of Time City* by Diana Jones  
*Wrinkle in Time, Time Machine* by Madeleine L'Engel  

or

Put new book jackets on the board with the caption

![Time to Read](Time to Read) or ![Time for Books](Time for Books)

The pocket clock can also be used to publicize the number of books or pages read, or the number checked out.

1:00 packet: When 100 books, pages, or check-outs are reached, put a large dazzling "one" or 1 in the packet.

Caption: **READING WILL BE FINE -- TIL THE END OF TIME**

Many other uses for the pocket clock will likely occur to you.
Clock Watching: After a program on why people "keep" time, and the different ways people have devised to tell time, display this clock face time-line with pockets. Let members of the group tuck different ways of telling time in the pockets. Put the earliest means in pocket #1, to the most recent in pocket #12.

"Clepsydra"
Ancient Greek
Water Clock

Shadow Watch
8th Century B.C.

Rouen Clock - 1389
(Town or Church Clocks)

Pre-1/50 Sand Glass
-Make a "Year-Clock" that can be used throughout the year. Use a large piece of heavy cardboard or matte board for the back. 1 - Draw a large circle (radius about 15") on the matte board. 2 - Glue quarter arcs in the circle as illustrated, in the colors shown. Each color stands for a season.

3 - Place three "five" circles in each arch. Use a neutral color like white, cream, or tan. Each circle stands for a month. Write the month's name in small letters on each circle.

4 - Make two clock hands from black plastic or cardboard, one to point to the current month - one to an awaited event (holiday, January, school's out, next month, etc.)

Use the Year-Clock to keep track of the month and season, symbols of the season or holiday - as well as children's birthdays, books that correlate with months or seasons, books shared or to be shared in storytimes, etc.

Books:  *Time and Clocks* by Herta S. Breitzer
   *Clocks and Time* by Ed Catherall
   *Clocks and How They Go* by Gail Gibbons
   *How Did We Get Clocks and Calendars* by Susan Penny

Fiction

*The House with a Clock in its Walls* by John Bellairs (wonderful read-aloud for grades 5-6)
*Gumdrop Beats the Clock* by Val Biro
*Tik Tok* by Steven Cosgrove
*The Cuckoo-Clock Cuckoo* by Annegart Fuehshuber
*Tick Tock Clock* by Sharon Gordon
*The Cuckoo Clock* by M.L. Molesworth
*Cuckoo Clock* by Mary Stoltz

Resource Books

*Time-Life Books* (Goudsmid, Samuel A., Robert Claiborne).

TIME
*Time and Clocks: A Description of Ancient and Modern Methods of Measuring Time* by H.H. Cunynghame (Available from NLC)

Time Books Shown in Floor Game

*Time Cat* by Lloyd Alexander
*Wizard of Oz* by Frank Baum
*Time and Mr. Bass* by Eleanor Cameron
*Time Trap* by Jean Favors
*Bedtime for Frances* by Lillian Hoban
*Tale of Time City* by Diana Jones
*Wrinkle in Time* by Madeline L'Engle
*Pippi Longstocking* by Astrid Lindgren

188
Around the Clock with Harriet by Betsy & Giulio Maestro
Amelia Bedelia by Peggy Parrish
Freaky Frida by Mary Rodgers
In the Night Kitchen by Maurice Sendak
Thursday's Child by Noel Streatfield
Time Machine by H.G. Wells
Charlotte's Web by E.B. White
Note: The first complete week in September is devoted to ideas for back-to-school events and activities. If you wish to make back-to-school a major week-long, slam-bang affair -- the activities may easily be moved to the week school begins or the week before.

BACK-TO-SCHOOL ACTIVITIES

A great deal can be done to delete learning resistance and negative feelings about school by celebrating the beginning and making it very memorable. It shouldn't be necessary for children to go into mourning when they realize the beginning of school is upon them.

- Give book talks or read books about some of the common problems that make kids dread school, such as fear of being ridiculed, leaving a parent for the first time, being the "new kid," fear of failure, bad past experiences, etc.

- Next day -- each child makes a puppet of him/herself and small groups use them to role-play possible school situations that are uncomfortable. They may either be set up and described by the adult or suggested by the children.

- Puppets may be paper (rice paper is strong and shapeable) or pre-cut felt shapes on which fabric clothes that look like the child's are glued. Draw or glue on eyes (sequins, beads, or felt circles) and hair (yarn or fur) the same color as the child's. Glue or staple the sides and head together.

- For young adults and/or grades four through six, offer an afternoon course on "Doing Well at School." Ask an adult basic education teacher or other teacher with learning theory and study skills background. Include such topics as "Acing a Test," "Doing Homework Better, Smarter, Quicker" and "Studying Easily and Effectively."

- Offer an evening session: "How Parents can Help Their Child have a Successful School Experience." Again look for a resource from some area of child services. Possibly the school principal would be willing to make this presentation. For a wealth of background information, you may obtain a Parent Packet from NLC.

- Invite classes as groups to a preschool tea. Include the teacher and, if she has time, co-plan with her. Explain briefly the ways in which the library can be helpful to students as well as the ways it can't and how libraries or media centers can make school more interesting. Read an amusing book such as one of the Miss Nelson books by Harry Allard, play some getting-acquainted games, and serve simple refreshments such as school-shape cookies (sandwich wafers) and learn-a-lot lemonade. Here are some simple get-acquainted games. The teacher should play also. If you plan these games in the sequence described, the number of children having to cooperate increases with each game.

Buddy Bingo -- Individuals try to find kids who match the description in the square. Of course you and the teacher may also contribute autographs. All of you autograph the square that describes something they did this summer. Kids may autograph your own sheet once and only one autograph per kid per sheet. The game is over when someone has filled in every square on the sheet or when most everyone has. Follow up by asking kids to raise their hands if any of the descriptions are true of them. This is a good way for kids to discover who might have similar interests.
Classy Categories — Pairs or threesomes may work together on one sheet. The object of the game is to fill in as many objects or ideas as possible associated with school that begin with the letters 'across' and can be described with the attributes on the side. Example: shines + S = stars, red + p = paper

Make the puzzle pattern at the end of the Back-to-School activities using different colors for every group of seven. Give one puzzle piece to each person in the group. The group must put the puzzle together without talking.

Don’t give prizes for winners in these games. Let the satisfaction be in the doing.

(Forms at the end of the Back-to-School Section)
Class Prophecy

Your class can have a wonderful, zany, very-funny year if their prophecy comes even partly true. Use as many or as few of these prediction possibilities to design a fantastic year. Younger children may work as a group. Older kids may also work in groups of three (no more than four) and then share their view of the future. Encourage them to be as silly, surprising, or incredible as they like.

Well, our class had a _______________ year in _____________.

We were the ______________ at almost ______________

and even the ______________ said, "__________________

___________________________."

We couldn't ______________ it when ______________ (new person) joined our class. Wow! What a ______________ that made. From then on ______________

___________________________.

We finally ______________

(Ms) (Mr) ________________ and s/he sure did

______________ as

___________________________.

We all ______________

The teacher taught ______________

but ______________

Six of us won ______________ and everyone said we were ______________

___________________________.

At Christmas we were so ______________

that ______________

and we all ______________ ourselves ______________.
turned out to be the year's genius.

___________, __________, __________.

______ got famous for

__________

and then we all ________________.

And the most exciting of all: ________________

______________!

You can probably already figure out what happened. Yes, ______

__________________.

So then we

__________________

And no we can't ________________

till next ________________.
- Caption signs or group activities: Put up a graffiti board with space for kids to write under the captions.

<table>
<thead>
<tr>
<th>Things School Has Already Taught Me:</th>
<th>Things I'd Like to Learn At School this Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- You have been assigned to change the name of your school. How many names can you think of that would be better? Read *Dear Dad, Love Laurie* by Susan Beth Pfeffer.

- Tomorrow morning when you go to school there is a note on the blackboard that says, "I won't be here today. Just behave! ... And don't tell! Your teacher." "What are some of the things that might happen today?

- Display a box wrapped in fancy paper. Put a caption sign beside it that says:

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The three things you **MUST** have to enjoy school this year are in this box.
**GUESS WHAT THEY ARE** -
The box will be opened at 2:00 PM, September 1

