

Welcome to the

CANDLEWICK PRESS

Read to Us!

STORY-HOUR KIT

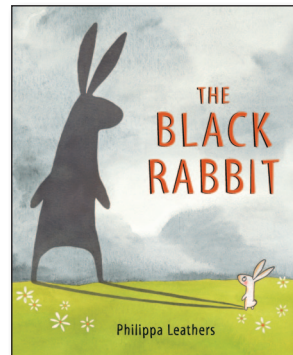
A Shortcut to Your Story Hour

It is our pleasure to present our latest Candlewick Read to Us! Story-Hour Kit. This kit contains simple and entertaining activities to be used in conjunction with our books. Each activity is designed to foster the skills that lead to early reading success in children.

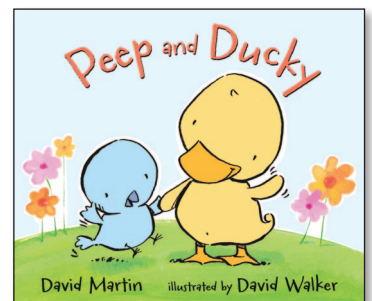
Our spring 2013 story-hour kit showcases four heartwarming books focusing on themes of friendship, family, humor, and discovery. For each title we offer two activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness—but most of all, their enthusiasm for literature. Because the caregiver's role is essential in a child's readiness to read, we have included a handout at the end of this kit that explains these six specific early literacy skills. Passing this out to caregivers will assist them in getting their child ready to read.

Have fun!

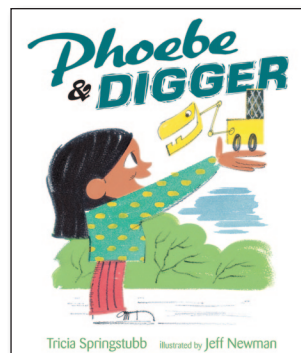
Books to be used with this Candlewick Read to Us! Story-Hour Kit



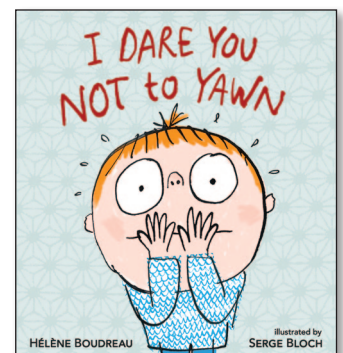
The Black Rabbit
by Philippa Leathers
978-0-7636-5714-7
Ages 3–6



Peep and Ducky
by David Martin
illustrated by David Walker
978-0-7636-5039-1
Ages 1–4



Phoebe and Digger
by Tricia Springstubb
illustrated by Jeff Newman
978-0-7636-5281-4
Ages 3–6



I Dare You Not to Yawn
by Hélène Boudreau
illustrated by Serge Bloch
978-0-7636-5070-4
Age 4 and up

Directions

The Black Rabbit

Black Rabbit, the Copycat

After reading *The Black Rabbit*, ask the children: Who (or in this case, what) is the Black Rabbit? Why was Rabbit scared of the Black Rabbit? Ask the children if they have ever played with their own shadow or made shadow puppets. Discuss the reason why the Black Rabbit was sometimes behind Rabbit and at other times in front of Rabbit.

