Welcome to the

Candlewick Press

Read to Us!

STORY-HOUR KIT

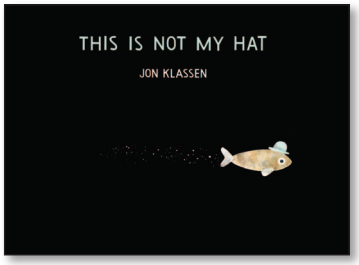
A Shortcut to Your Story Hour

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.

Our fall 2012 story-hour kit showcases four books focused on mischief, love, loyalty, and the adventures of dear and sometimes unlikely friends. For each title we offer two activities aimed at boosting children's narrative skills, letter knowledge, print awareness, vocabulary, print motivation, or phonological awareness, as well as, 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.

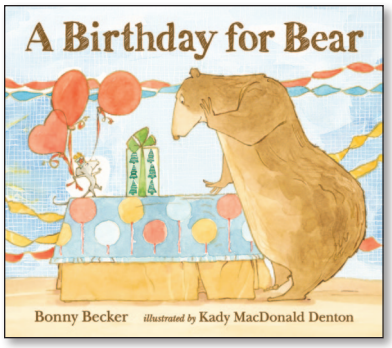
Have fun!

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

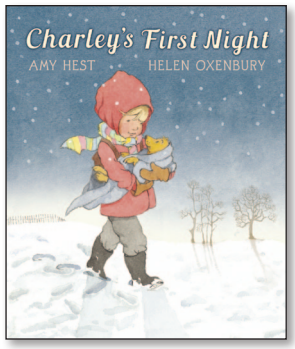


This Is Not My Hat
by Jon Klassen
978-0-7636-5599-0
Ages 4–8

Big Mean Mike
by Michelle Knudsen
illustrated by Scott Magoon
978-0-7636-4990-6
Ages 4–8



A Birthday for Bear
by Bonny Becker
illustrated by
Kady MacDonald Denton
978-0-7636-5823-6
Ages 3–7



Charley's First Night
by Amy Hest
illustrated by Helen Oxenbury
978-0-7636-4055-2
Ages 3–6

Directions

This Is Not My Hat

A Picture Is Worth a Thousand Words

While reading *This Is Not My Hat* aloud, point out the eye of the big fish as he displays different emotions (surprise, anger, contentment). Note the way an illustrator is able to convey emotions just by changing a shape or color, or through an ever-so-slight picture cue—in this case, the eye of the big fish. Discuss the emotions of the crab as well. Ask, How do you think he feels about the big fish?

After you've finished reading, hold a discussion about stealing. Point out that the small fish knows it's wrong to steal the big fish's hat, but he thinks that his secret, as well as his identity, is safe. Ask, Who reveals the small fish's location? Is the big fish angry? How do you know?

Using the accompanying reproducible, have children draw a face and use its facial features to express emotion, then fill in the line "My face is . . ." Invite children to share their pictures and explain how they conveyed emotion through their drawings—for example, "my face is happy because the mouth is smiling and the eyes are closed. Maybe she is eating chocolate."

This activity builds print motivation.

What Happened Next

Explain to the children that author-illustrator Jon Klassen is very clever in that he doesn't quite tell the reader what happens at the end of the story. The reader may assume that the big fish has eaten the small fish. After all, he got his hat back. Ask, What do *you* think happened? Allow the children to be as creative as they like in their responses. Perhaps the two fish talked it out, or the big fish let the small fish swim away in secret so the big fish wouldn't lose his reputation as a tough fish. Brainstorm various endings. Then using the reproducible, have children write and illustrate their own ending.

This activity builds narrative skills.

Illustrations copyright © 2012 by Jon Klassen

Directions

Big Mean Mike

More and More Bunnies

After reading *Big Mean Mike* aloud, point out to children that at the start of the story, Mike is a tough guy who would never be caught with four adorable, cute, and cuddly bunnies. But by the story's end, Mike and the bunnies are friends. Discuss this unlikely bond. Ask, Why do you think Mike wouldn't want to be friends with bunnies? What happens that makes Mike become friends with the bunnies? How do the bunnies surprise Mike? Does this change Mike's feelings? Have you ever had to stand up to someone who was being mean to you? Has a friend ever defended you? Discuss the meaning of friendship. How did the other dogs treat Mike when they first saw him with the bunnies? How did Mike react?

After holding the discussion, note how Mike started out thinking there was just one bunny but ended up with four. Then have children complete the "More and More Bunnies" reproducible to match the number of bunnies to a corresponding number and word.