BE HERE!
```

*ERIC*
<table>
<thead>
<tr>
<th>Things Found in School</th>
<th>Super Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
<td></td>
</tr>
<tr>
<td>Comes in Pairs</td>
<td></td>
</tr>
<tr>
<td>Gets Lost</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td></td>
</tr>
<tr>
<td>Shiny</td>
<td></td>
</tr>
<tr>
<td>Find someone who played with newborn kittens this summer.</td>
<td>Find someone who tried a brand new food...</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>And liked it!</td>
</tr>
<tr>
<td>Find someone who travelled 1000 miles on vacation this summer.</td>
<td>Find someone who enjoyed getting to read all he or she wanted.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Find someone who rode a horse for the first time.</td>
<td>Find someone who had a part-time job that really earned money!</td>
</tr>
</tbody>
</table>
Tape-record teachers and principals reading part of their favorite book from childhood. Display the tape in a tape recorder with a GUESS WHO caption sign. You may add pictures of the readers when they were children.

* Turn the page when the voice on the tape changes.
On the day before school starts encourage kids to discuss the possible contents of the box. Then open it. Inside: a giant for curiosity.
a heart on a book for a love of reading, and a wishbone (funny bone) for a sense of humor. Does everyone agree? Do you?
Books:

Celebrate Back-to-School
Starting School by Allan Ahlberg
Fifth Grade Secrets by Janet Blos
Tales of a Fourth Grade Nothing by Judy Blume
Sixth Grade Can Really Kill You by Barthe DeClements
Will I Have a Friend? by Miriam Cohen
Seven Days to a Brand New Me by Ellen Conford
Gus the Bus by Olga Cossi
The Beast in Ms. Rooney's Room by Patricia Giff
Class Clown by Johanna Hurwitz
The Homework Caper by Joan Lexau
No More School by William Mayne
Soup on Wheels by Robert Newton Peck
Dear Dad, Love Laurie by Susan Pfeffer
What's an Average Kid Like Me Doing Way Up Here?
by Ivy Ruckman

Starting School
I Am Here by Rose Blue
I Don't Want to Go to School by Elizabeth Bram
A Pocketful of Cricket by Rebecca Caudill
Ramona the Pest by Beverly Cleary
The Little School of Cottonwood by Eleanor Grossman Schick
Six New Student Corners by Franz Brandenberg
Everybody Knows That by Susan Pearson
Crow Boy by Taro Yashima

Negative Experiences
Sometimes I Hate School by Carol Barkin and Elizabeth Jones
No Good in Art by Miriam Cohen
The Case of the Stolen Bagels by Hila Colman
Nothing's Fair in Fifth Grade by Barthe DeClements
The New Girl at School by Judy Delton
Staying Back by Janice Hale Hobby
Dumb Like Me, Olivia Potts by Lila Perl

School Anxiety
The Far Away Island by Barbara Corcoran
The I Don't Want to Go to School Book by Alan Gross
Mine for Keeps by Jean Little
First Grade Jitters by Robert M. Quackenbush
We Laughed a Lot My First Day at School by Sylvia Tester
September 1

Tarzan Day

-Read or display old and/or new comic books — especially Tarzan, if they are available.


-Brainstorm as many words as possible that describe a hero and that fit Tarzan.

Books: There is a long series of books about Tarzan by Edgar Rice Burroughs.

“Swinging” Poems
“The Swing” — Robert Louis Stevenson

September 3

Eugene Field, 1850

Eugene Field wrote with great nostalgia and tenderness about childhood. One of his liveliest poems is “The Duel,” better known as “The Gingham Dog and the Calico Cat.” After reading it to K-4 children, encourage them to say it with you, then divide them into parts by verses: verse one - boys - a solo voice last 2 lines of each verse; verse 2 - girls; verse 3 - all; verse 4 - seven good readers. Each reads one line.

Books: Poems of Childhood by Eugene Field
Wynken, Blynken & Nod

September 4

Labor Day

To most kids, Labor Day has no meaning, except as the last holiday before school starts. That people, including children, used to be virtually enslaved in factories, subjected to accident and illness, sometimes worked around the clock, and paid only pennies, are not facts generally known or comprehended as a significant experience. To give kids a feeling for life before child-labor laws, medical insurance, leave days and the union movement, try this creative movement/fantasy journey exercise. Begin by instructing the group to focus only on your voice and what it tells them to do. They are not to look at each other.
Rise and Toil

(To begin, the group is sitting very relaxed in an open space with plenty of room to move without touching each other.)

You are curled up in bed fast asleep when a loud shrill whistle jerks you up. It is the 4:00 a.m. mill whistle waking all the workers. Even though your eyes aren't quite open and your head feels heavy with tiredness, you struggle out of bed, yawning. You start to stretch your arms above your head but your shoulders are so sore from carrying 100-pound loads yesterday, your whole body is aching and stiff and you can hardly move. When you touch the floor with your bare feet it's so cold you feel as if you're standing in ice. Quickly you stumble and limp to the basin at the end of the room. You pass twelve other kids on your way to the basin, where other kids who work at the mill are also struggling to wake up. You're glad you'll be first to use the basin this morning. After fourteen people wash in it, the water's pretty dirty.

The housekeeper has already poured a kettle of hot water in the basin but the water from last night has frozen solid, and the kettle of water that was steaming is now only lukewarm.

After washing your face in the inch or two of water on top of the ice and trying to use your wet fingers to comb through your hair, you feel wide awake and ache more than ever. You hurry back to your bed to get dressed, worried you might miss breakfast again. Over your underwear, you throw on knee britches, a wool shirt, a heavy pair of knit wool stockings your mother made, and your father's old work shoes too big, but hardly any holes.

You stomp downstairs to breakfast, hunched over like a question mark. Never in your life will you be able to stand straight. You've had to carry too many heavy loads before your bones hardened. Breakfast is slopped into a tin dish; rye porridge again with molasses and milk. You eat fast, push away from the table wiping your mouth with your sleeve, grab your lunch pail and throwing your coat on, you rush out the door.

It's bitter cold with a howling wind, ice-covered snow, and it's hard to hurry and not slip on the ice. Just as you get to the gate of the mill another loud whistle shrieks. You speed through the door just as the whistle falls silent. You made it. This means you'll get paid today — if nothing else happens.

It is 5:00 a.m. The sun hasn't risen. In most places it is still night. But here at the mill, the day and your shift have begun.

First you wind cone spools with linty cotton thread. The spools are nearly a yard long and thick. You have to walk back and forth and make wide lasso-ing motions as you wind and wind. Your arms ache, your shoulders are numb, and your fingers have crisscross cuts from holding onto the thread, but you dare not slow down. Finally the cones are full of thread, white - gray - black - brown; today there was even a yellow spool - the only sun you'll see today.
There is such a clacking and clamor from the looms, the thread spinners, the loaders and bailers that your ears hurt and you'd like to cover them up but you don't dare. Because you are small, you must now walk over the looms and clean and oil each steel blade. You always have a stomach full of fear. If you slipped, you could be shredded to ribbons. You are glad when that task is finished, and you hope you grow soon so someone else has to dean the looms.

The whistle screams again. It is lunch time. You eat the doughnut first, then the cold pork pie with carrots and onions; last you gulp down the milk. Lunch is only fifteen minutes, so you go on to your first afternoon task, a. exhausted already, your arms and legs feel heavy and stiff as stones. First you carry great stacks of completed bolts of material over to the wrapping room. The bolts are about fifty yards each, wound around a flat wood slab, are loaded on your back, three per trip. They're very hard to balance but you mustn't drop one; you'll lose half a day's pay. You struggle back and forth through the two long rooms. The bolts and trips seem endless and you walk slower every time. You can hear the foreman shouting, "faster! Move, those, you!" You hurry along fast as you can with your heavy loads -- back and forth, back and forth, until you fall forward. You manage to land flat so the heavy bolts land on top of you and don't touch the floor. The foreman is right there with his pointer. He raises it high and you cover your head waiting for the blow. Instead, he lowers the pointer and says, "Get up there, O'Toole! You're losing time. We can't have this!"

But you can't get up. The heavy bolts of material have you trapped like a turtle under a boulder. Then two loaders come by and lift the bolts off your back. You scramble wearily to your feet and turn around and bend over so the bolts can be replaced on your back and shoulders.

The foreman says that's all for you. Your shoulders droop and you hang your head. You don't know what you'll do if you're fired.

Instead, the foreman has you tying knots in the wrapping room. You haven't had such an easy job all day. You don't even mind that the rough hemp cuts into your sore fingers. You put your elbow on the crossed twine and tie two knots as quickly as you can. You find that being still, after moving around so much, lets you be sleepy. You yawn once - twice - again. Your eyes go out of focus and your eyelids lower. Your head drops. You jerk your head up - once, twice - you can't stay awake. Your head sinks lower - lower. If you could only lie down for just one minute...

A loud thwack and a terrible pain on your knuckles. The foreman has caught you sleeping. Your knuckles send pain shooting up to your elbows.

"Listen O'Toole, I'LL NOT HAVE THIS" the foreman shouts. "You've been nothing but trouble today. I'm docking you half a day's pay and five knuckle raps."

You feel tears come to your eyes because you've lost money your family needs so badly, and Saturday noon when everyone else is running off from the mill for a free half-day, you'll be standing there feeling terrible pain as the foreman hits your knuckles again and again.
Your shoulders sag. You really are trying. Why can't you do better? For the rest of the afternoon you tie packages, run bobbins, and pack wool. Then it's supper time but you must go without. You were so hungry, you ate all your food at lunch. Then more spools to wind, a loom to clean, dye vats to scrub.

