

Welcome to the
CANDLEWICK PRESS

Read to Us!

STORY-HOUR KIT

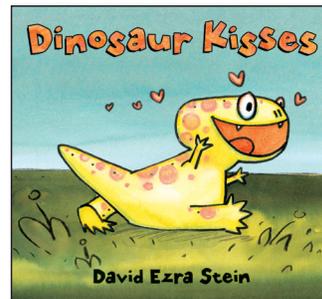
A Shortcut to Your Story Hour

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.

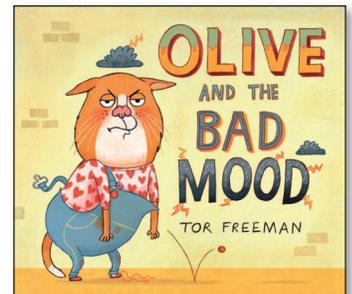
Our fall 2013 story-hour kit showcases four heartwarming books focusing on themes of friendship, affection, imagination, and mischief. For each title, we offer two activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological 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!

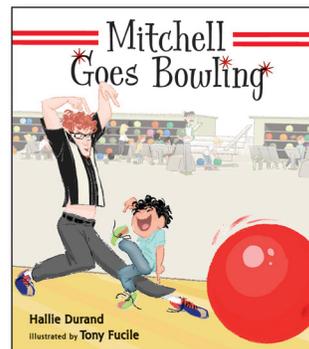
**Books to be used with this
Candlewick Read to Us!
Story-Hour Kit**



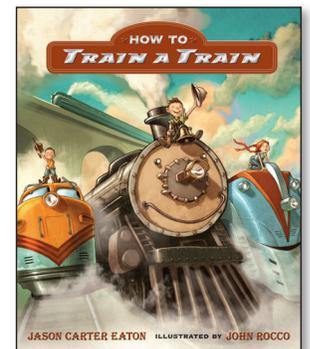
Dinosaur Kisses
by David Ezra Stein
978-0-7636-6104-5
Ages 2–5



Olive and the Bad Mood
by Tor Freeman
978-0-7636-6657-6
Ages 4–8



Mitchell Goes Bowling
by Hallie Durand
illustrated by Tony Fucile
978-0-7636-6049-9
Ages 3–7



How to Train a Train
by Jason Carter Eaton
illustrated by John Rocco
978-0-7636-6307-0
Ages 4–8

Directions

Dinosaur Kisses

Kisses, Hugs, and Whomps

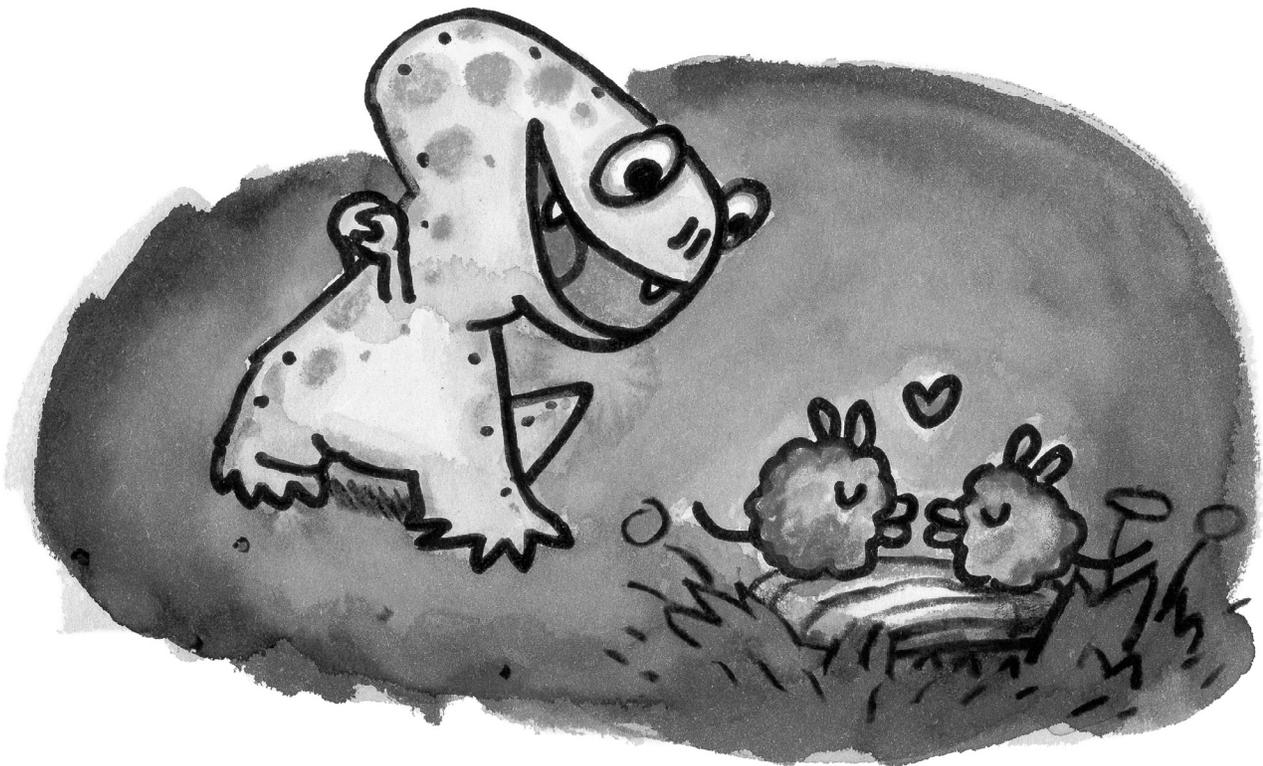
The little dinosaur in this book tries so hard to show love and affection, but she can't quite seem to get it right. After reading *Dinosaur Kisses* aloud, discuss with the children what happens when Dinah attempts a kiss. Does she truly mean to whomp, stomp, and chomp those around her, or is that simply Dinah's way of showing affection? Ask the children how the story ends (be sure to show the very last page, which includes the dedication). Ask, What are the two dinosaurs doing here? Do you have a good friend or sibling who you roughhouse with? On the attached reproducible, have children illustrate either a way they like to show affection or a way they like to play with their friends.