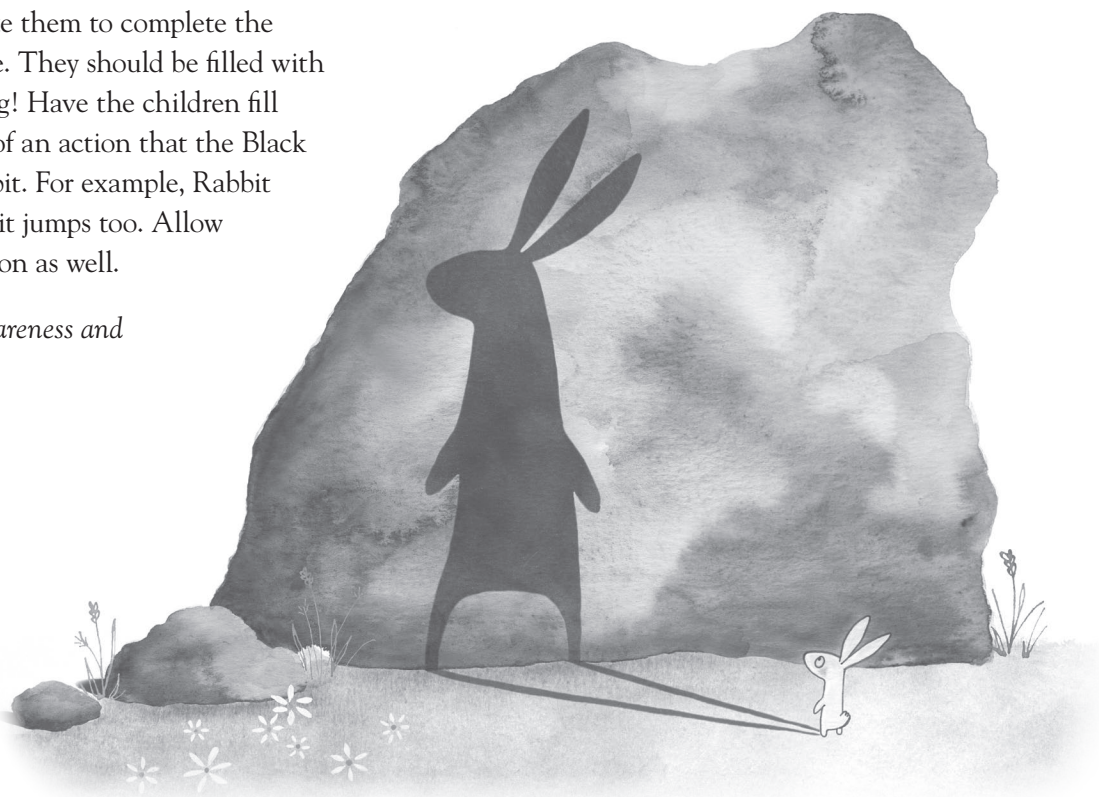
Discuss the fact that the Black Rabbit is a copycat: when Rabbit runs, so does the Black Rabbit, and so on. Place the children in pairs and have one child be Rabbit and the other the Black Rabbit. Explain that the child who is the Black Rabbit should copy all the movements of the child who is Rabbit. Then have each pair switch roles. When the children have exhausted the physical aspect of this activity, invite them to complete the accompanying reproducible. They should be filled with ideas after their role-playing! Have the children fill in the blanks by thinking of an action that the Black Rabbit can copy from Rabbit. For example, Rabbit jumps, and the Black Rabbit jumps too. Allow them to illustrate each action as well.

This activity builds print awareness and narrative skills.

The Black Rabbit Maze

Show the children the end papers of *The Black Rabbit*. Discuss how they depict the path Rabbit took in trying to escape the Black Rabbit, eventually taking him through the deep, dark wood. Explain to the children that they are going to help Rabbit through those woods in order to find the Black Rabbit. Have them use the maze on the reproducible to spell out *Black Rabbit*.

This activity promotes print motivation.



Directions

Peep and Ducky

Peep and Ducky, Rhyme Time

This adorable book of friendship is chock-full of rhymes that will foster phonemic awareness and letter exploration. After reading *Peep and Ducky*, ask the children if they hear a pattern in the text. Re-read the book, but this time emphasize the rhyming word in each section. Then stop before the last word, allowing the children to shout out the final rhyming word. Have fun by brainstorming various rhymes from different word families before moving on to the “Peep and Ducky, Rhyme Time” reproducible. Have the children complete the missing rhyming word with the correct initial consonant.

This activity builds print awareness and letter knowledge.

Peep and Ducky—Lucky, Lucky, Lucky

Peep and Ducky are good friends. They like to do many fun things together. Ask the children if they can remember some of the things Peep and Ducky did together (e.g., play tag, dig in the dirt.) Ask the children how they know that Peep and Ducky are good friends. Ask: Do you ever do those things with your friends? What kind of things do you do with your friends? What is it about your friend that makes him or her so special? After discussing friendship, ask the children to pick one friend and one activity they like to do with that person and illustrate it on the accompanying reproducible. Then have the children complete the sentence on the reproducible if possible. Children who need help may dictate the words to an adult.