Finally it's 8:30 p.m. Time for your last job — sweeping the loom and cutting room floors. The lint flies in the air as you sweep, making you cough. You're glad to have the broom to lean against; you're not sure you could stand up without it. There are tears in your eyes from the lint and dust hanging in the air. You stand the broom in its corner. It needs something to lean against just like you do.

The whistle screams again, 9:00 p.m. Shift over. You can go home now, to bed. Perhaps, if you're lucky, there will be a little turnip soup left from supper.

As you and the others pour out the gate, still more people rush in afraid they'll be late.

You can hardly keep your eyes open but the icy air shocks you awake. You hug yourself and, hunched over, you hobble home. Docked another half day! Your ma will feel so bad. Maybe next year, when you're nine, you'll do better.

Books: The Unions by Leonard E. Fisher
People at Work: Nineteen Thirty to the Nineteen Eighty's by Cherry Gilchrist
How and Why: The General Strike (English) by Sarah Harris
Children at Work, Eighteen Thirty to Eighteen Eighty-Five by Elizabeth Longmate and Marjorie Reeves
The Huffler by Jill Paton-Walsh
The Unions by Alvin Schwartz
Labor Day by Geoffrey Scott
On Fire by Ouida Sebastyen
The Mill Girls: Lucy Larcam, Harriet Hanson Robinson and Sarah G. Bagley by Bernice Selden
The Story of Child Labor Laws by Conrad Stein and Keith Neely
September 5

Be Late for Something Day

But it better not be school! Have children think of things it would be good to be late for — a battle, a hungry bear, your own funeral...

Books:  
- *A Fish in His Pocket* by Denys Cazet
- *Anybody Home?* by A*teen Fisher
- *Do Bears Have Mothers?* by *Easter*
- *The House of a Mouse*
- *Like Nothing at All*
- *Listen, Rabbit*
- *Rabbits, Rabbits*
- *Surprises*
- *When It Comes to Bugs*

September 10

National Grandparent’s Day

Encourage children to invite their grandparents to a special storytime in which each reads or tells to the other. Older children may read *Joyful Noise*, this year’s Newbery Medal winner with a grandmother or grand-father. Make copies of poems you think would have most appeal so each grandparent and grandchild has one.

Grandparent Stories:
- *The Two of Them* by Aliki
- *Grandma Didn’t Wave Goodbye* by Rose Blue
- *Grandpa* by John Burningham
- *Grandma is Somebody Special* by Susan Goldman
- *Through Grandpa’s Eyes* by Patricia MacLachan
- *The War with Grandpa* by Robert K. Smith
- *Grandma Without Me* by Judith Vigna

September 10-16

National Hispanic Heritage Week

Books:  
- *Hello, Amigos!* by Tricia Brown
- *That’s the Way It Is, Amigo* by Hila Colman
- *The Wrong Love* by Kathryn Makris
- *Somewhere Green* by Karin Mango
- *In This Proud Land: The Story of a Mexican-American Family* by Bernard Wolf
- *Mexican -American Folklore*

September 11

Alfred Slote

Books:  
- *C.O.L.A.R.* by Alfred Slote
- *Hang Tough, Paul Mather*
- *My Robot Buddy*
- *My Trip to Alpha I*
September 14

John Steptoe, 1950

Steptoe writes books which black children can relate to in the dialect that they speak.

Books: 
- *Daddy Is a Monster ... Sometimes* by John Steptoe
- *Mufaro's Beautiful Daughters* 
- *Stevie* 
- *The Story of the Jumping Mouse*

Calendar Day

Books: 
- *The Good-Bye Year* by Carole Bolton
- *Story of Our Calendar* by Ruth Brindze
- *How Did We Get Clocks & Calendars* by Susan Perry

September 15

Robert McCloskey, 1914

Robert McCloskey has painted murals and he has written and illustrated books for children. He comments that he has received about six letters relating to his murals but not a day goes by that he doesn't receive mail about his books. Each of his books celebrates some aspect of nature or human life, and children crave repeated readings of favorite books. An astonishing number of his books are still in print.

Books: 
- *Blueberries for Sal* by Robert McCloskey
- *Burt Dow: Deep-Water Man* 
- *Centerburg Tales* 
- *Homer Price* 
- *Lentil* 
- *Make Way for Ducklings* 
- *One Morning in Maine* 
- *Time of Wonder* 

Tomie dePaola, 1934

In addition to the books he has written, Tomie dePaola has illustrated many others. He has employed various media and his style may be heavy outline with delicate pastel wash (*Strega Nona*) or carefully rounded and designed shapes with deep, rich shading. His books all seem instantly recognizable and appealing to children and circulate well. *Strega Nona*, the story of Grandma Witch, who has magic powers, and Big-Anthony-who-forgets sometimes can be the nucleus for a collection of "magic pot" stories. After telling *Strega Nona*, pull some cooked spaghetti out of a large iron pot (a large kettle, 30" or so, speckled, for canning, etc., will also work.) One strand, several feet long (hot-glue cooked, dried spaghetti together) is particularly dramatic. Next tell "Two of Everything" (Norah Montgomery - *To Read and to Tell*, Arco '64) about a magic pot which makes a duplicate of everything put into it. Toss in a mitten or a glove and pull out two (one is carefully tucked into the other one). Last read "The Magic Teakettle" (*The Dancing Teakettle and other Japanese Folktales*, Eileen Colwell *A Storyteller's Choice*, Walsh, 1965) in which a teakettle turns into a dancing badger. When this story is told, draw out the dancing badger teakettle made of a drawing of a teapot with a badger's head and four legs attached with paper fasteners.
September 16

H.A. Rey, 1898

Although Rey died in 1977, his Curious George Books (with art by wife, Margaret) go on and on, undiminished in their popularity for children, who seem to identify completely with the curious, mischievous little monkey. Curious George first appeared in Cecily G. and the Nine Monkeys in 1942. This book was recently reissued in paperback. Also of particular interest this summer is Rey’s book, Find the Constellations. Revised in 1976, this is one of the books on this topic that is appropriate for younger children.

Books:
- Big Anthony and the Magic Ring
- Charlie Needs a Coat
- The Clown of God
- The Knight and the Dragon
- Noah and the Ark
- Now One Foot, Now the Other
- Oliver Button is a Sissy
- The Popcorn Book
- Strega Nona
- Cecily G. and the Nine Monkeys
- Curious George Books
- Find the Constellations
- Where’s My Baby
- The Stars, a New Way to See Them

Mayflower Day

Books:
- If You Sailed on the Mayflower by Ann McGovern
- The Pilgrim Children on the Mayflower by Ida DeLage

September 18

Harold Courlander, 1905

Courlander is a renowned collector of African and American Indian tales. Take the children outside today and tell them one of the stories from People of the Short Blue Corn under a bright blue sky.

Books:
- The Cow-Tail Switch (African)
- The Crest and the Hide and Other African Stories
- Fire on the Mountain
- The King’s Drum
- Alodi the Hunter
- People of the Short Blue Corn (Hopi)
- Terrapin’s Pot of Sense (Black)
September 19

**International Day of Peace**

On this day, read *Sadako and the Thousand Paper Cranes* by Eleanor Coerr. This story of a Japanese girl dying from radiation sickness who believes ‘that if she can just fold 1,000 paper cranes, she will live, speaks quietly and clearly of children’s right to peace no matter where they live.

Books:  
*Sadako and the Thousand Paper Cranes* by Eleanor Coerr  
*Chocolate War* by Robert Cormier(Y.A.)  
*Peace Porridge* by Margie Dauglis  
*Conrad’s War* by Andrew Davies  
*Angel Square* by Brian Doyle  
*Drummer Hoff* by Ed Emberley  
*My Enemy, My Brother* by James Forman  
*The Diary of a Young Girl* by Anne Frank  
*The Summer of My German Solider* by Bette Greene  
*Number the Stars* by Lois Lowry  
*Hiroshima no Pika* by Toshi Maruki  
*Pushcart War* by Jean Merrill  
*The Singing Tree* by Kate Seredy  
*How the Children Stopped the Wars* by Jan Wahl  
*The Journey Back* by Johanna Weiss

September 22

**Autumn Begins**

After brainstorming autumn sounds, make an illustrated catalog of them.

Books:  
*Celebrate Autumn* by Carol Chupick  
*Now That Days are Shorter* by Aileen Fisher  
*Autumn* by Colin McNaughton  
*Autumn Harvest* by Alvin Tresselt

September 24-30

**American Newspaper Week**

Books:  
*Behind the Headlines in a Big City Paper* by Betty Lou English  
*Deadline! From News to Newspaper* by Gail Gibbons  
*Dear Lovey Hart: I am Desperate* by Ellen Conford  
*Hot off the Press! A Day at the Daily News* by Margaret Miller

September 24

**National Good Neighbor Day**

Prepare children the week before or the day before September 24. Suggest that they look around for someone who needs a little neighborly kindness. On Good Neighbor Day they perform their neighborly good deed in secret. Children may share what they did later by writing it on a piece of paper with no name. The accounts are collected, put in a large jar and shaken. The good deed reports are then drawn and read one by one.

Books:  
*Hired Help for Rabbit* by Judy Delton  
*Strawberry Girl* by Lois Lenski  
*Goodbye, Dove Square* by Janet McNeil  
*Street of the Flower Boxes* by Peggy Mann  
*The Young Landlords* by Walter Dean Myers
September 26

Johnny Appleseed, 1774

As you eat apples, (home grown, if possible) tell the story of Johnny Appleseed who walked all over Ohio, Indiana, and points west preaching and passing out apple seeds. Also twist stems and count apple seeds, two old customs that predicted who one would marry and at what age.

Books: Johnny Appleseed by John Chapman
Johnny Appleseed by Jan Gleiter
Johnny Appleseed by Eva Moore
Johnny Appleseed by Louis Sabin

September 27

Paul Goble, 1933

Goble’s books, which tell movingly of the Plain’s Indians beliefs and experiences, are most notable for the illustrations; the pictures, painted in bright, glowing color have the movement and orderly design of Indian art. Gable received the Caldecott medal in 1979 for The Girl Who Loved Wild Horses.

To experiment with the design elements of Indian art, show children a book of Indian design. (Dover has several for $3.00 or $4.00.) Ask them to choose one design element – draw five of the same shape, then change one line or part of it. Repeat this process until children are satisfied with their design. Color it with markers in gold, peacock, vermillion, and grass green. Outline heavily with a black marker.

Books: Buffalo Woman by Paul Goble
Death of the Iron Horse
Gift of the Sacred Dog
Girl Who Loved Wild Horses
Star Boy
Her Seven Brothers

Indian Design

September 28

Universal Pickle Day

A book children are no longer exposed to is Little Women by Louisa May Alcott. Today, read the chapter in which Amy brings limes to school to treat her friends. Let the children munch on large, sour, crisp dill pickles as you read. (Have fresh cucumbers for those who are squeamish about pickles.)

Books: Little Women by Louisa May Alcott
Pickles Have Pimples by Judith Barrett
Pickle Things by Marc Brown
Pickled Peppers by Nancy McArthur
Lentil by Robert McCloskey
Pickle, Pickle, Pickle Juice by Patty Wolcott