This activity builds print motivation and narrative skills.

Whomp! Stomp! Chomp!

Children will find the humor in this sweet story of a newly hatched dinosaur who has a hard time figuring out how to give a kiss. Luckily, Dinah finally finds the right creature for her dinosaur kisses. Reread the book and have children act out the whomping, stomping, and chomping parts as a dance in place (no real chomping, please!). They're sure to giggle as they mimic Dinah. Then use the reproducible to match the pictures of Dinah's whomping, stomping, and chomping to the corresponding word.

This activity promotes phonological awareness and vocabulary.



Directions

Olive and the Bad Mood

Moody Me

Olive is in a bad mood, and the reason is shown in the pages before the narrative begins: she trips, loses a button, and falls flat on her face. After reading the book aloud, ask the children if they know why Olive is in a bad mood. Begin a discussion about the way pictures can help an author set the stage for the subject of a story. Discuss what other types of things might put someone in a bad mood. Ask children what puts *them* in a bad mood, and what cheers them up. Have them use the accompanying reproducible to illustrate their bad mood, then complete the sentence prompts. Young children may need to dictate their sentences to an adult who can write the words for them.

This activity builds print awareness and narrative skills.

Now, That's Nice

Olive is in a bad mood, and as a result is mean to her friends. Ask the children, Even though Olive is having a bad day, do you think she should have taken it out on her friends? Do you think Olive hurt her friends' feelings? How would you feel if you were one of Olive's friends? What are some nice things Olive could have said instead? Note that Olive shares her candy with her friends but seems unaware of why *they* are in bad moods. Have children use the reproducible to match some of the kind words that Olive *could* have said to each of her friends.

This activity builds print awareness.



Directions

Mitchell Goes Bowling

Strike!