This activity fosters print motivation and narrative skills.

Phoebe and Digger

“Rmm!” said Digger

In this cute story of a girl and her toy, there are many examples of sounds instead of words in the dialogue. Ask the children to think of examples from the story. The baby cries, Phoebe makes her digger speak, and upon eating a frozen treat, an “mmm” escapes from Phoebe’s mouth. Using the accompanying reproducible with the children, have them match each sound to the corresponding picture. Then have the children think of something they might say (such as “zzz” when sleeping or “brrr!” if it’s cold) and write it on the line.

This activity promotes phonological and print awareness.

Phoebe and Digger

When Mama got a new baby, Phoebe got a new digger. It is obvious that Digger is Phoebe’s favorite toy in the whole wide world. After reading *Phoebe and Digger*, ask the children some questions about the story, such as: “How do you think Phoebe feels when Mama gets a new baby? What does Phoebe get? How does Phoebe feel about Digger? When a mean girl at the park takes Digger, what happens? Do you think Phoebe does the right thing? What makes Phoebe feel safe, happy, and loved? What is your own favorite toy? Does it help you feel better when you’re feeling sad or scared? Phoebe has Digger make noises—do you ever make your toy have a voice?” Use the “Phoebe and Digger” reproducible and have the children draw a picture of their favorite toy and complete the sentence.

This activity builds print motivation and vocabulary.

Directions

I Dare You Not to Yawn

Do Not Yawn!

No child likes going to bed. So much so that the child in *I Dare You Not to Yawn* blames yawning as the sole reason for having to go to bed at all. The child walks the reader through the various steps of yawning and gives specific instructions on how to avoid it. After reading *I Dare You Not to Yawn*, review the stages of yawning with the children and have them act them out by stretching and opening their mouths, and so on.

Distribute the “Do Not Yawn!” reproducible to the children and ask them if they remember how to stop a yawn. The pictures on the reproducible represent all the steps referenced in the story (e.g., look away, no snuggly objects, no bedtime stories, no sleepy-time songs). After identifying each picture, instruct the children to do the following: Locate the picture that means “stay away from huggable stuffed animals” and draw a circle around it. Now have them find the picture that represents, “if someone else is yawning, look away!” and draw a triangle around it. Have children mark an X through the picture that tells the reader to avoid bedtime stories. Finally, have them draw a rectangle around the picture that depicts “sleepy-time songs.”

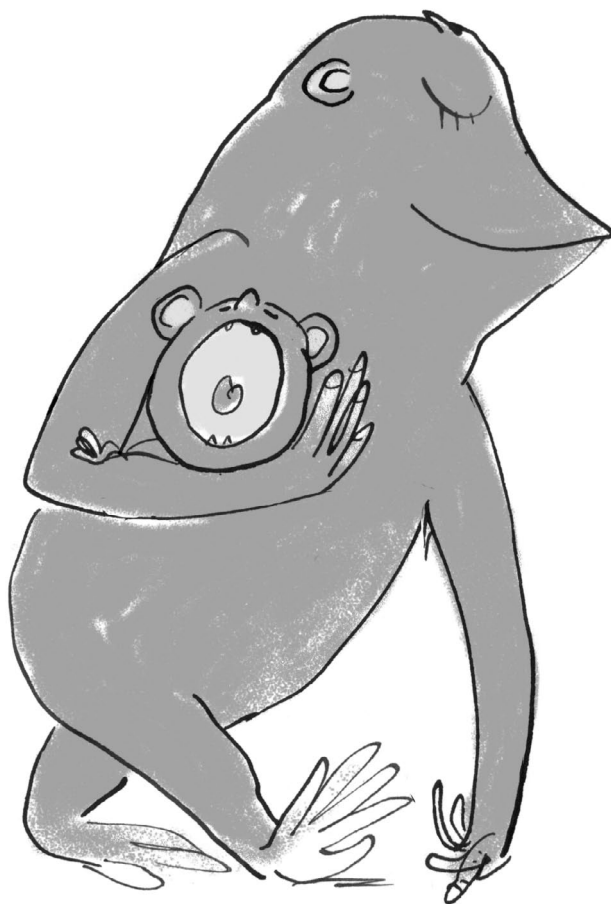
This activity promotes print motivation, vocabulary, and listening skills.



