



TALK STORY

sharing stories, sharing culture

a joint project of the american indian library association
and the asian/pacific american librarians association

Program Manual

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Talk Story: Sharing Stories, Sharing Culture A Family Literacy Program

Talk Story Overview

Talk Story: Sharing Stories, Sharing Culture is a literacy program designed specifically for Asian Pacific American (APA) and American Indian/Alaska Native (AIAN) families, but which can be adapted by those from other ethnicities. It celebrates and explores their stories through books, oral traditions, and art to provide an interactive, enriching experience for families within their homes, libraries, and communities. The program will be piloted in a number of libraries in spring 2010. *Talk Story: Sharing Stories, Sharing Culture* addresses the literacy needs of APA and AIAN communities by:

- Providing opportunities for adult family members to expand their own literacy skills as they help strengthen their children's literacy skills
- Building the cultural identities and self-esteem of community members
- Promoting greater APA and AIAN representation in books and library programs
- Sharing knowledge and creating awareness of API and AIAN communities

Talk Story: Sharing Stories, Sharing Culture is a joint project between the Asian Pacific American Librarians Association (APALA) and the American Indian Library Association (AILA). It is generously supported by the American Library Association as part of ALA President Camila Alire's Family Literacy Focus Initiative.

About This *Talk Story* Manual

Talk Story: Sharing Stories, Sharing Culture is a program idea. This manual is a toolkit that will enable librarians, teachers, parents, and other care providers to implement the program on their own or to plan early literacy activities for APA and AIAN communities. It includes sections on programming, storytime themes, and resources for families and librarians.

This manual is intended to share the richness and diversity of American culture with new readers in culturally appropriate ways. Librarians from different types of libraries (i.e., academic, public, school, and special), particularly those of APA or AIAN backgrounds, have contributed their expertise and knowledge to it. However, this is far from being a comprehensive toolkit; rather, it is meant to be a dynamic resource to which others can add their ideas. We hope that this manual will not only support but also encourage librarians and others to bring their own experiences and understanding to storytime and early literacy programs. In this way, we can work together to create and provide accurate, reliable, and culturally competent resources for celebrating APA and AIAN communities.

What Do We Mean by *Talk Story*?

“Talk story” is a Hawaiian expression that means “to chat informally” or “to shoot the breeze.” A linguistic scholar describes it as “a rambling personal experience mixed with folk materials”¹, while author Maxine Hong Kingston uses the term to describe a Chinese / Chinese-American storytelling style, which is “an oral tradition of history, mythology, genealogy, bedtime stories, and how-to stories that have been passed down through generations, an essential part of family and community life”². In *Talk Story: Sharing Stories, Sharing Culture*, books are used as the jumping-off point for informal storytelling during which participants can share, supplement, and generate related stories. Arts, crafts, and other activities add another dimension that helps reinforce the themes in the stories and/or introduce cultural traditions.

Library programs that bring together books and inclusive representation of ethnic communities are important in building confidence and self-esteem in budding readers. Children need to see their own faces in contemporary stories and characters with whom they can identify. Books, rhymes, and stories from their own cultures familiarizes them and makes them more comfortable with their

¹ Watson, Karen Ann. (1975). “Transferable Communicative Routines: Strategies and Group Identity in Two Speech Events,” *Language in Society*, vol. 4: no. 1, p. 54.

² Medoff, Jeslyn. (1991). “Maxine Hong Kingston” in *Modern American Women Writers*, eds. Elaine Showalter, Lea Baechler, and A. Walton Litz) (New York: Scribner), p. 257.

heritage. By bringing in the informal sharing of stories and cultural knowledge, the stories found in these books are made tangible.

Thus, the combined storytime / storytelling / activities format allows for positive, participatory family experiences and helps participants develop a greater respect and understanding of Asian American, Pacific Islander, and American Indian/Alaska Native cultural identities, histories, and traditions. Together, families will strengthen literacy skills, gain self-confidence, meet positive role models, and create partnerships between libraries and communities.

The Importance of Reading Aloud: Developmental and Cultural Benefits

"Children are made readers on the laps of their parents." — Emilie Buchwald

Literacy enriches a child's life far beyond the act of reading. Many studies demonstrate a variety of long term benefits such as improved communication skills, greater confidence, and higher academic achievements. Early literacy lays the foundation for further learning by expanding vocabulary and heightening phonological awareness, including bilingual differences. It is also meant to be a pleasurable experience, one in which many can attest to the enjoyment that reading aloud provides children and their families.