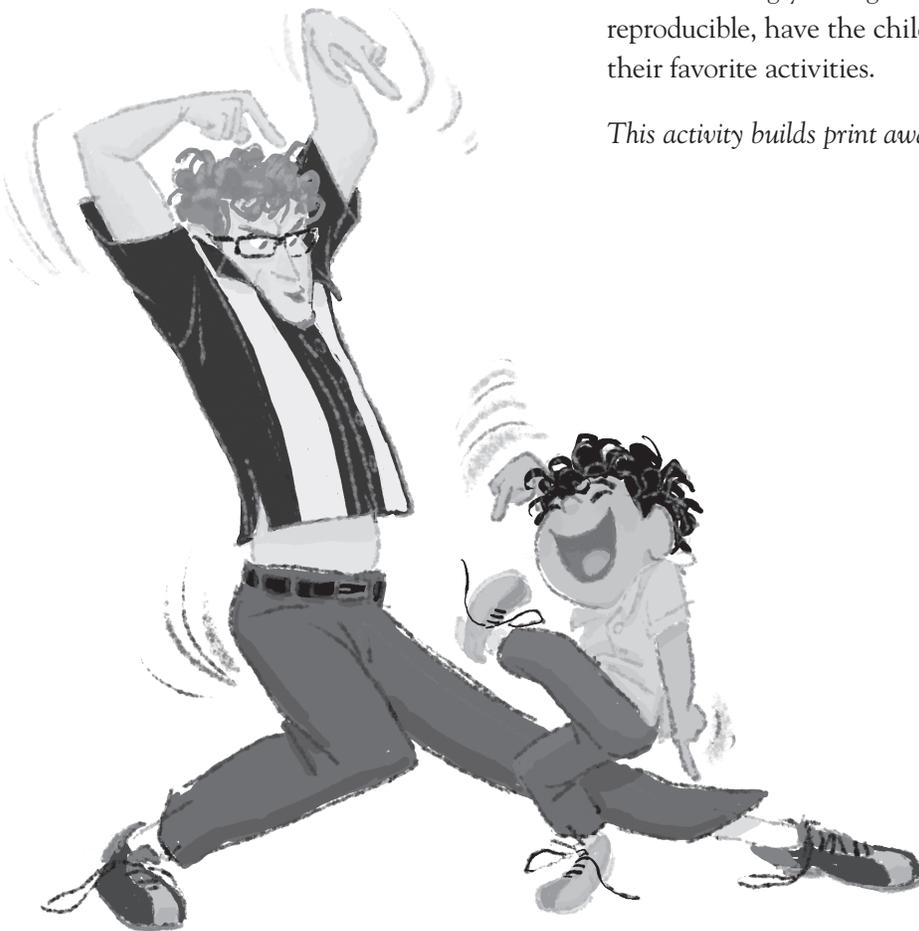
Mitchell loves to knock things down. But why can't he knock down all the bowling pins? In this funny story, Mitchell starts to become frustrated as his father gets strike after strike. Mitchell really wants a strike, too, but his ball ends up in the gutter instead. Invite children to use the word search to help Mitchell get his strike and to find other fun bowling references.

This activity promotes print awareness and vocabulary.

My Favorite Activity

Mitchell's dad takes him bowling in order to channel some of Mitchell's energy and constant urge to knock things down. Ask the children, When Mitchell gets annoyed about not getting a strike, do you think he has a bad attitude? What does his father do to help him? Is winning all that matters? Do you think bowling might become a favorite activity for Mitchell? Why or why not? Find out if any of the children have gone bowling and ask what their favorite part was. For those who haven't, ask, Is it something you might want to do? On the attached reproducible, have the children draw a picture of one of their favorite activities.

This activity builds print awareness and narrative skills.



Directions

How to Train a Train

Name That Train

For every child who loves trains, this beautifully illustrated book is filled with the perfect advice for catching, caring for, and even naming a pet train. After reading the story with the children, discuss the different types of trains depicted as well as where they are found and what they look like. Review the page that showcases the various train names, and discuss the trains' shapes and styles. Ask the children which train they would pick for a pet. Invite them to use the accompanying reproducible to draw a picture of their own pet train. Ask them to name their train and consider where they would like to go with it. To school? The playground? The beach? Make sure there is time for each child to share his or her picture.

This activity promotes print motivation and letter knowledge.

My Unusual Pet

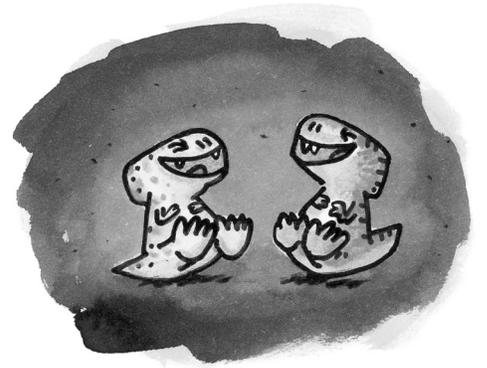
Many children have a cat, a dog, a guinea pig, or even a goldfish as a pet. This imaginative tale about catching and caring for a pet train gives readers a lot to think about. Ask children to imagine what object they would choose for a pet (such as a car, a soccer ball, or a pencil). Have them think about what characteristics of the object appeal to them. Is the object silly, playful, serious, or helpful? Discuss the way the book describes snaring a train by reviewing the actions involved. Then, using the attached reproducible, have children write or illustrate the steps that would be involved in capturing their pet. Young children may need to dictate the steps to an adult.

This activity builds print awareness and narrative skills.