Sleepy or Awake?

Discuss with the children the color theory that suggests that brighter colors make us feel more awake while lighter colors are associated with being relaxed and sleepy. Note that the clothes children are wearing feature many different colors. See if they can name the colors themselves. You may be able to point out a light example and a bright example of the same color. Distribute the “Sleepy or Awake?” coloring sheet and ask the children to color one picture with “sleepy” colors and the second with “awake” colors.

This activity builds print motivation, vocabulary, and color exploration.



The Black Rabbit

Black Rabbit, the Copycat

Rabbit _____.



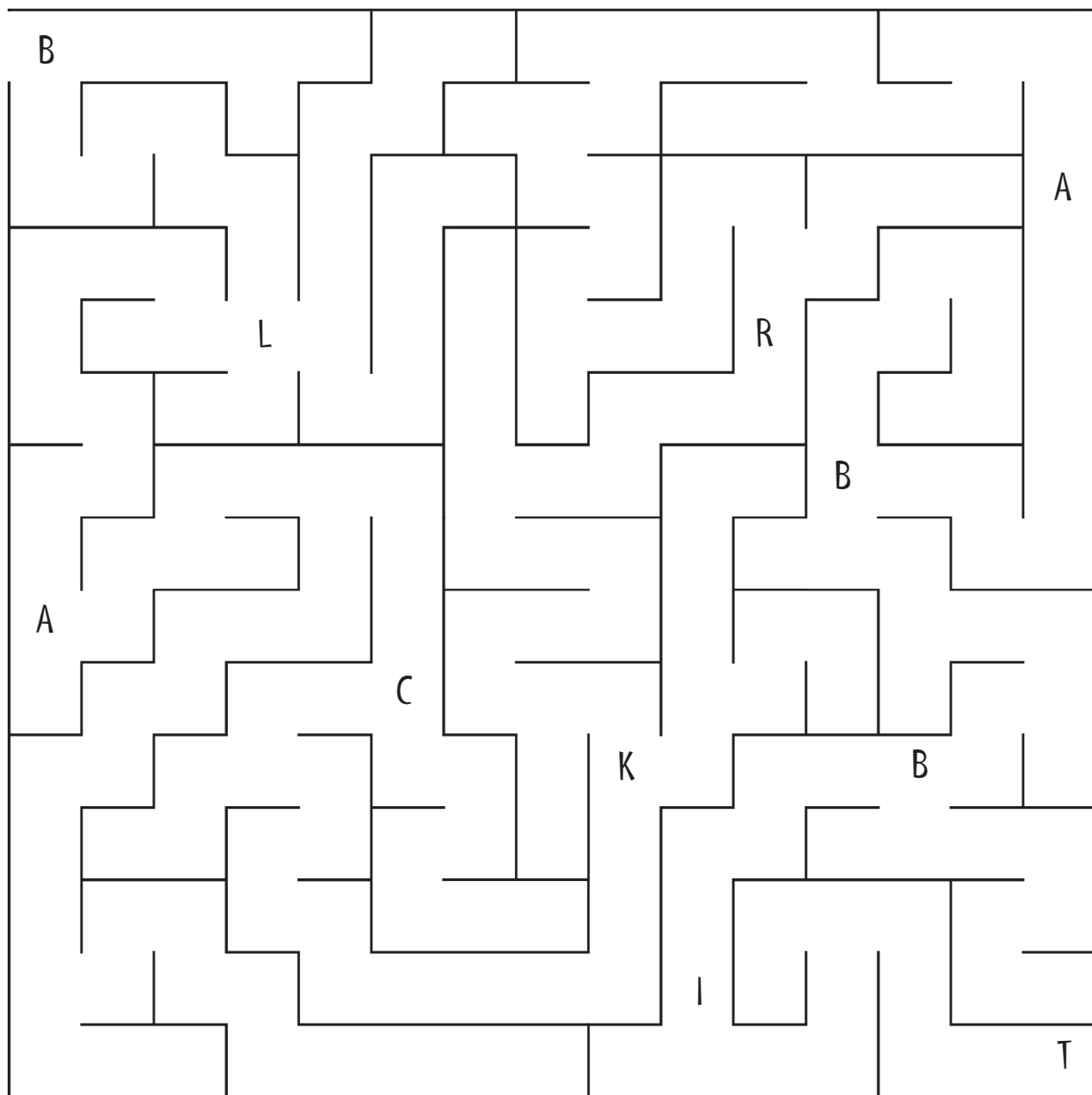
The Black Rabbit _____ too.