Family literacy practices have been shown to be the biggest influence on emergent readers. After all, family members are the primary behavior models for their children. Furthermore, children raised in an environment with greater exposure to reading adapt to the practice with greater ease than children who are not. The age of early literacy, the time prior to kindergarten, is the best opportunity for children to absorb the knowledge that will help them throughout their lives.

For parents unsure on how to go about engaging in early literacy practices with their children, the local public library can be a great help. Besides offering a variety of materials for emergent readers, there are early literacy programs on how to best encourage reading skills within the context of the child's natural learning environment. Activities such as storytimes and reading programs are meant to create an encouraging atmosphere for families to share with their young children. As a community institution, the public library is dedicated to representing the needs of its patrons, young and young at heart, as they go through this important learning experience.

Two Talk Story: Sharing Stories Sharing Culture Library Program Models

A *Talk Story* event at your library is an opportunity to connect with your local community through the enjoyment of reading books and hearing stories and the provision of meaningful connections to ethnicity and culture. To that end, each program will be unique to your own local groups. Here are two general program models that can be customized as needed. The Short Program could be part of an ongoing *Talk Story* family literacy or storytime program at your library. The Long Program is for a larger celebration event.

Short Program

25-minute storytime, 20 minutes art activity

This is a basic storytime program that encourages cultural awareness and family literacy.

It allows for flexibility to adapt to the preferences and attention span of your audience. Adapt stories to fit the theme of your family literacy or storytime program.

- Welcome song
 - If this is an ongoing *Talk Story* storytime, it should be the same song each time so that families can become familiar with it and sing it together outside of the library
 - This is a simple way of saying hello to each child
 - Make eye contact with each child and family, have fun, and engage with your voice

- Storytime
 - Read 2-4 books
 - Choose age-appropriate books
 - Choose a selection of books that accurately represent APA and AIAN characters and themes (Books need not be multilingual to celebrate a culture)
 - Images and print should be large enough to see easily from across a room
- Activities
 - Incorporate 1-3 of the following ideas to suit your storytime theme:
 - Fingerplays, rhymes, or songs
 - Children love songs and playful words. These activities foster print motivation when tied in with books
 - Allow adults and children of many ages to participate in intergenerational activities
 - Flannel board
 - Flannel shapes and figures allow for visual representation of stories and provide bilingual opportunities to learn vocabulary words from family members
 - Art activity
 - Provide activities that allow children to "do it themselves" along with adult support. This is a great way of introducing cultural crafts and traditions
- End with a closing song
 - As with the opening song, if this is an ongoing program, use the same song each time to encourage participation and familiarity
- Thank everyone for coming!

Long Program

Approximately 2 hours for a "celebration" program

- Welcome activities
 - Provide representatives to greet and guide patrons to appropriate age groups
 - Depending on the size of the event, break storytimes into appropriate age groups
 - Greeting circle for each storytime group
- Storytime
- Entertainment

- This could be a professional storyteller, cultural dances, puppet shows, music, and many more ideas based on the resources in your community
- Activities
 - Book making
 - Family Trees
 - Art activities
 - Signing up the entire family for library cards
- Refreshments
- Provide handouts that families can take with them that have suggestions of literacy activities to continue at home
- End with a good bye song or activity to signal closing
- Thank everyone for coming!

A Note on Book Selection

Book selection is crucial to representing cultures responsibly and accurately. There are many resources that librarians, educators, and parents can use to ensure that the books they are selecting do not contain stereotypes or inaccurate information. Living in an age when information is easily accessible but not always correct, there are many instances when books and other publications contain elements that are offensive or sacred to a group (and, thus, not meant to be shared with the general public). Be sure to be discriminating when reading reviews written by lay people who are not members of that particular community. There are many reputable resources you can consult to check out reviews by members of the community represented and other experts.

Please see the API and AIAN bibliographies for more information regarding selecting culturally responsible books.

Talk Story Starter Kit & Online Database of Storytime Themes

This section includes outlines for storytimes on specific themes such as the Lunar New Year and Native American Harvest Festival, as well as everyday occasions such as “families” or “food.” Each storytime follows a template that includes book suggestions and ideas for songs, crafts, or other activities. Keep in mind that these examples are just “starter kits” for your multicultural programming.

The *Talk Story* website, <http://www.talkstorytogether.org>, features a searchable database of multicultural children’s books, storytelling and program elements from which you can build your own storytelling programs.