Dinosaur Kisses

Kisses, Hugs, and Whomps

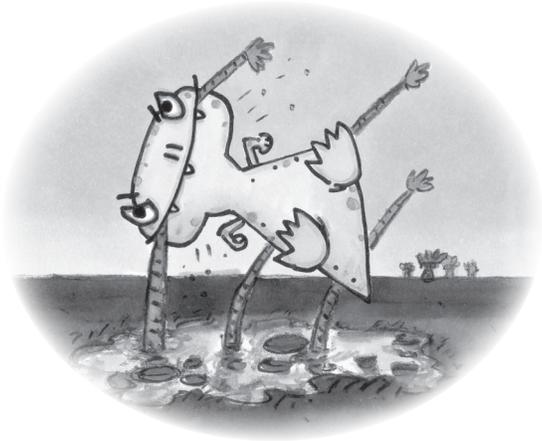


With my friends, I like to:

Dinosaur Kisses

Whomp! Stomp! Chomp!

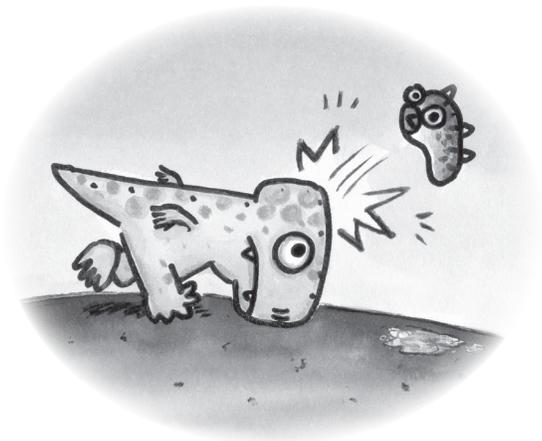
Match the pictures of Dinah to the word describing her action.



WHOMP!



STOMP!



CHOMP!

Olive and the Bad Mood

Moody Me



This is me in a bad mood.

This is what puts me in a bad mood: _____
_____.

And this is what can cheer me up: _____
_____.

Olive and the Bad Mood

Now, That's Nice

“Nice try, Joe.”



“Excuse me, please.”



“What a lovely new hat.”



“Thanks for asking, but I don't feel like playing right now.”



“Hello, Lola.”



Mitchell Goes Bowling

Strike!

Can you find the listed words in the grid?

The words may go forwards, backwards,
up, or down.



F R A M E O P B

G S O I N P U F

U C S T R I K E

T M E C U Z X R

T U K H A Z O S

E M R E M A T N

R E S L L A B I

B O W L I N G P

BALL

BOWLING

FRAME

GUTTER

MITCHELL

PINS

PIZZA

STRIKE

Mitchell Goes Bowling

My Favorite Activity

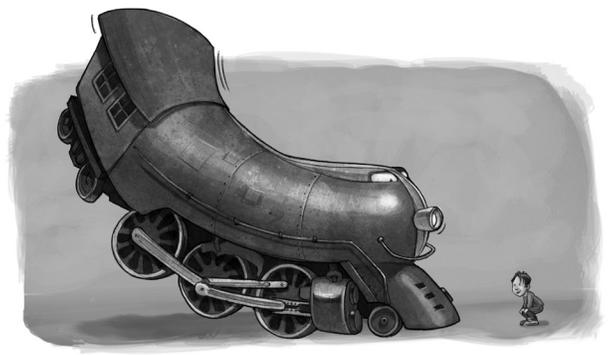


A large, empty rectangular box with a black border, intended for the student to draw or write about their favorite activity.

How to Train a Train

Name That Train

Here is a picture of my pet train.



Its name is _____

My pet train and I would go to _____

How to Train a Train

My Unusual Pet

I would like a pet _____.

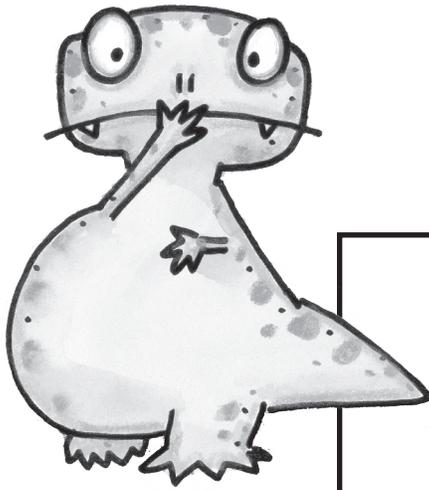
This is how I would catch it.

1.

2.

3.





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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