A large empty rectangular box for drawing or writing.

The Black Rabbit

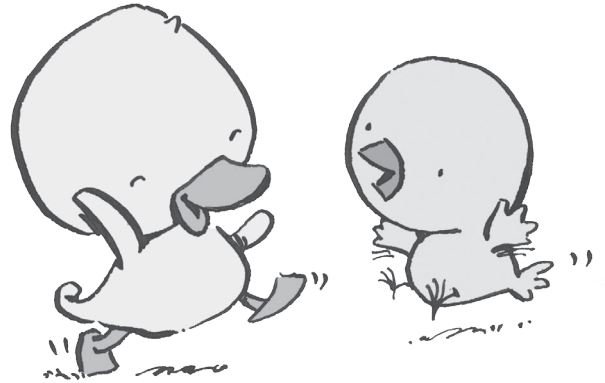
The Black Rabbit Maze

Help Rabbit through the deep,
dark wood maze by spelling out
Black Rabbit.



Peep and Ducky, Rhyme Time

Complete each word to make a rhyme
using the letters at the bottom of the page.



PEEP

____ EEP

DUCKY

____ UCKY

PLAY

____ AY

TREE

____ E

GIGGLE

____ IGGLE

SLIDE

____ IDE

R

B

D

L

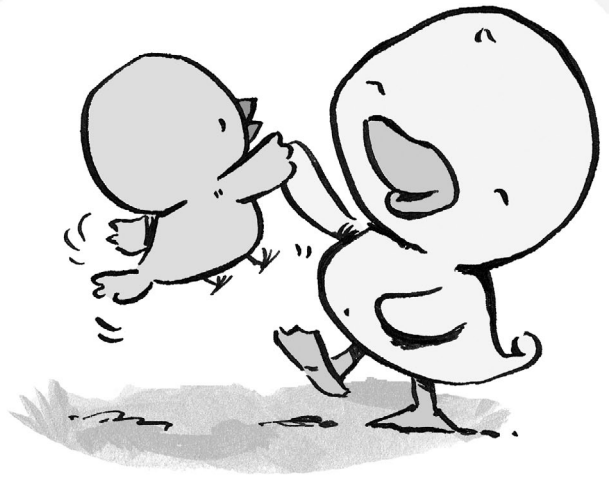
W

M

Peep and Ducky

Lucky, Lucky, Lucky

Peep and Ducky are good friends.
Who is your good friend? What do
you like to do with your friend?



A large empty rectangular box for drawing.

This is me and my good friend. We like to _____

_____.

Phoebe and Digger

“Rmm!” said Digger

Match the sound to the picture.

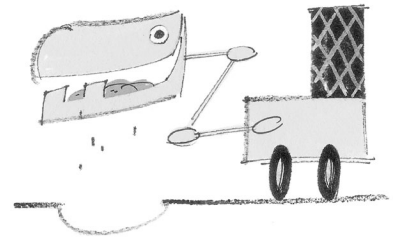
“Rmm!”



“Waa!”



“Aah!”



“Mmm!”



“_____!” I said.

Phoebe and Digger

Phoebe and Digger

My favorite toy is _____.