We invite and encourage you to add your book recommendations and programming suggestions to the database! By sharing information, we can expand the *Talk Story* database to represent the rich diversity of the APA and AIAN cultures targeted by the *Talk Story* project. While our project aims to promote multicultural early literacy, we are not necessarily presenting bilingual storytimes. Most of the books, songs and activities included here are provided in English to make them accessible to a wider audience, but we encourage you to introduce children to new vocabulary from other languages and to contribute bilingual elements to the *Talk Story* database.

The *Talk Story* Storytime Template is included on the next page to assist with planning storytimes. As a template, it serves as a general guideline that can be adapted to suit particular themes. To submit to the Talk Story Database, you may use the provided template, or you can enter in the program through our interactive website: <http://www.talkstorytogether.org/storytime>

A final note: we urge you to incorporate multicultural literature into your programming throughout the year, not just for cultural celebrations or other ethnic-themed events. For example, a storytime about gardening could include Grace Lin's *The Ugly Vegetables*, while Joseph Bruchac's *Seasons of the Circle: A Native American Year* would fit nicely into a program about the seasons of the year. Children of underrepresented backgrounds gain positive role models and confidence when they see their own cultures reflected in the books and the media to which they are exposed.

Enjoy sharing books and sharing your stories!

Storytime Template
Talk Story: Sharing Stories, Sharing Culture

Title/Description
Welcome/Opening Activity
Book Title: Author/Illustrator: Publisher/Date: Comments:
Book Title: Author/Illustrator: Publisher/Date: Comments:
Book Title: Author/Illustrator: Publisher/Date: Comments:
Storytelling/Oral History
Music
Crafts
Games/Other Activities
Snacks
Closing

Adoption/Multicultural Families Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Stories for children who identify with more than one ethnicity or culture, which would be most citizens of the United States. This storytime is for those children who identify with at least one Asian or Asian-American culture.

Welcome/Opening Activity

For good opening fingerplays to introduce storytime, see the book [I'm a Little Teapot! Presenting Preschool Storytime](#) (Black Sheep Press, 1996) by Jane Cobb. This book is a great safety blanket for those starting out with storytime. Although some of the books listed may be older titles that are not available, the songs and fingerplays, as well as the opening and closing rhymes are great for newer storytellers who haven't found their favorite websites or haven't developed their own program for storytime.

Books

Title: **Dumpling Soup**

Author/Illustrator: Jama Kim Rattigan; Lillian Hsu-Flanders

Publisher/Date: Perfection Learning, 1998

Comments: A family gathers to make mandoo (or dumplings) for New Year's Eve. The Yang family is descended from a variety of native and immigrant populations in Hawaii: Korean, Japanese, Chinese, Hawaiian, and European Americans. This book is better for older children in Family storytime. For preschoolers, Another book to try is [This Next New Year](#) (Frances Foster Books, 2000) by Janet S. Wong; illustrated by Yangsook Choi. The only issue is that children might be confused by reading this book anytime that's not close New Year or Lunar New Year.

Title: **A Mother for Choco**

Author/Illustrator: Keiko Kasza

Publisher/Date: Putnam, 1992.

Comments: This sweet story features a motherless bird adopted by a bear. Of course, the moral of the story here is that you don't have to look like your parents in order for them to love you.

Another book to try is [Every Year on Your Birthday](#) (Little, Brown, 2007) by Rose A. Lewis, illustrated by Jane Dyer. This book shows a mother's love for her adopted daughter from China.

Title: **I'm Your Peanut Butter Big Brother**

Author/Illustrator: Selina Alko

Publisher/Date: Knopf Books for Young Readers, 2009

Comments: A biracial boy is expecting a new sibling and wonders what he or she will look like. The author uses food to describe himself, his parents, and eventually, his new sibling!

Other books to use: [Oscar's Half Birthday](#) (Candlewick Press, 2005) by Bob Graham or the [Colors of Us](#) (Henry Holt and Co., 1999) by Karen Katz, or the [Skin You Live In](#) (Chicago Children's Museum, 2005) by Michael Tyler, illustrated by David Lee Csicsko.

Storytelling/Oral History

Try these websites for fingerplays. You can use any fun fingerplays that don't have to exactly match the theme of the books you're using.