Pickle’s Revenge by Jennifer Zabel
September 30

Ask a Stupid Question Day

Have the children make up silly questions like: What color was George Washington's white horse? Who's buried in Grant's tomb? Who is the star of the Doris Day Show? Who led Sherman's army across Georgia? How long was the 100 Year War? These questions can be written on sheets of paper and hung on the wall or from the ceiling.

Books:  
*Why Is the Grass Green?* by Chris Arvetis  
*How Do You Lift a Walrus with One Hand* by Louis Phillips  
*Is This a Baby Dinosaur? and other Science Fiction Puzzles* by Millicent Selsam  
*Is There an Elephant in Your Kitchen?* by Ethel Kessler  
*Which Way is Up?* by Gail Haines
1989 YEAR OF THE YOUNG READER
BOOKS ARE WINDOWS TO THE WORLD

Nebraska Library Commission
Supplement III
Interest Assessment

You may use any of these interest inventories as a preliminary activity for National Hobby Month -- January

Instructions: First choose and mark the general headings you are interested in. Then mark the items in each category that you would like to explore. You may also mark items inside categories where you didn't mark the general category.

CATEGORIES

A. ANIMALS

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>snakes</td>
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<td>2.</td>
<td>dinosaurs</td>
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<td>3.</td>
<td>pet care</td>
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<td>4.</td>
<td>dogs and tricks</td>
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<td>5.</td>
<td>cats</td>
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<td>6.</td>
<td>riding</td>
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<tr>
<td>7.</td>
<td>observation</td>
</tr>
<tr>
<td>8.</td>
<td>bird-watching</td>
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<tr>
<td>9.</td>
<td>training</td>
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other: __________________________________________

B. COLLECT

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<tbody>
<tr>
<td>1.</td>
<td>baseball cards</td>
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<td>2.</td>
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<td>3.</td>
<td>rocks</td>
</tr>
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<td>4.</td>
<td>jokes</td>
</tr>
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<td>5.</td>
<td>stuffed animals</td>
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<td>6.</td>
<td>games</td>
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<td>7.</td>
<td>pencils</td>
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<td>8.</td>
<td>junk</td>
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<td>9.</td>
<td>butterflies</td>
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<td>10.</td>
<td>figurines</td>
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<td>11.</td>
<td>autographs</td>
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<td>12.</td>
<td>coins</td>
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<td>13.</td>
<td>stamps</td>
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other: __________________________________________
C. **DOING-ACTION**

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<td>3</td>
<td>gardening</td>
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<td>4</td>
<td>trading</td>
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<td>5</td>
<td>juggling</td>
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<td>6</td>
<td>cooking</td>
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<td>7</td>
<td>sewing</td>
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**other:** ________________

D. **SPORTS-ACTION**

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<td>3</td>
<td>ping-pong</td>
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<td>4</td>
<td>gymnastics</td>
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<td>5</td>
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<td>6</td>
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<td>karate</td>
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<td>9</td>
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<td>10</td>
<td>bowling</td>
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<td>11</td>
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**other:** ________________

E. **FIND OUT**

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<td>3</td>
<td>mystery solutions</td>
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<td>6</td>
<td>explanations</td>
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<td>children’s rights</td>
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<td>8</td>
<td>places</td>
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</table>

**other:** ________________
F. FINE ARTS

1. draw
2. paint
3. cartoons
4. sculpt
5. carve
6. dance
7. act
8. mime
9. sing
10. play instrument
11. write music

other:

G. WORDS

1. crossword puzzles
2. hidden word puzzles
3. word chains
4. word lists
5. spelling
6. concrete poetry
7. lettering
8. puns
9. riddles
10. tongue twisters

other:

H. INVENT

1. toy
2. machine
3. gift
4. sport
5. game
6. musical instrument
7. labor-saving device
8. vehicle
9. food
10. furniture

other:
### I. DESIGN

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<td>1.</td>
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### J. WRITE

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<td>essay</td>
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<td>opinion, editorial</td>
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<tr>
<td>6.</td>
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<td>7.</td>
<td>log, diary or journal</td>
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<td>autobiography</td>
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### K. PERFORM

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<tbody>
<tr>
<td>1.</td>
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<td>7.</td>
<td>juggling</td>
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<td>other:</td>
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Interest Assessment

My Favorites: Short Answer

Fill in the blank with the item you like best.

1. Food
2. Book
3. T.V. Show
4. Song
5. Quality in a Friend
6. Thing to Do Alone
7. Thing to Do Together
8. Flower
9. Color
10. Actor or Movie Star
11. Animal
12. Game
13. Sport
14. City
15. State
16. School Subject
17. Age
18. Vacation
19. Room (in a house)
20. Chore
Interest Assessment

Choice

Instructions: Choose just one in each series

I WOULD RATHER:

1. _____ win a race
   _____ read a good book
   _____ talk on the phone
   _____ sing in a group
   _____ daydream
   6. _____ think about life
      _____ write a letter to my best friend
      _____ go mountain climbing
      _____ plan a party
      _____ help my dad fix the car

2. _____ go shopping with friends
   _____ play pinball
   _____ plan what I'll be like when I'm grown up
   _____ hang around and watch other kids
   _____ have a slumber party
   7. _____ direct a play
      _____ watch a play
      _____ operate lighting for a play
      _____ act in a play
      _____ discuss a play

3. _____ visit a museum
   _____ see a movie
   _____ walk around
   _____ get a pizza
   _____ go swimming

4. _____ take dancing lessons
   _____ practice on a guitar
   _____ do nothing
   _____ learn archery
   _____ find out how to decorate cakes

5. _____ do outside things
   _____ make something
   _____ go out of town to visit relatives
   _____ watch television
   _____ stay in my bedroom
Interest Assessment

Small Group Discussion or Individual Short Answer

1. How do you usually spend your free time? ________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. If you could do anything in the world, what would you choose?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Why? ___________________________________________________________

______________________________________________________________

______________________________________________________________

3. What do you think about when you’re bored? __________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
4. When your parents ask you to help around the house, which task do you prefer?

5. What was the best toy you ever had?

6. What was your favorite gift?

7. What do you like best about yourself?
8. About how much time do you spend on things you choose to do before you’re ready to do something else?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. What do you enjoy about school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. What would you like to be when you grow up?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. Would you rather play or work? ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why? __________________________________________

________________________________________________________________________

________________________________________________________________________
12. What is the difference between play and work?
February 14

Hello, Special Valentine,

Here are some books and things to do that will help you celebrate "Valen-Times\" in the library. Choose one of the Valentine books and read it. (Please don't check out the books so everyone can share them.) Then look on this board for the Valentine idea that goes with the book you read. Materials are on the table. Please ask if you have questions.

HAPPY VALENTINE'S DAY!

After you read - One Zillion Valentines, by Frank Modell, find a good friend and make a list of every possible person you can think of who needs a Valentine

Books: One Zillion Valentines by Frank Modell
After reading *Bee My Valentine* by Miriam Cohen, try to think of some homonyms or puns to write on Valentines.

Some examples are:

- **PRINCE**
  (prince)

- **DEAR**
  (deer)

- **DO**
  (deer)

Books: *Bee My Valentine* by Miriam Cohen
Read *Pleasant Fieldmouse*. Pleasant played some Valentine tricks to make the animals more friendly to each other. Take two envelopes from the mouse Valentine box. Imagine what would happen if these people sent Valentines to each other.

Books: *Pleasant Fieldmouse* by Jan Wahl

---

Read the *Mystery of the Missing Red Mitten*, by Steven Kellogg. What other objects can you draw so they look like a heart?

Books: *Mystery of the Missing Red Mitten* by Steven Kellogg
Read *A Sweetheart for Valentine*. Make a wedding dress for Valentine out of something you could think of that would be big enough to fit her...like a circus tent...or a redwood trunk.

Books: *Sweetheart for Valentine* by Lorna Balian

What things can be changed to a heart shape? The setting sun can be made to resemble a heart. A clock can be heart-shaped.