This activity builds print motivation and letter knowledge.

Mmmmmean Mmmmmike

Begin a phonemic awareness lesson by emphasizing the initial consonant sounds in *Mean Mike*. Ask children what they hear at the beginning of each word. Brainstorm other "meaningful" M words that could go with Mike's name (such as Mighty Mike, Muscles Mike, or Moody Mike). After coming up with an alliterative modifier for your own name, ask the children to do the same with their names. Then, using the accompanying reproducible, have the children write their alliterative nickname and illustrate it. For example, "Strong Sarah" might draw herself lifting weights. Younger children may wish to dictate their alliteration to an adult.

This activity reinforces phonological awareness and letter knowledge.

Illustration copyright © 2012 by Scott Magoon

Directions

A Birthday for Bear

A Birthday Present for Bear

In *A Birthday for Bear,* Mouse tries several different antics in an attempt to get Bear to celebrate his birthday. After reading the story, invite the children to give examples of the various methods Mouse uses. Reread page 30 aloud. ("Bear pulled himself up to his full height and roared . . .") Ask, Why do you think Bear doesn't like birthdays, balloons, or parties? Does Bear's outburst discourage Mouse? Point out that, eventually, Bear eats the birthday cake and opens Mouse's birthday present: a pair of roller skates. Ask, Do you think Bear *really* doesn't like all those things? If you were Mouse, what would you have given Bear? Using the accompanying reproducible, have the children draw a picture of what they would give Bear for his birthday. Ask them to write it down as well. (Younger children may wish to dictate to an adult.)

This activity builds print motivation and narrative skills.

A Birthday Greeting for Bear

Hold a discussion about the various items needed to have a party. Ask the children to use examples from *A Birthday for Bear,* such as balloons, cake, presents, and so on. Then ask what else they may want to have at a birthday party, such as music, friends, and games.

One of the items that Mouse tries to give Bear is a birthday greeting, or card. Using the images on the accompanying reproducible, have the children design a birthday card for Bear. Distribute either an 8½ x 11 sheet of plain white paper or a sheet of colored construction paper folded in half to form the card. Invite children to cut out the images they like and glue them onto their card, have them write or dictate a birthday greeting to Bear. Invite them to use or add their own hand-drawn images drawn as well. Discuss the types of words or pictures one might put on a card. Note that Bear might like honey (he has a picture of a beehive in his living room) and that he seems to like roller skates and chocolate cake. Let children search the book for other clues as to what Bear might like.

This activity promotes print awareness and vocabulary.

Illustration copyright © 2012 by Kady MacDonald Denton

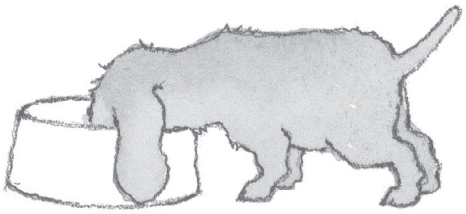
Directions

Charley's First Night

If I Had a New Puppy

Charley's First Night is a heartwarming story about a puppy's first night with his new family. It is also about the loving bond between a young boy and his new pet. After reading the story to the children, ask, How does Charley feel when Henry tries to put him to bed? How do you know he feels that way? What does Henry do to help Charley? Have you ever been in a new place and felt scared and lonely? What made you feel better? Note that having a pet takes a lot of responsibility and love. Ask the children what they would have done if Charley spent his first night in their home. Discuss the various things that puppies need and all the things that Henry must do to care for Charley. Then have the children complete the reproducible. (Younger children may wish to dictate to an adult.)

This activity builds print awareness and narrative skills.



Colorful Text

Amy Hest is the author of many beloved and award-winning picture books. Part of her appeal is that her narratives are simple yet descriptive. Discuss with the children the fact that writers use "describing words," or adjectives, to help tell a story. Explain that some of the describing words in *Charley's First Night* are colors, to help the reader visualize various objects.