<http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

<http://stepbystepcc.com/themes.html> and <http://stepbystepcc.com/themes2.html>

<http://www.preschooleducation.com/topic.shtml>

<http://www.preschoolrainbow.org/index.htm>

There is a themes link on left hand side of page.

http://www.preschoolexpress.com/music_station.shtml

<http://www.hummingbirded.com/transitional-music.html>

This is where the best transition fingerplays and songs are located to quiet down and prepare for the next story. The best ones listed here are *Transition Song*, *Everybody Sit Down*, *Not a Single Word*. This website also has good opening and closing fingerplays or songs, and if storytime is not conducted in a circle, you can adapt it to a group by changing “circle” to “story.”

Music

Hap Palmer and Raffi are a favorite, but also try Georgiana Liccione Stewart, Laurie Berkner, or Ella Jenkins, Tom Knight, or “Greg and Steve.”

Crafts

Craft: design your own paper doll

<http://familycrafts.about.com/od/paperdolls/tp/paperdolls.htm>

Games/Other Activities

For good stretches between books, see <http://www.nncc.org/Literacy/fingplus.html>

Snacks

Instead of a snack, have a brief movie or craft. Scholastic/Weston Woods films are usually short enough, age appropriate, and it can be shown without fear of copyright or viewing permission violations.

Closing

See this website for good closing/ending songs or fingerplays:

<http://www.hummingbirded.com/transitional-music.html>

All About Me!

Talk Story: Sharing Stories, Sharing Culture

Title/Description

All About Me! This is a body and self awareness theme that promotes self-esteem, anti-bullying, and acceptance of others.

Welcome/Opening Activity

Finger play: Hands

(the words describe the actions)

My hands upon my head I'll place.

Upon my shoulders, on my face,

At my waist and by my side,

Then behind me they will hide.

Then I'll raise them way up high,

And let my fingers fly, fly, fly,

Then clap, clap, clap them--

One - Two -Three!

Now see how quiet they can be.

Source: <http://www.preschoolrainbow.org/transition-rhymes.htm>

Books

Title: **I Like Me**

Author/Illustrator: Nancy Carlson

Publisher/Date: Viking/1988

Comments: This book promotes self-esteem and is great for toddler or preschool story time.

Another book that would work well for preschool or family storytime is Tacky the Penguin (Houghton Mifflin, 1988) by Helen Lester, illustrated by Lynn Munsinger. Tacky is a one-of-a-kind penguin who literally marches to the beat of his own drum. This book is just the first in many Tacky books. Children love Tacky! Although this book is out of print, Nonsense (Random House, 2006) by Sally Kahler Phillips is a great poem to self-esteem and works for preschool or family storytime. For a book that's newer, try I Like Myself (Harcourt, 2004) by Karen Beaumont and illustrated by David Catrow. The message of self-esteem is relayed by an African American girl, and it would work for preschool storytime.

Title: **Mother for Choco**

Author/Illustrator: Keiko Kasza

Publisher/Date: Putnam/1992

Comments: This book shows children that being adopted doesn't mean they are not equally loved. A very sweet story good for preschool story time. An alternate book that will work for toddlers is The Okay Book by Todd Parr. This title is now only available in the board book format from LB Kids (2004). The brevity of the story, bright colors, and simple drawings work well for restless toddlers! Another good book for toddlers is From Head to Toe (Harper Collins, 1997) by Eric Carle. Animals and children in this book can show toddlers how to identify their body parts and follow the movements.

Title: **My Many Colored Days**

Author/Illustrator: Dr. Seuss

Publisher/Date: Knopf/1996

Comments: This book shows children that it's okay to be moody! Colors stand in for moods. This book can work for toddler or preschool story time, and can be used for a color or emotion themed

storytime. Another book that works well for toddler or preschool story time is The Skin You Live In (Chicago Children's Museum, 2005) by Michael Tyler, illustrated by David Lee Csicsko. It shows children of all skin colors and promotes tolerance and diversity. Or try Pezzettino (Knopf, 2006) by Leo Lionni. This book shows that 1 small person or 1 small little orange square can make a difference if it's part of a whole group. This book can work for family storytime. Another book that's great for family story time is One (KO Kids Books, 2008) by Kathryn Otoshi. It seems like a color and counting book, but it's really a message about how to stand up to bullies. Preschoolers may listen to the story but not really take in the message.

Storytelling/Oral History

Finger play: Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things, would you like to see?
I can shut them up tight;
I can open them wide;
I can put them together;
And I can make them all hide.
I can put them up high;
I can put them down low;
I can fold them together,
And hold them just so.