Play a game of broken hearts. Cut out several hearts then cut the hearts in half as if they have been cracked. Write traditional fortunes and superstitions for individuals to match, one phrase on each half heart. Or let each child in a group draw one half heart and find the person who has the other half.

If a white dove flies above you - it is a promise of happiness.
If someone sends you red roses -
- they are saying -
"I love you"

If you receive white roses -
- the sender is worthy of you

If you see a sparrow -
- you will marry a poor person but you will be happy

If someone gives you gloves -
- they are asking for your hand in marriage
You will meet again and love, sometime later in your life.

If you see a robin -
- you will wed a sailor

The first boy or girl you see on February 14th -

If you drink a cup of cold pea porridge for breakfast on Valentine's Day -
- you will marry your sweetheart within the year

If you see a goldfinch -
- you will marry a millionaire
Draw an outline of this large heart on a piece of paper. How many outlines of the small heart can you fit inside it?

This heart should be 9" x 7"

This heart should be 1 1/2" high
Read *The Blue Valentine* then be creative and make a valentine of your own.

Books: *Blue Valentine* by Gwen Schultz
Make up a Valentine with no more than five words

Will you be mine?
FOREVER?

The sayings on candy hearts are tired and boring. Make up some new and exciting sayings for candy hearts that no one ever thought of before.
Make Valentine bookmarks. Put all bookmarks in a box. When books are checked out, the reader reaches in the box and pulls out a bookmark. When the book is returned, the bookmark is replaced in the box. The activity may continue for the whole month or week of Valentine's Day.
The Groundhog Who Couldn't Sleep

Greta was an artist. She loved to look, listen to, smell, taste, touch everything that happened in her path or that she discovered by digging. She was forever asking "why?" Her father harrumphed behind his mustache and his newspaper. "Ask your mother. I don't have time to talk now." And he would read about the weather -- a matter of consuming interest to groundhogs.

Greta's mother said, "Not now, Greta. I'm just scrubbing out the burrow. Want to help?"

"Not now, Mommy," said Greta, "I'm busy." And she backed hastily out of the burrow branch.

Luckily there was always Groundma. She loved to answer Greta's questions.

"Groundma, who built the sky?" Groundma would take off her spectacles and think about it, her stubby tail frisking back and forth. "Now, let me see, Greta. Oh yes! I remember. Once there was a groundhog of great grandness. His name was Groundsome. He was a champion digger. When he had dug every possible kind of burrow for every possible kind of under-animal and carved up the whole world into the four directions, he looked about for new grounds to conquer. He came above earth and found it was thick and stiff with darkness. Darker even than Underneath. After looking and sniffing around for a while, Groundsome dug straight up. He dug a ruler-straight burrow through the rock-heavy darkness. Then he turned around and returned to earth. There above his head was a chimney of wondrous blue. Groundsome stared and stared. He had never seen "blue" before and his eyes feasted until they were full. Then he dug upward again, and again, and again until, above him, as far as Groundsome's eyes could see, there was clear blue air that sparkled with sunlight. For, you see, Groundsome had discovered the sun as well. Now, Greta, can you tell me why the sun is so important to groundhogs, when we spend most of our time Underneath?"

Greta grinned from cheek to cheek. "Sure, I know. It's because that's how all groundhogs know when winter is over and we get to stop sleeping."

Groundma smiled, polishing her spectacles with her tail. "You got it, Greta. We go Above and know whether it's time to end our hibernation."

"And ... and ... if the sun is shining we get to wake up and play Above and spring-clean the burrows! I love it when we get up and everything is brand new and green." Greta danced a snappy ground-jig around Groundma.

"That's just about right, but groundhogs are ancient and wise animals. It the sun is shining too brightly, we get doubtful. We're pretty sure that old sun is just trying to fool everybody into thinking spring's Above. Then they'll get caught in a gray-sky snowstorm and maybe get lost or cough and sneeze for weeks. So, groundhogs take one look at our good friend, Sun, and know it's having a little joke. Down they all go, to Underneath where it's warm and cozy, and sleeping is so pleasant."
Greta hated to sleep. There was too much to do and try. Most of all she hated the long winter's nap. She gently put her paw on Groundma's cheek.

"Groundma, do you think I could skip hibernation this year? Just to see what would happen?"

Groundma smiled. She understood her impatient little granddaughter. "If you did that, you probably wouldn't be the groundhog who gets to play our special little joke. Humans think we can predict the weather when we come Above for that first little peek. The first groundhog up the burrow finds quite a welcome committee -- cameras, reporters, weather-people, just plain people with a bump of curiosity. They're all up there and they clap when you appear! I'll never forget my year to be first Above. My mother had groomed me and my fur shone like icicles. I was so polished, you could almost see yourself in my hide. I scampered up that burrow as daintily as a baby mole so that my fur wouldn't get dusty. Everyone cheered when they saw my head appear! My, it was a good feeling!"

Greta skittered a little dance of joy as she imagined herself First Out.

People clapping for her! What excitement! Greta was busily planning her star appearance when she heard her father's loud "Harrumph!" as he barked through the burrows: "Now hear this. Now hear this. Hibernation is about to begin. Places everyone. Stand by your burrow. Okay. Curl up, nose to tail, tail over ears and eyes. Everyone ready? NOW! To sLEEP-e-e-e-p." Father's voice faded out as he immediately fell into a heavy, dreamless sleep. Every burrow was deeply quiet and still. Except Greta's. Every groundhog's even breathing was so soft that it couldn't be heard. Except Greta's.

Greta sighed loudly and kicked her legs restlessly. Greta's burrow was full of tiny thumpings and the rustle of her dried grass bed. Greta thought she would never sleep. How could she when she was so busy thinking of her debut Above? Her anything-but-sleepy head whirled and whizzed with ideas that would awe and inspire all Groundhog Day onlookers. The first thing they would see would be the tip of her nose and her ten tiny claws. Greta uncurled and sat bolt upright, her bushy tail fanning the air. She would -- she would look special.

Greta jumped out of bed and found shiny paints and bits of old plastic. She cut the plastic into ten long, elegantly tapered claws. Then she painted them with flowers, clouds and magic trees, rocks, hills and summer breeze. Each nail was a different dazzling color and design.

She tried them on and gazed at them from one angle, then another. They were gorgeous. She was gorgeous.

She imagined her graceful paws with the incredible claws slipping lightly from the burrow into the sun and the sensations she would create. Greta lit a small candle and looked at herself in the mirror as she posed with paws on hips. There stood an ordinary tannish-yellow groundhog with silly teeth and a podgy tummy. But great claws.

Greta thought and thought about what else she could do to make the rest of her look as good as her claws. "Groundswell!" she squeaked. "I've got it!" She dived into her closet again and found paper in many shimmering colors, bits of ribbon and lace and some shiny jewelry she had come upon one day while helping her father dig a new spring burrow. Greta set to work and finally, after much hard breathing, and experimental arranging with just the tip of her tongue showing beneath her teeth, she waved her newest creations above her head and danced a little hogtrot.
"Oh, they're wonderful, Greta," she sang to herself. "You're so-o-o clever!" With a proud flourish, she tied a paper collar around her neck. In the front of the collar was a shiny gold and pink orange sun, on the back, a gray umbrella with black clouds beneath it. She tried on the cuffs she had made to match: one sun-filled and bright, the other boiling with murky purple clouds.

Greta looked at the time. It was December already! She would have to hurry if she was going to get some sleep. She carefully took off her finery, blew out the candle and curled up, nose to tail, tail over ears and eyes. She sighed. Images of bright sun and green meadows filled her imagination. And there she was, Greta, coming out of the dark burrow into the golden warm day. Everyone would clap and cheer. When they saw her wonderful ornaments, they might even give her a medal!

Suddenly Greta leapt out of bed. Another stunning idea had just streaked through her mind. Groundhogs and shadows went together -- like winter and summer or butter and cup. She would thrill her audience with some shadowy pictures! Greta jumped up and down as quietly as she could. This was one Groundhog Day no one would ever forget! She lit the candle -- it was still warm -- and set it on a table so that it cast a shadow on the wall. She made a rabbit, an eagle, a haystack, a heart. Her best creation was a spider. She tried to make a burrow but she was the wrong shape. Finally Greta practiced the grand finale. She stood on two toes of one front paw and curled her tail around in an arch. She looked just like a waterfall. She held this pose as long as she could, peering and grinning in the mirror. Greta tried to figure out how she might do a one-pawed curtsy, but when she tried, she fell over. She lay there for a moment, overcome with joy -- but not sleep. What a treat she was preparing for her unsuspecting fans.

Greta yawned. She curled and closed her eyes. This time she might be able to make it. At last, a nap. Behind her eyes were so many suns of so many colors, so many shapes and so many designs, that they seemed to roll along like fiery wheels: molten lavender flowing to magenta, bursting into tiny tongues of amethyst flame; burnished green with glittering copper streaks and blue so hot it glowed red and lit up Greta's eyes.

At last Greta was satisfied. Sitting down in the warm shine all her muscles relaxed. She curled and her eyes closed all by themselves. Just as Greta was prepared to dream of a vast palace filled with raspberry-lemon sunshine, she was jerked away by the shrill of a very noisy telephone. She realized quite quickly that it wasn't a telephone with a prince on the line. It was the winter-down/summer-up alarm clock. It was Greta's bright and shining moment in the sun and her eyes wouldn't even open. Even her claws felt tired and her muscles had never heard of climbing.