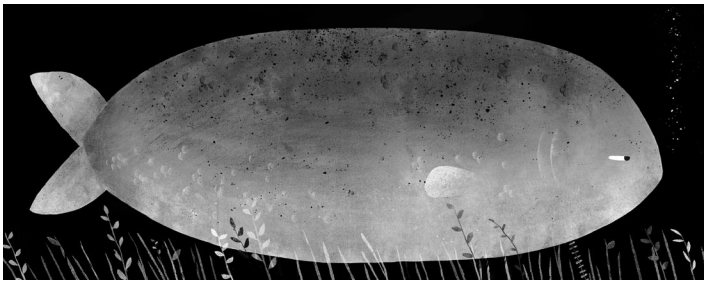
When filling out the accompanying reproducible, children will need to have a red, blue, brown, and green crayon. Reread each relevant passage, then have the children color or circle each object in the appropriate color. For example, after you read "I put my small red clock between Charley and Bobo—*tick-tock-tick-tock*—like another little heartbeat in the night," children will know to circle or color the clock using red. Repeat this activity with the remaining three colors. Note that Charley's and Henry's eye colors are given in the text on page 30 ("Charley wanted me on my bed . . .").

This activity promotes print motivation.

Illustrations copyright © 2012 by Helen Oxenbury

This Is Not My Hat

A Picture Is Worth a Thousand Words



My face is _____.

Illustration copyright © 2012 by Jon Klassen

This Is Not My Hat

What Happened Next

Here's what I think happened at the end of the story:

_____

_____

_____

_____

_____.

The End

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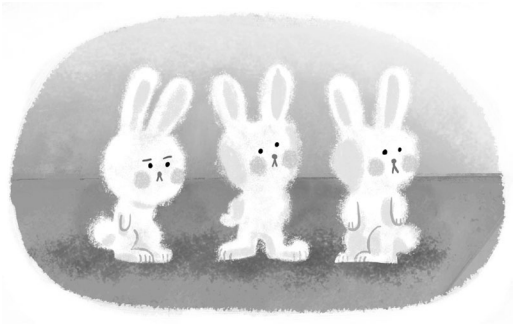
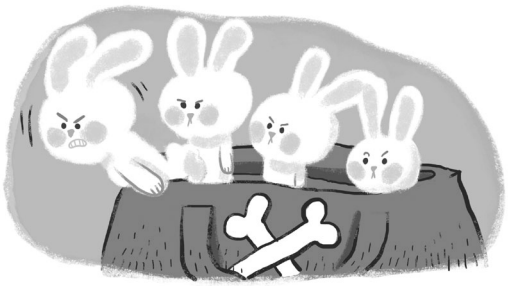
Big Mean Mike

More and More Bunnies

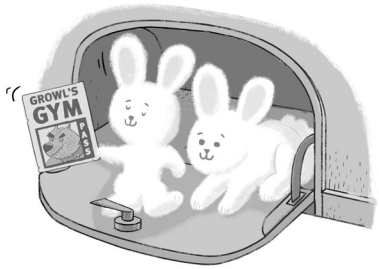


4 FOUR

1 ONE



3 THREE



2 TWO

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Big Mean Mike

Mmmmmean Mmmmmike

This is Mean Mike.

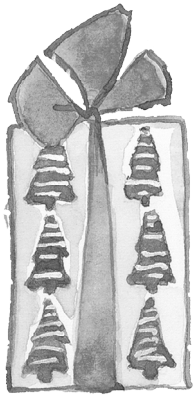
I am _____ _____ .

Illustration copyright © 2012 by Scott Magoon

A Birthday Present for Bear

Illustration copyright © 2012 by Kady MacDonald Denton

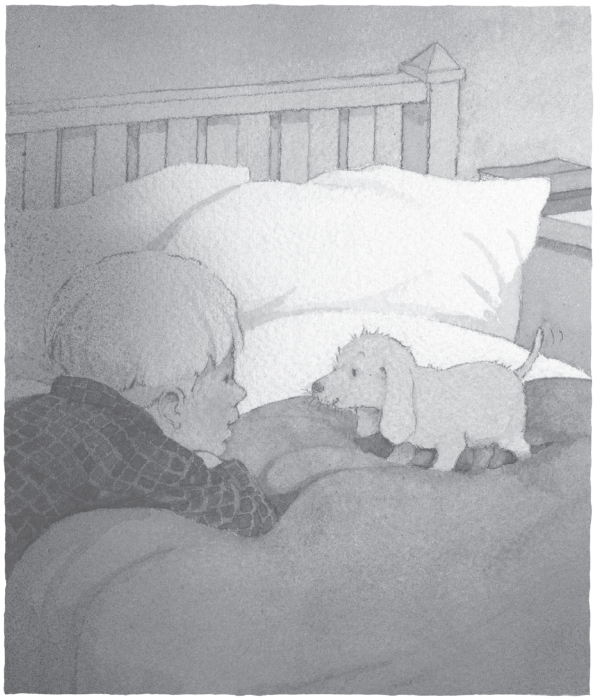
A Birthday Greeting for Bear



Illustrations copyright © 2012 by Kady MacDonald Denton

Charley's First Night

If I Had a New Puppy



If I had a new puppy, I would name him or her

_____.

To take good care of my puppy, I would

_____

_____

_____

_____.

Illustration copyright © 2012 by Helen Oxenbury

Charley's First Night

Colorful Text

Color in or circle the items below.