Source: http://www.rif.org/kids/leadingtoreading/en/babies-toddlers/finger-plays/ten_little_fingers.htm

Finger play: My Feelings

When I am sad, I feel like crying. (rub eyes)
When I am proud, I feel like trying. (head held high)
When I feel curious, I want to know. (look up, wondering)
When I'm impatient, I want to go! (cross arms, tap foot)
When I feel angry, I look this way. (angry look)
When I feel happy, I smile all day. (big smile)
When I am puzzled, I make a shrug. (shrug shoulders)
When I feel loving, I want to hug. (hug yourself)

Source: <http://www.alphabet-soup.net/me/mesong.html>

Music

Activity: Head, Shoulders, Knees & Toes
(do it regular, faster, fastest, and then in slow motion)
(good for toddler or preschool storytime)

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes, Knees and toes.
And eyes and ears and mouth and nose,
Head, shoulders, knees, and toes,
Knees and toes!

Source: <http://kids.niehs.nih.gov/lyrics/headsh.htm#>

Alternate versions: <http://kids.niehs.nih.gov/lyrics/headshoulders.htm>,
http://dragon.sleepdeprived.ca/songbook/songs3/S3_24.htm,
<http://www.alphabet-soup.net/me/mesong.html>

Activity: If You're Happy and You Know It

If you're happy and you know it,
Clap your hands (Clap hands twice)
If you're happy and you know it,
Clap your hands (Clap hands twice)
If you're happy and you know it,
Then your face will surely show it
(smile wide)
If you're happy and you know it,
Clap your hands. (Clap hands twice)

Continue replacing "Clap your hands" with:

Stomp your feet (Stomp feet twice)
Shout "Hurray!" (Shout "Hurray!")
Do all three (Clap hands twice, stomp feet twice, and then shout "Hurray!")
Source: http://www.angelfire.com/dc/childsplay/All_About_Me_Theme.htm

Song to play:

Raffi – Shake Your Sillies
from the album More Singable Songs (Rounder/Umugd, 1996).
(Good for toddler or preschool story time)

If you are flexible and have good balance, try these songs, good for preschool or family story time:

Hap Palmer – *I'm a Pretzel*
from the album So Big: Activity Songs for Little Ones (Hap-Pal Music, 1994).
Or

Hap Palmer – *Touch Your Toes to Your Nose*
From the album Early Childhood Classics: Old Favorites with a New Twist (Hap-Pal Music, 2000).
(You can also use this song for toddler storytime.)

Crafts

Outline children's hands (left and right) on paper with a black felt tip pen and cut out.
Make an octopus by gluing both hands together and gluing 2 wiggle eyes to the palm. Other hand crafts: <http://www.busybeekidscrafts.com/Hand-Print-Crafts-for-Kids.html>

Games/Other Activities

Show the title movie on this DVD:
Where the Wild Things Are...and 5 more stories by Maurice Sendak
(*Scholastic Storybook Treasures*, New Video Group, 2008).

Hand out smiley face stickers or stamp a happy face on the children's hands with a non-toxic, washable inkpad.

Use $\frac{3}{4}$ " round label dots of various colors to make faces. For example, make a sad face on the blue labels, make a happy face on the yellow labels, and make an angry face on the red labels. Give it to the children as stickers or have them make a feelings book by affixing the stickers to 3x5" index cards and stapling together to make a booklet.

Snacks

Hand out plain round sugar cookies on a paper plate or napkin. With an adult or parent's help, have various cake frosting that can be piped onto the cookies. Make faces on the cookies with

the piped frosting.

Closing

Action song: Open, Shut Them

Open, shut them, open, shut them,
(On 'Open', place both hands in front of you, palms facing away and opening them wide. On 'shut them', clench hands into fists.)

Give a little clap.
(Clap hands.)

Open, shut them, open shut them,
(On 'Open', place both hands in front of you, palms facing away and opening them wide. On 'shut them', clench hands into fists.)

Put them in your lap.
(Fold hands and put them in your lap.)

Creep them, creep them, slowly creep them,
(Starting at the tummy, slowly 'creep' fingers up towards the face.)

Right up to your chin
(Gently pull chin downward.)

Open up your little mouth...
(Open up your mouth.)

But do not let them in.
(Say the line quickly. Just as it looks like you're going to put fingers into mouth, quickly run fingers back down body toward tummy or put hands behind back.)

Source: <http://www.kididdles.com/lyrics/o027.html>

Chinese Culture Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description: Chinese Culture

This storytime would be appropriate for a Chinese New Year celebration (the date varies, from late-January to mid-February) or during May in celebration of Asian Pacific American Heritage Month.