But, even more than she needed to sleep, Greta wanted to be the groundhog of the year. She was still wearing her WeatherWhether collar and cuffs, but she didn't have time to fit on the beautiful decoration claws. She dragged herself up and staggered slowly to the long burrow to Overground. The seventy-million-dozen suns hurt her eyes. Each step was torture and her claws scrabbled weakly in the earth as she forced herself to climb the last few steps.

The sun was shining brightly. Brown scraps of earth were showing through the snow. People stood around in mufflers and mittens looking eager and expectant. Some people had cameras and other strange machines aimed at the burrow entrance like weapons. But Greta hardly noticed. As she finally reached Overground, she took a couple of tottering steps and fell gracelessly into sleeping position; head to tail, tail over ears and eyes. "I'll just rest my eyes for a few seconds," she told herself and then she was fast asleep.

Everyone looked at Greta with perplexity. Here was their groundhog wrapped in crumpled paper -- fast asleep. Who had ever heard of a sleeping groundhog on February 2nd? How could a sleeper produce weather, good or bad? What now? People stood around for awhile watching Greta sleep. A small girl in a red hood gently stroked her bushy back. Greta would have purred or run but she couldn't wake up. Finally, after waiting for a long time, the cameras were packed, the machines zipped into bags and placed on carts, and the people silently drifted away.

After awhile, Greta's mortified family climbed out of the burrow without making a sound. They all stood around her and looked at Greta, fast asleep. Mother just shook her head. Father gnawed on his mustache, frowned and said sternly, "This disgraceful day will live in groundhog memory forever."

"Now, now, Gregory," said Groundmother, "Greta has just given these people the most sensational Groundhog Day they'll ever have. They'll never forget it."

"But now they don't know what the weather really will be like," Father lamented.

"Well, if they had any common sense they would," said Groundmother as she motioned for Father and Older Brother Greeley to pick Greta up and take her Under. As they carried Greta down to her bedroom, Groundma continued, "The groundhog didn't see her shadow, so winter's over!"

The Groundhog family squeaked and thumped with joy. Far Above, disappointed groundhog watchers wondered about the racket as the balmy air kissed their cheeks and tickled them under their itchy jackets.
- Make a Halloween riddle and joke book. Have small pumpkins for the children. Write one riddle on the top of the pumpkin. Write the answer on the bottom. Punch a hold in each pumpkin stem. Thread a piece of yarn through the holes to tie the book together. Sample riddles are:

1) What did the witch tell the ghost who hitched a ride on her broomstick?
   Be sure to fasten your sheetbelt.

2) What did the witch say about Dracula?
   He’s batty.

3) What do ghosts eat? Things
   What do ghosts drink? Coke
   Why? Things go better with Coke

4) In what room are you most likely to find a vampire bat on Halloween?
   In the batroom.

5) Who did the monster take to the midnight movie on Halloween?
   His ghoul friend.

6) What is a vampire?
   A pain in the neck.

7) Why don’t people believe the lies told by ghosts?
   They can see right through them.

8) What town is most popular on Halloween?
   A ghost town.
-Earn a ghost. Make yourself a ghost to pin up for each book you read!
Ghost face/hat and flower
Pumpkin Fantasy

Take children through a routine something like this:

Each of you has been given a pumpkin. Take it in your hands. Feel how heavy it is -- how it weighs down your hands. Feel its shape. Is it round? Tall? Flat? Broad? Where is its stem? Is it straight? Off to the side? Thick? Stubby?

Set your pumpkin on the ground in front of you. How high off the ground is it? Pick up your pumpkin by its stem and whirl it around your head. Remember -- it's heavy! Try to bounce your pumpkin. What happens? But wait! Your pumpkin is rolling away as fast as it can. You grab for it. But you miss. Run after it. Chase it. But every time you almost have it -- it rolls away again, then it stops and begins to roll in circles around you. You try to keep your eyes on it at all times. It whirls around you faster and faster until it is just one orange streak. And you -- you're dizzy. Your head is spinning and you feel like it will fly off.

And suddenly -- your pumpkin is your head. You feel your new hard head all over with your fingers. How is it shaped? Where are the grooves? What do you find where you used to have eyes, nose, mouth? Try to walk around (as best you can without eyes) and find another pumpkin head. You don't have a mouth so you must figure out another way to communicate. How do you do this? Communicate with your fellow pumpkin-head.

And now you feel a warm glow from somewhere. It is beaming and shining on the whole world. It's coming from -- it seems to be -- yes, it is! A candle inside your very own pumpkin head is gleaming through. Let your wonderful glow show through and warm everyone around you. Your candle shine is permeating your whole body and that of everyone around. Stop for a minute and let yourself feel this wonderful combined shine.

Now hold it in front of you with both hands. It's growing, swelling while you hold it. Now it's too big to hold in your hands -- hold it in your arms... Feel your arms being forced apart as it grows... Larger... Larger... It's pressing against your chest -- up next to your face. Its gotten so big it pushes you over on your back. Your pumpkin is sitting on you, pinning you to the floor. You struggle to get up, holding the pumpkin. You can't... You try to get out from under the pumpkin. You struggle and struggle, but you can't... The pumpkin is still growing to monstrous size -- it bursts! Its contents fly all over, and guess where lots of it lands? Ugh! Get up, try to clean yourself off, as best you can. And relax -- back to you.
-Read *Mousekin's Golden House* by Edna Miller. Make one copy of a pumpkin from gold paper and two copies from orange paper. On one orange pumpkin have the children draw the eyes, nose, and mouth of a jack-o'-lantern. Cut out the features. On the other orange pumpkin have them draw what their jack-o'-lantern might look like after Halloween. Glue the cut out orange on top of the gold pumpkin. Place the two pumpkins side-by-side to show Mousekin's house when he found it and how it changed to keep him warm for the winter.

Books: *Mousekin's Golden House* by Edna Miller

**Cone Mouse**

Use irregular pattern as given so mouse sits at an angle.

Make two cone shapes: 1 pink, 1 gray. On the gray sheet don't cut feet and cut out a small circle in the center so the pink nose shows.

Roll pink cone: overlap and glue along broken line. Fold up feet.

Roll gray cone to fit over pink cone. Snip out center of the gray cone so pink nose shows. Glue gray cone. Glue gray cone to pink cone. Glue on small black beads for eyes or make black markers eyes. Glue pink on gray. Glue to back of head at points. Fold up to make stand up cars. Cut two each for cars. Glue on tail of pink, gray or black yarn.
-After reading *December Twenty-fourth* by Denys Cazet, be sure to ask what gift the grandfather gave his children. Have the children choose a holiday symbol from another special day and transform it into a Christmas symbol. For example, make a jack-o'-lantern. Add a white beard and some holly leaves to transform a Halloween symbol into a Christmas symbol. Explain why heart shapes belong to both Valentine's Day and Christmas. Teach the children to weave heart baskets to decorate their trees or fill with goodies and give away as presents to friends and neighbors.

Heart Baskets: Cut two of the pattern (one of one color and one of another color). Cut up from the fold as shown. Put the two halves together to form a heart shape and weave the strips together.

(See pattern on next page)

Books: *December Twenty-fourth* by Denys Cazet
FINGERPLAYS AND ACTION SONGS

Fingerplays and action songs are used as teaching devices because they are fun for children and help development of visual perception, coordination of large and small muscles (especially eye-hand coordination), and an awareness of the body and its various parts.

Many of the fingerplays in this supplement have been used for years, and others have been written by Nebraska Library Commission staff. The purpose of this collection is to provide you with material to use immediately, and to inspire you to write your own verses or add actions to your favorite songs or poems.
Six Little Ducks

Six little ducks that I once knew
Fat ones, skinny ones
Fair ones too
But the one little duck
With the feather in his back
He ruled the others with his
Quack, quack, quack.

Down to the river they would go
Wibble wobble, wibble wobble
To and fro
But the one little duck
With the feather in his back
He ruled the others with his
Quack, quack, quack.

Ant Hill

Once I saw an ant hill,
with no ants about.
So I said, "Little ants,
won't you please come out?"
Then as if they heard my call,
one, two, three, four, five
came out.
And that was all.

Ten Little Friends

Two little houses across the street
Open the doors and ten friends meet
How do you do and how do you do
Off they hurried to school
In nice sunny weather
Ten little friends together.
Do Your Ears Hang Low?

Do your ears hang low?
Do they wobble to and fro?
Can you tie 'em in a knot?
Can you tie 'em in a bow?
Can you throw 'em over your shoulder like a Continental soldier?
Do your ears hang low?

(Hang hands down from ears)
(Wiggle fingers)
(Tie a knot in the air)
(Add a bow in the air)
(Put hands over shoulder)
(Salute)
(Hang hands down from ears)

Ten Bears in the Bed

Ten bears in the bed
And the little one said,
"Roll over, roll over."
So they all rolled over
And one fell out.

Nine bears in the bed...
Eight bears in the bed...
Seven bears in the bed...
Six bears in the bed...
Five bears in the bed...
Four bears in the bed...
Three bears in the bed...
Two bears in the bed...
One bear in the bed
And the little one said,
"Good night."

(Hold up ten finger:)
(Wiggle little finger)
(Make roll motion with hands and arms)
(Fold 1 finger down)
The Ants Go Marching

The ants go marching one by one
Hurrah, Hurrah
The ants go marching one by one
Hurrah, Hurrah
The ants go marching one by one
The last one stops to suck his thumb
And they all go marching
Down
To the ground
To get out
Of the rain
Boom! Boom! Boom!

The ants go marching two by two
Hurrah, Hurrah
The ants go marching two by two
Hurrah, Hurrah
The ants go marching two by two
The last one stops to tie his shoe
And they all go marching
Down
To the ground
To get out