I Dare You Not to Yawn

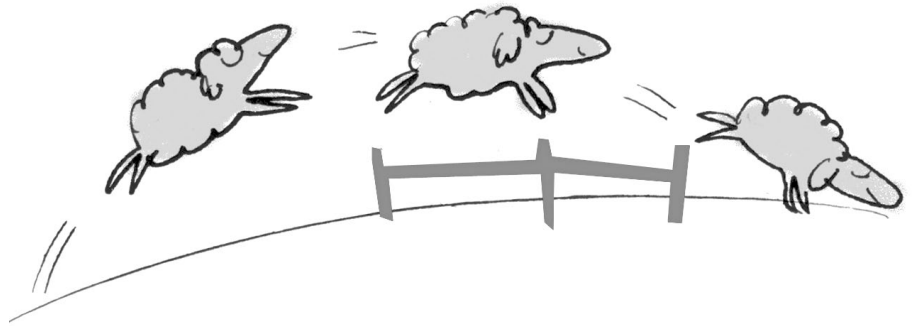
Do Not Yawn!

Draw a circle around the picture that means “stay away from huggable stuffed animals.”

Draw a triangle around the picture that says “if someone else is yawning, look away!”

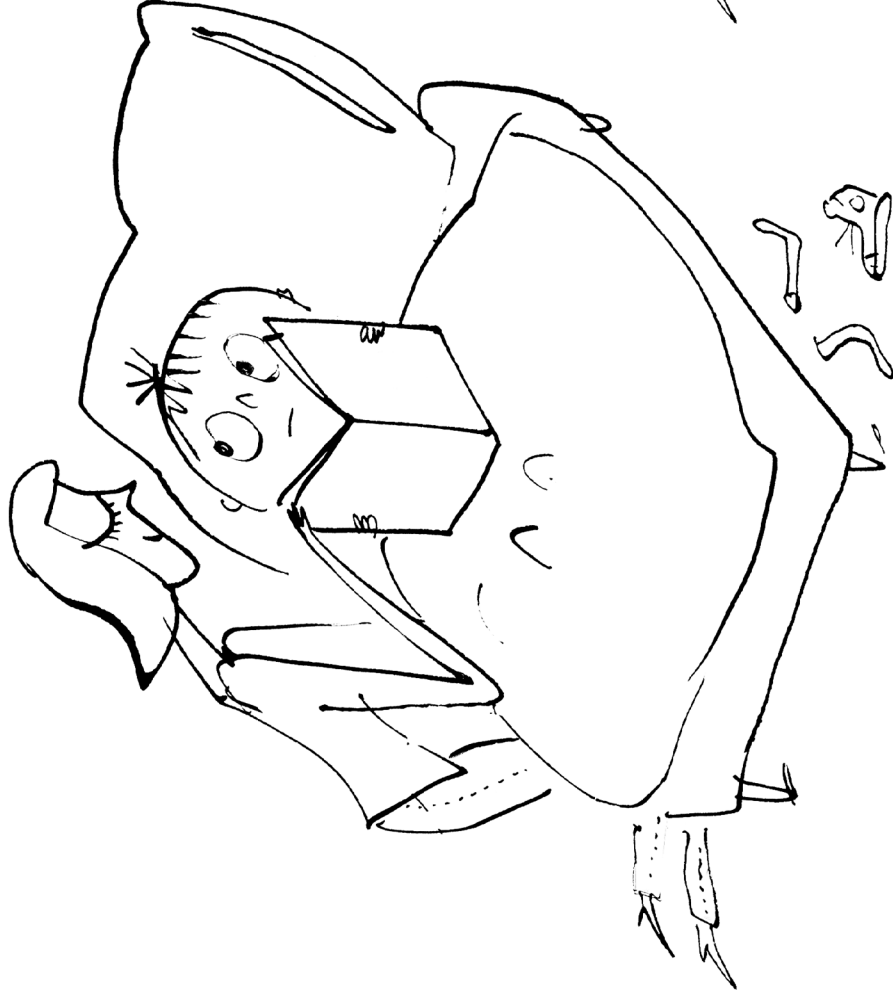
Mark an X through the picture that tells us to avoid bedtime stories.

Draw a rectangle around the picture that shows “sleepy-time songs.”