Welcome/Opening Activity

Welcome the children with your regular storytime opening song and teach them to say “ni how,” a Mandarin Chinese greeting that means “Are you well?”

Books

Title: **Apple Pie 4th of July**

Author/Illustrator: Janet S. Wong, ill. By Margaret Chodos-Irvine

Publisher/Date: Harcourt, Inc., 2002

Comments: Recommended for ages 4-8. This brightly illustrated story reflects the experience of a young girl living between cultures, wondering if Americans will want to eat Chinese food from her family’s store on the Fourth of July.

Title: **Gai See: What You Can See in Chinatown**

Author/Illustrator: Roseanne Thong, ill. By Yangsook Choi

Publisher/Date: Abrams Books for Young Readers, 2007

Comments: Recommended for ages 4-8. Rhyming text and rich illustrations take the reader through the sights and smells of a “gai see” or Chinese street market. A glossary explains the Chinese foods and traditions mentioned in the story.

Title: **Dim Sum for Everyone!**

Author/Illustrator: Grace Lin

Publisher/Date: Alfred A. Knopf, a division of Random House, Inc., 2001

Comments: Recommended for ages 4-8. Brilliant colors and rich patterns illustrate this story about a family enjoying a meal at a dim sum restaurant. This book introduces Chinese cakes, dumplings and other “little dishes” as well as the Chinese names for family members.

Title: **Henry’s First-Moon Birthday**

Author/Illustrator: Lenore Look, ill. By Yumi Heo

Publisher/Date: Atheneum Books for Young Readers, 2001

Comments: Jenny helps her Grandmother prepare for the traditional one-month celebration for her baby brother. A glossary presents nine Chinese words or phrases, and Heo’s childlike drawings will appeal to young children.

Title: **The Pet Dragon: A Story about Adventure, Friendship, and Chinese Characters**

Author/Illustrator: Christoph Niemann

Publisher/Date: Greenwillow Books, an Imprint of HarperCollinsPublishers, 2008

Comments: Recommended for ages 4-8. This whimsical tale of young Lin and her pet dragon has Chinese character superimposed on the illustrations, cleverly showing the relationship between the character strokes and the objects they represent.

Storytelling/Oral History

“The New Year’s Animals: A Chinese Folktale” tells the story of how the Jade Emperor chose the twelve animals of the zodiac. This story is one of 20 multicultural folktales that appears, along with patterns for feltboard storytelling and a Readers’ Theater script, in Judy Sierra’s book, Multicultural Folktales for the Feltboard and Readers’ Theater (Oryx Press, 1996).

Crafts

Make small envelopes out of red paper. Let the children decorate them with gold gel pens or rubber stamps and a gold stamp pad, to make a *lai-see* or *hungbau* envelopes. (Chinese character stamps are widely available at craft supply stores and through the internet.)

Here are a couple of websites with good ideas for kids crafts that reflect Chinese culture, including a Chinese lantern, dragon toy and welcome door hanger:

<http://crafts.kaboose.com/holidays/chinese-new-years/chinese-new-years-crafts.html> and <http://www.enchantedlearning.com/crafts/chinesenewyear/>

Games/Other Activities

Families can work together to solve Chinese tangram puzzles. A downloadable template is available at <http://www.funorama.com/tangram.html>.

If you have 10 or more players and outdoor space available, place “Catch the Dragon’s Tail.” Have players line up with both hands on the shoulders of the person in front of them. Without breaking the line, the “head” of the dragon tries to tag the “tail” while the other players try to keep it from doing so. Once the tail is tagged, the tail moves to the front of the line to become the new head and the game continues.

For more games, see “Traditional Games” at the Chinese Historical and Cultural Project at <http://www.chcp.org/games.html#catch>.

Snacks

Suggested snacks include lucky red eggs (hard-boiled and dyed bright red) that are traditionally given to guests at one-month celebrations, or oranges or tangerines, which symbolize abundant happiness. You could also serve dim sum (frozen egg rolls and dumplings are available at many supermarkets) or chow mein noodles and apple pie to symbolize the meshing of Chinese and American cultures depicted in Apple Pie 4th of July!

Closing

Sing your regular storytime closing say, give the children a “gold” chocolate coin to put in their lucky red envelopes and say “zai jian” for “goodbye.”

Family Storytime (Asian Pacific American Families)
Talk Story: Sharing Stories, Sharing Culture

Title/Description

This story time can be used for Mother's Day, or a Siblings (brothers and sisters theme).