Of the rain
Boom! Boom! Boom!

The ants go marching Three by three ... climb a tree
Four by four ... shut the door
Five by five ... see a beehive
Six by six ... pick up sticks
Seven by seven ... go to heaven
Eight by eight ... shut the gate
Nine by nine ... draw a line
Ten by ten ... to say, "It's the end."

Houses

Here is a nest for the robin
Here is a hive for the bee
Here is a hole for the bunny
And here is a house for ME.

(Cup both hands)
(Fit hands together)
(Make circle with hands)
(Fingertips together to make roof)

(Orlando)
Head and Shoulders

1. Head and shoulders, baby
   1, 2, 3
   Head and shoulders, baby
   1, 2, 3
   Head and shoulders
   Head and shoulders
   Head and shoulders, baby
   1, 2, 3

2. Hips and thighs, baby
3. Knees and ankles, baby
4. Touch your toes, baby
5. Turn around, baby

The Hokey-Pokey

1. You put your right hand in
   You put your right hand out
   You put your right hand in
   And you shake it all about
   You do the hokey pokey
   And you turn yourself around
   That's what it's all about.

2. You put your left hand in
3. You put your right foot in
4. You put your left foot in
5. You put your right arm in
6. You put your left arm in
7. You put your right hip in
8. You put your left hip in
9. You put your head in
10. You put your whole self in

Open, Shut Them

Open, shut them--open, shut them
Give a little clap
Open, shut them--open, shut them,
Put them in your lap.

(Suit action to words)
(Open, Shut Them)
My Hat It Has Three Corners

Each time the words are repeated, replace a word with an action. The first time say all of the words.

My hat it has three corners
Three corners has my hat
And had it not three corners
It would not be my hat.

The second time, point to your head instead of saying, "hat."

My _____ it has three corners
Three corners has my _____
And had it not three corners
It would not be my _____.

The third time, point to your head for "hat" and hold up three fingers instead of saying, "three."

My _____ it has _____ corners
_____ corners has my _____
And had it not _____ corners
It would not be my _____.

The fourth time, point to your head for "hat," hold up three fingers for "three," and put fingertips of both hands together to form a corner instead of saying, "corner." When all of the actions are added, the words are

My _____ it has _____ _____
_____ _____ has my _____
And had it not _____ _____
It would not be my _____.
Put Your Finger in the Air

1. Put your finger in the air, in the air
   Put your finger in the air, in the air
   Put your finger in the air
   And leave it about a year
   Put your finger in the air, in the air.
   (Just do what the words say)

2. Put your finger on your head...tell me is it green or red.
3. Put your finger on your nose...and let the cold wind blow.
4. Put your finger on your shoe...and leave it a day or two.
5. Put your finger on your chin...that's where the food sits.
6. Put your finger on your cheek...and leave it about a week.
7. Put your fingers all together...and we'll clap for better weather.

(Glazer, p. 66)

Where is Thumbkin?

1. Where is thumbkin? Where is thumbkin?
   Here I am, here I am.
   How are you today, sir?
   Very well, I thank you.
   Run away, run away.
   (Place both hands behind back)
   (Show one thumb, then the other)
   (Bend one thumb/then other for each line of dialogue)
   (Move one hand behind back on each "run away")

2. Where is pointer?...
3. Where is middle (or tall man)?...
4. Here is ringer (or ring man)?...
5. Where is Pinky?...
   (Follow same pattern with each finger, coordinating the actions with the words)

(Glazer, p. 88)

The Beehive

Here is the beehive.
Where are the bees?
Hiding away where nobody sees?
Look! They are coming out!
They are all alive!
One! Two! Three! Four! Five!

(Hold up clenched fist)
(Loosen fist slightly)
(Lift one finger at a time)

(Poulsson, in Carlson, Listen! p. 19)
Here is a Bunny

Here is a bunny with ears so funny
And here is his hole in the ground
When a noise he hears
He pricks up his ears
And hops into his hole in the ground.

My Rabbit

My rabbit has two big ears
And a funny little nose.
He likes to nibble carrots,
And he hops wherever he goes.

(My Grayson, p. 34)

The Rabbit

I saw a little rabbit come
Hop, hop, hop!
I saw his two long ears go
Flop, flop, flop!
I saw his little nose go
Twink, twink, twink!
I saw his little eyes go
Wink, wink, wink!
I said, “Little rabbit,
won’t you stay?”
Then he looked at me,
And hopped away.

(Carlson, Listen! p. 51)
Teddy Bear

1. Teddy bear, teddy bear, turn around
   Teddy bear, teddy bear, touch the ground
   Teddy bear, teddy bear, show your shoe
   Teddy bear, teddy bear, That will do.

2. Teddy bear, teddy bear, go upstairs
   Teddy bear, teddy bear, say your prayers
   Teddy bear, teddy bear, turn out the light
   Teddy bear, teddy bear, say: "Goodnight."

(Ring a Ring O' Roses, in Orlando)

My Turtle

This is my turtle
He lives in a shell
He likes his home very well
He pokes his head out when he wants to eat
And pulls it back when he wants to sleep.

(Make fist, extend thumb)
(Hide thumb in fist)
(Extend thumb)
(Hide thumb in fist)

(Grayson, p. 32)

Bullfrog

Here's Mr. Bullfrog
Sitting on a rock
Along comes a little boy
Mr. Bullfrog jumps, KERPLOP.

(Left hand closed, thumb upright)
(Walking motion with index and third fingers)
(Thumb makes diving motion)

(Ring a Ring O' Roses, in Orlando)
Eensy, Weensy Spider

The eensy, weensy spider climbed up the waterspout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the eensy, weensy spider climbed up the spout again.

(Grayson, p. 31; Orlando)

Pitter, Patter Goes the Rain

Pitter, patter goes the rain
Splash, splash go my feet
Crash! Goes the thunder!
I run down the street.

(Tap gently with fingertips)
(Stamp feet softly as if in puddles)
(Clap hands on "crash")
(Move two fingers forward quickly, as if running, or move feet up and down while staying in one place)

(Carlson, Listen, p. 49)

Like Leaves in Windy Weather

(Dance and twirl together)
Like leaves in windy weather.
Puff! Puff! Puff!
All fall down.

(Dance and twirl around)
(Stand still; Blow)
(Fall down)

(Carlson, Listen! p. 50)
Down by the Station

Down by the station
early in the morning
See the little pufferbellies
all in a row.
See the engine driver
pull the little throttle
Chug! Chug! Poof! Poof!
Off we go.

(Slide hands together or rotate arms)
(Raise and lower fist to pull throttle)

(Grayson, p. 22)

Choo-Choo Train

This is a choo-choo train
Puffing down the track
Now it's going forward
Now it's going back
Now the bell is ringing
Now the whistle blows
What a lot of noise it makes
Everywhere it goes.

(Bend arms at elbows)
(Rotate forearms in rhythm)
(Pushing arms forward, continue rotating)
(Pull arms back, continue rotating)
(Pull bell cord with closed fist)
(Hold fist near mouth and blow)
(Cover ears with hands)
(Stretch out arms)

(Grayson, p. 23)

What Am I?

A face so round
And eyes so bright
A nose that glows
My, what a sight!
A fiery mouth,
With jolly grin
No arms! No legs!
Just head to chin.

(Hands in circ.'e)
(Touch eyes)
(Touch nose)
(Touch mouth)
(Grin)
(Shake arms and legs)
(One hand on head, other on chin)
(unknown)
Jack-o’-Lanterns

Five little jack-o’lanterns sitting on a gate.
The first one said, "Oh my, it's getting late."
The second one said, "Let's have some fun."
The third one said, "Let's run, let's run."
The fourth one said, "Let's dance, let's prance."
The fifth one said, "Now is our chance."
When "Who-o-o" went the wind
And out went the light
And away rent the jack-o’-lanterns on Halloween night.

My Pumpkin

See my pumpkin round and fat
See my pumpkin yellow
Watch him grin on Halloween
He's a very funny fellow.

Mr. Turkey

Here's Mr. Turkey
With his tail spread wide
He hears the farmer coming
So he runs to hide
He runs across the barnyard
Wobble, wobble, wobble
Talking turkey talk
Gobble, gobble, gobble.

(Hold up five fingers)
(Point to each finger in turn)
(Blow hard)
(Run fingers behind back)
(Make circle with hands, fingers spread wide, touching)
(Make smaller circle)
(Point to mouth which is grinning wide)
(Make fist with thumb extended)
(Place fist against palm of opposite hand, which has fingers spread apart)
(Move both hands in a wobble)
(Extended thumb of fist wiggles)
Our Table/When Thanksgiving Comes

Every day when we eat our dinner
Our table is very small
There's room for father, mother,
brother, sister, and me -- that's all.

But when Thanksgiving Day and
the company comes
You'd hardly believe your eyes
For that very same table stretches
Until it is just this size.

(Grayson, p. 94; etc.)

Here is the Chimney

Here is the chimney
Here is the top

Open the lid
And out Santa will pop.

(Grayson, p. 94)

Ten Little Indians

One little, two little, 'three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
One little Indian boy.
If You’re Happy and You Know It
(Clap Your Hands)

If you’re happy and you know it,
clap your hands.  
(clap, clap)
If you’re happy and you know it,
clap your hands.  
(clap, clap)
If you’re happy and you know it,
Then your face will surely show it;
If you’re happy and you know it,
clap your hands.  
(clap, clap)

If you’re happy and you know it,
tap your toe.  
(tap, tap)
If you’re happy and you know it,
tap your toe.  
(tap, tap)
If you’re happy and you know it,
Then your face will surely show it;
If you’re happy and you know it,
tap your toe.  
(tap, tap)

If you’re happy and you know it,
nod your head.  
(nod, nod)
If you’re happy and you know it,
nod your head.  
(nod, nod)
If you’re happy and you know it,
Then your face will surely show it;
If you’re happy and you know it,
nod your head.  
(nod, nod)

Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes,  
(Both hands touch head, both shoulders, knees, and toes. Repeat rhyme, increasing speed.)

Head and shoulders, knees and toes,  
Head and shoulders, knees and toes, clap your hands and around you go!

Very last line: All sit down (stand up) together!

(Carlson, p. 13)
The Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush
So early in the morning.

This is the way we wash our clothes,
We wash our clothes, we wash our clothes.
This is the way we wash our clothes
So early Monday morning.

This is the way we iron our clothes,
We iron our clothes, we iron our clothes.
This is the way we iron our clothes
So early Tuesday morning.

This is the way we scrub the floor,
We scrub the floor, we scrub the floor.
This is the way we scrub the floor
So early Wednesday morning.

This is the way we mend our clothes,
We mend our clothes, we mend our clothes.
This is the way we mend our clothes
So early Thursday morning.

This is the way we sweep the house,
We sweep the house, we sweep the house.
This is the way we sweep the house
So early Friday morning.

This is the way we bake our bread,
We bake our bread, we bake our bread.