What color is Henry's old baby blanket?

What color is the clock?

What Color are Charley's eyes? Henry's?

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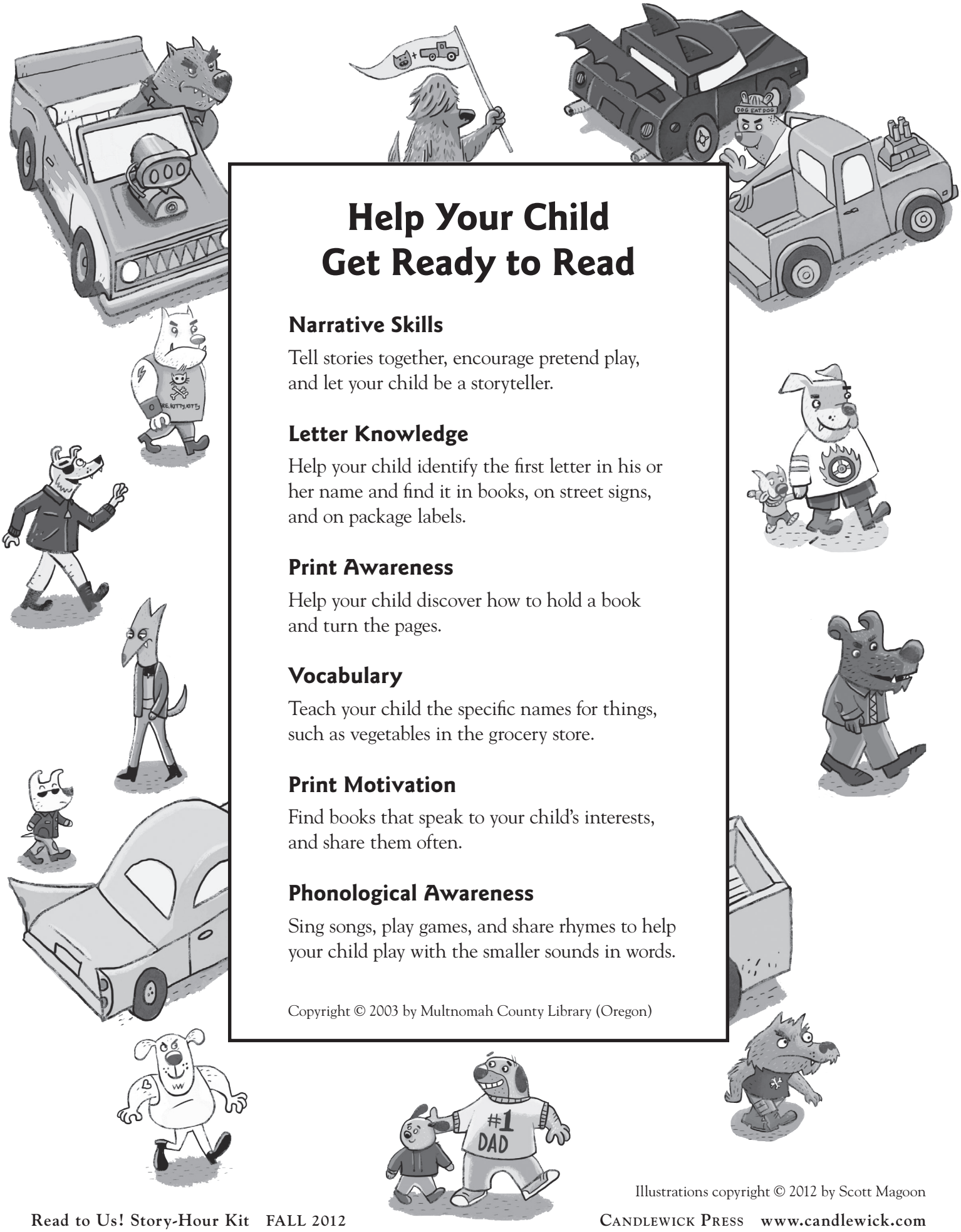

Help Your Child Get Ready to Read

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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