Welcome/Opening Activity

Refer to this book for ideas:

Complete Book & CD Set of Rhymes, Songs, Poems, Fingerplays, and Chants (Gryphon House, 2006) by Jackie Silberg & Pam Schiller

Books

Title: **On Mother's Lap**

Author/Illustrator: Ann Herbert Scott and Glo Coalson

Publisher/Date: Clarion, 1992

Comments: A boy wants to bring everything, including himself onto Mama's lap.

Another Mother book:

Title: **Mother's Saris**

Author/Illustrator: Sandhya Rao and Nina Sabnani

Publisher/Date: North-South Books, 2006

Title: **Me and My Brother or Me and My Sister**

Author/Illustrator: Ruth Ohi

Publisher/Date: Annick Press, 2007 and Annick Press, 2005

Comments: A great book to read to children with siblings. The book models how siblings don't have to fight, but have fun together instead.

Another sibling or baby book:

Title: **Super Babies on the Move**

Author/Illustrator: Salina Yoon

Publisher/Date: Putnam, 2009

Title: **Mother for Choco**

Author/Illustrator: Keiko Kazsa

Publisher/Date: Putnam, 1992

Comments: A family book about adoption.

Title: **Families**

Author/Illustrator: Ann Morris

Publisher/Date: Harper Collins, 2000

Title: **Loving**

Author/Illustrator: Ann Morris and Ken Heyman

Publisher/Date: Harper Collins, 1994

Storytelling/Oral History

Fingerplay: Mother & Father & Uncle John

Mother, and Father, and Uncle John,

(bounce on knees for babies, clap hands and knees for older children)

Went to town one by one.

Mother fell off,
(dip to one side)

Father fell off,
(dip to other side)

But Uncle John went on, and on, and on!
(bounce on knees, or clap hands and knees very fast)

Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Fingerplay(s): My Family/Family

This is mama, kind and dear/This is my mother
(Point to thumb.)

This is papa, standing near / This is my father
(point to pointer finger)

This is brother, see how tall / This is my brother tall
(point to middle finger)

This is sister, not so tall / This is my sister
(point to ring finger)

This is baby, sweet and small / This is the baby
(point to little finger)

This the family one and all! / Oh, how we love them all!
(wiggle all fingers / hug self or clasp hands)

Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Fingerplay: My Apple

Look at my apple. It is nice and round.
(create a circle with both hands)

It fell from a tree down to the ground.
(move fingers of one hand down)

Come, let me share my apple, please do!
(beckon)

My Mother can cut it in half
(substitute Mother for Father, Grandma, Grandpa, Uncle, Aunt, older brother, or sister)
(make slicing motion)

One half for me and one half for you.
(hold out each hand, one after the other)

Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Fingerplay: Grandpa's / Grandma's Spectacles

Here are Grandpa's / Grandma's spectacles
(make circles with thumbs and index fingers and hold over eyes)

And here is Grandpa's / Grandma's hat
(join hands at finger tips and place on head)

And here's the way he folds his arms, and sits like that! /
And here is the way she folds her hands, and puts them in her lap.
(fold arms vigorously / fold hands and put in lap)
Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Fingerplay: Give Mom a Kiss

(can substitute other relative)
(follow actions or animal sounds)

Roar like a lion, growl like a bear,

Give Mom a kiss, to show her you care.

Hop like a bunny, flap like a bird,

Quiet as a mouse now...

Don't say a word.

Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Fingerplay: Itsy Bitsy Monkey

The itsy bitsy monkey climbed up the coconut tree
(have hands climb)

Down came a coconut that bopped him on the knee
(drop fist from over head to hit yourself on the knee)

Along came his Mama, who kissed away the pain
(kiss your fist)

Then the itsy bitsy monkey climbed up the tree again
(climb hands again -having kids stretch as high as they can reach)

Source: <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

Music

Lullaby: *Hush, Little Baby*
For lyrics, see: <http://www.kididdles.com/lyrics/h012.html>

Song: *You Are My Sunshine*
Sing just the first verse as it appears here: <http://kids.niehs.nih.gov/lyrics/sunshine.htm>
Jazzy: Use the book and sing along. If you can sing this, go for it!
Summertime (from *Porgy and Bess*, Simon and Schuster, 1999) by Dubose Heyward and Mike

Wimmer.

Crafts

Hand out blank paper and have the children draw their family.

Make a picture frame.