I Dare You Not to Yawn
Sleepy or Awake?

awake — bright colors



sleepy — light colors

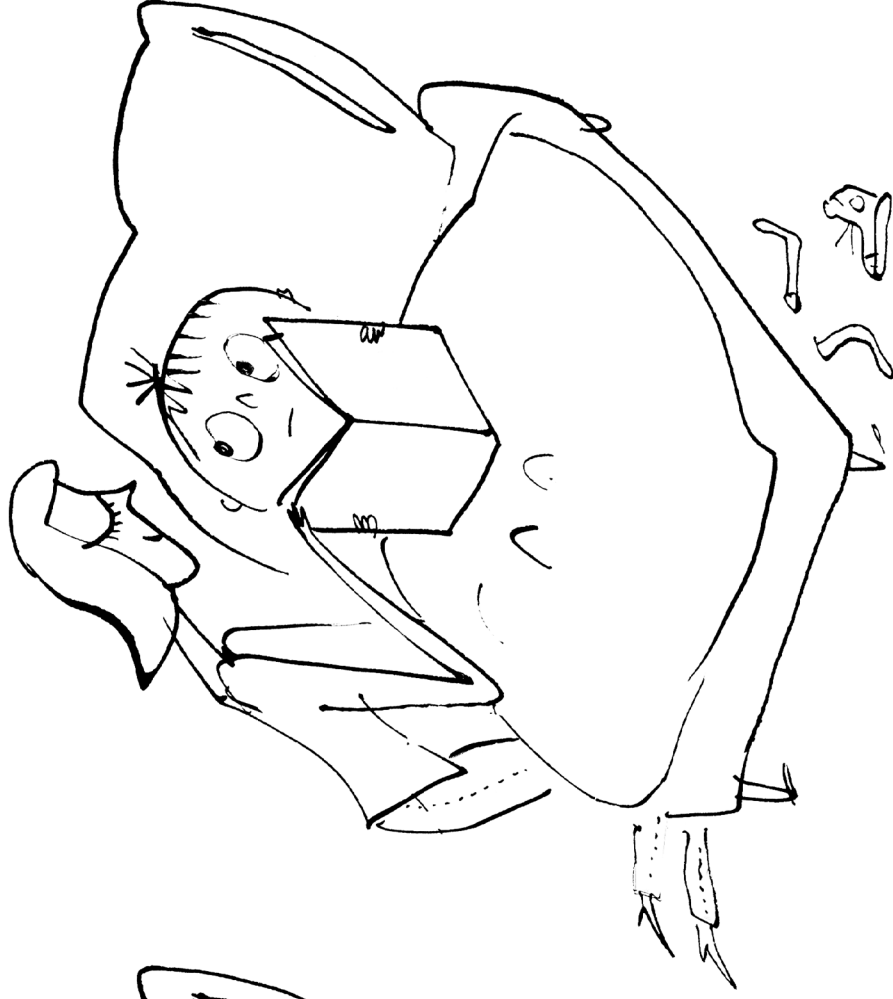
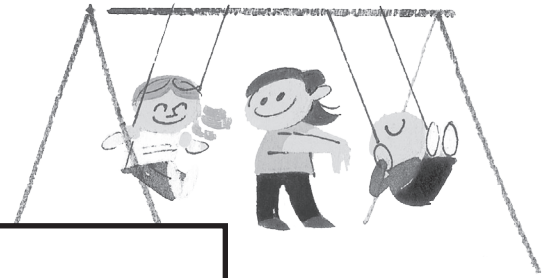
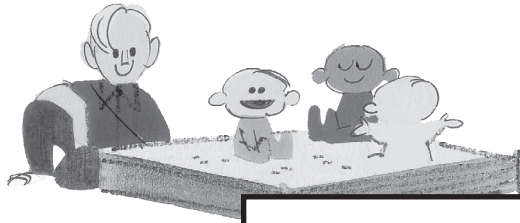


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Help Your Child Get Ready to Read

Narrative Skills

Tell stories together, encourage pretend play, and let your child be a storyteller.

Letter Knowledge

Help your child identify the first letter in his or her name and find it in books, on street signs, and on package labels.

Print Awareness

Help your child discover how to hold a book and turn the pages.

Vocabulary

Teach your child the specific names for things, such as vegetables in the grocery store.

Print Motivation

Find books that speak to your child's interests, and share them often.

Phonological Awareness

Sing songs, play games, and share rhymes to help your child play with the smaller sounds in words.

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