This is the way we bake our bread
So early Saturday morning.

This is the way we go to church,
We go to church, we go to church.
This is the way we go to church
So early Sunday morning.
The Day

Out comes the sun
To start a new day
The birds begin singing
and flying away
Time for the children to
wake up and play

(Spring)

Clouds start to gather
and rain starts to fall
It falls on the trees and
makes them grow tall
Soon all the flowers begin
to come out
The breeze starts them waving
and dancing about.

(Reflections)

I looked in the mirror
What did I see
I saw my face
Smiling at me.

(Five Little Snowmen)

Five little snowmen sitting in a row
One got lost when it started to snow

Four little snowmen sitting all together
One went away because of the weather

Three little snowmen all lined up just so
One fell over when the wind began to blow

Two little snowmen sitting in the town
Along came some children and knocked one down

One little snowman oh how sad he felt
The sun came out and made him melt.
Transportation

The plane was flying way up high
Zoom it went across the sky

A train was puffing up the hill
Choo choo "I'll make it, Yes I will."

The truck was speeding down the road
Honk honk it said "I've a heavy load."

A boat was floating on the sea
Toot toot -- "Come take a ride with me."

Here comes my mother in our car
Beep beep -- "I'll take you near or far."

The Senses

I use my nose
To smell a rose

I use my eyes
To watch butterflies

I use my ears
To hear the cheers

I use my tongue
To taste, it's fun

I use my touch
To feel so much

Creep Them

Creep them, creep them, slowly upward to your rosy cheeks.
Open wide your shiny eyes, and through your fingers peep.
Open, shut them, open, shut them, to your shoulders fly.
Let them like the birdies flutter, flutter to the sky,
Falling, falling downward, nearly to the ground.
Quickly raise them, little fingers, whirling round and round.
Open, shut them, open, shut them, give a little clap.
Open, shut them, open, shut them, fold them in your lap.
Five Little Bluebirds

Five little bluebirds
hopping near the door;
One flew away
and then there were four.

Four little bluebirds
sitting in a tree;
One flew away
and then there were three.

Three little bluebirds
singing just for you;
One flew away
and then there were two.

Two little bluebirds
sitting in the sun;
One flew away
and then there was one.

One little bluebird
left quite alone;
He flew away
and then there was none.

Five little bluebirds
that flew away;
All came flying back
that very day.

(The five fingers imitate the birds hopping near the door, and when the thumb flies away out of sight, the four are left.)

(Next, the pointer finger doubles up over the thumb, and so on, one by one.)

Five Old Crows

Five old crows sat by our door
One flew away, and then there were four.
Four old crows, cawing in our tree,
One flew away, and then there were three.
Three old crows looked for pastures new,
One flew away and then there were two.
Two old crows saw a man with a gun,
One flew away and then there was one.
One old crow sitting in the sun,
He flew away, and then there was none.

(Five fingers extended, bending one finger at a time)
Grandmother's Spectacles

Here are grandmother's spectacles
Here is grandmother's cap.
And this is the way she folds her hands,
And lays them in her lap.

How to Make a Happy Day

Two eyes to see nice things to do,
Two lips to smile the whole day through
Two ears to hear what others say,
Two hands to put the toys away,
A tongue to speak sweet words each day,
A loving heart for work or play,
Two feet that errands gladly run ---
Make happy days for everyone.

The Robin's Nest

This is the nest that the robins made,
and these are the eggs so blue
that under the mother bird's soft breast
hatched into these birdlings two.

This is the way two hungry mouths
all day cried, "tweet, tweet, tweet,"
while father and mother bird flew about
and found food for them to eat.

This is the way the birdlings perched
On the edge of the nest one day,
'til the mother bird taught them to use their wings,
and all of them flew away.
Some sources for fingerplays, participation rhymes and stories:


Grayson, Marion F. *Let's Do Fingerplays.* Robert B. Luce, 1962.


Puppets

Puppets serve many functions. They can act out a story, serve as narrator or as a vehicle to break the ice when working with unresponsive groups or individuals. There are many types of puppets and puppets, can be made from almost anything. Stationary puppets can be made from blocks of wood, rocks, paper cylinders (like the tubes from paper towels) or cones. Puppets can be made from balloons, clothespins, cans, or bottles. These ideas can be used by the storyteller or by the listeners. The puppets produced by the listeners can be used to re-tell or act out the story, make up a new story or a continuation of the one they heard.

Puppet collections are available on loan from some of the Nebraska Library Systems. Check with you Library Systems Office for details concerning these special collections.
Stationary Puppets

1. Bottle puppets can be made from any kind of bottle, but a plastic dish soap bottle works extremely well because it's unbreakable and comes in various shapes and sizes. The bottle can be painted or decorated with markers, paper and yarn. Scraps of material can be fitted for clothing. A styrofoam head can be placed on a sticker or straw and the stick inserted into the bottle opening.

   If the clothes are designed to be removed, i.e. tied on or fitted with elastic, one set of bottles can be dressed and different heads added to produce many story characters.

2. Blocks of wood of any shape can be made into simple puppets. By adding facial features and yarn for hair.

3. Rocks can be used to produce a simple puppet similar to wood puppets or rocks of various sizes can produce "snowman" puppets. These can be painted -- fluorescent colors are especially fun.

4. Cylinder puppets can be made from cardboard cylinders like those found in paper towels, or from cans with the ends removed. The cylinders can be decorated with fabric, paper, contact paper, or yarn.

5. Balloons can be decorated with markers and used effectively as puppets.

6. Clothespins can also be used to make simple puppets. The standard wooden clothespin can be painted or clothed in simple fabric. A pipe cleaner can be wrapped around the pin just under the upper bulb and extended as arms for the puppet.

Stick Puppets

1. Simple puppets can be made by drawing or decorating paper plates and attaching a stick or straw handle to each one so the plate can be held easily in front of the performer's face. A variation of this type of puppet can be used by copying the story character's face on stiff paper or cardboard, then coloring it before attaching the stick. The face should be about the size of a paper plate or the performer's head. Another variation of this puppet can be made using figures cut from coloring books, magazines, or catalogs. The figures need to be glued to heavy paper or cardboard before attaching the stick.

2. Coat hangers can be bent into the shape of a head or an animal, then covered with a nylon stocking which is attached with a rubber band or tape. The nylon can then be decorated. A small portion of the hanger should be left at the bottom to form a handle.

3. Pop-up puppets can be made using a paper or plastic cup or a paper cone, a straw or stick, a circle of fabric and a head. The circle of fabric should be large enough to allow the puppet to be extended, but not so large that the material becomes difficult to attach to the upper lip of the cup. Place the fabric over the stick so the stick is in the center. Poke the stick into the head so that it is secure. Put the bottom of the stick down through a hole in the bottom of the cup (the cup should be upright). Glue, sew or staple the fabric to the top of the cup. The puppet's head should fit down into the cup and be pushed up into view with the stick.
Hand Puppets

1. Small brown paper bags can be transformed into puppets by drawing the upper part of the face on the bottom of a folded bag. The lower lip portion of the face is drawn directly beneath the fold on the side of the bag so that when the bag is laying flat, the entire face is seen. By placing the bag over the hand and putting all four fingers up around the fold inside, the top portion can be moved for the puppet to talk.

2. Mittens are easily made into puppets by adding eyes and noses to the upper back part of the mitten. The thumb becomes the lower mouth and, if desired, a portion of the thumb can be made red for the tongue by either coloring a light colored mitten with marker or by sewing a red scrap of fabric to the thumb. Yarn hair can also be sewn on the back so that when the hand is bent, the eyes and nose can be seen and the hair falls down over the sides of the hand.
3. Handkerchief puppets can be made by placing the handkerchief over the hand. Fold the little finger and the ring finger down. Loop a rubber band over the middle finger, behind the index finger, and over the thumb. The middle finger and thumb become the arms and the index finger is the head. A doll head or stuffed head can be added on the index finger.

4. Fabric can be used to produce hand puppets by cutting two identical pieces (see pattern). Place right sides together then sew the pieces together leaving the bottom open. Turn right side out and decorate.

5. Cardboard characters can be made and painted. Add two strips of cloth to the back. One strip is placed lower and should be longer so the forearm can fit into it. The other strip is shorter and placed above so it can be grasped with the hand. (Characters must be large -- large enough to cover the entire forearm and hand is best.)

6. Paper or cardboard characters can be made to fit over two fingers which become the puppet's legs.
7. A sock can be made into a hand puppet by adding a mouth section. To add a mouth, turn the sock inside out. Cut a slit across the tip of the toe and back two or three inches. Fold a piece of red material in half and place it inside the slit, then cut around the toe. Sew the edge of the red material to the edge of the slit in the sock. Turn right side out and add features. Place the hand in the sock with the thumb in the lower portion and all four fingers in the upper part.

Suggested materials for decorating puppets:

- **Eyes:**
  - Moveable eyes available at craft stores
  - Buttons or beads
  - Stitch on with thread or fabric
  - Draw on with marker
  - Macaroni

- **Nose:**
  - Buttons or beads
  - Stitch on with thread or fabric
  - Draw with marker
  - Small yarn pom-pom
  - Cotton ball
  - Macaroni shapes

- **Mouth:**
  - Draw on with marker
  - Thread or yarn -- stitched or glued
  - Fabric mouth or tongue

- **Hair:**
  - Yarn
  - Cotton
  - Macrame cord
  - Color on with markers