Source: <http://www.kinderart.com/crafts/wastenot.shtml>

Games/Other Activities

Refer to this book for ideas: [Play With Us: 100 Games from Around the World](#) (Chicago Review Press, 2005) by Oriol Ripoll.

Closing

For a good closing song, see

http://www.preschoolexpress.com/music_station03/music_station_may03.shtml

Family Storytime Event Exploring Native American Life

Talk Story: Sharing Stories, Sharing Culture

Title/Description

My World is Unique! Exploring Native American Life/Culture

This program can be tailored to your own geographic and culturally significant area - but it will take some research to find appropriate examples, guests, photos, and other supplemental materials. It is important to find literature and materials that feature modern day tribal members. Tribal members live in two worlds, very much honoring their past but learning, growing, and making a living in the modern world.

Welcome/Opening Activity

(This is a display/station driven program.)

While everyone comes into the activity area, play music or songs unique to your particular area. Plains songs are different from Northwest coast songs. Focus on the particular music of your area - traditional or modern.

Present Jingle Dancer (Morrow Junior Books, 2000) by Cynthia Leitich Smith and Two Pairs of Shoes (Pemmican Press, 1990) by Esther Sanderson as a storytelling segment.

Briefly explain that everyone gets to work through the different stations. They must complete all other stations before they can experience the refreshments (if you have refreshments). Everyone gets sheet of paper. This can have an image to color as part of the activities. Title: My world is unique! Exploring Native American Life & Culture

Stations:

- #1 - I am a wonderful creation in my world/I live in two worlds.
- #2 - Family in my world
- #3 - Teachers in my world
- #4 - Clothing in my world
- #5 - Sounds in my world
- #6 - Tools in my world
- #7 - Homes/houses in my world
- #8 - Food in my world

Books

Title: Jingle Dancer

Author/Illustrator: Cynthia Leitich Smith; Cornelius Van Wright and Ying-Hwa Hu

Publisher/Date: Morrow Junior Books, 2000.

Comments: Jenna, a member of the Muscogee, or Creek, Nation, borrows jingles from the dresses of several friends and relatives so that she can perform the jingle dance at the powwow. Includes a note about the jingle dance tradition and its regalia.

Title: Two Pairs of Shoes

Author/Illustrator: Esther Sanderson; David Beyer

Publisher/Date: Pemmican Press, 1990.

Comments: Maggie has been given two pairs of shoes for her eighth birthday: black patent leather shoes she had admired in a store window, and beaded moccasins her grandmother made for her. Her grandmother advises that Maggie must remember "when and how to wear each pair."

Title: **Whoever You Are**

Author/Illustrator: Mem Fox; Leslie Staub

Publisher/Date: Voyager Books, Harcourt, Inc. New York, 1997.

Comments: Despite the differences between people around the world, there are similarities that join us together, such as pain, joy, and love.

Storytelling/Oral History

Your area may have tribal members who will attend your event to facilitate the stations or share stories or dances. Ask local native groups. Your local historical society might have recordings of elders or others who have stories from your area. Find these living treasures!

Music

Your storytelling or tribal group may be able to help with appropriate music. Otherwise, find recordings from "Grey Owl" or "Crazy Crow" catalog.

Crafts

Station #1 I live in two worlds: Display photos or examples of traditional dress - historical photos and modern examples. Using an 11x17 size sheet of paper, print across the top "My Two Worlds". On each half side print a blank body outline. Each child will color/decorate one figure in everyday clothes at this station, and the other will be colored/decorated in traditional dress at station #4.

Station #2 Family in my world: Display photos of Native American families, children, and babies. What kind of family was in Jingle Dancer? Write a story about your family or draw a picture of your family.

Station #3 Teachers in my world: Who were the people that were teachers in the two books? Display photos of Native American students. This could lead to information about Indian Boarding Schools. Describe or draw a picture of your favorite teacher. What does your desk look like? What is your favorite subject in school? Where do you learn your lessons?

Station #4 Clothing in my world: If possible, have examples of traditional garments to touch. Remember to keep the focus on designs unique to your geographic area. There are patterns for simple bags that can be easily cut/made from felt and decorated with large beads. Some tribes have button decorations. Point out that no one had a lot of clothing. Many tribes emphasize that the outside of a person is not as important as the inside or character of a person. Complete the second part of the "My Two Worlds" figures.

Station #5 Sounds in my world: All the things that can make sound! Drum, rattle, bells, flute, whistle. Some things like the flute and whistle are look only items. A drum, rattle or bell can be experimented with. Alternately, have ankle bells to wear for a while to experience the sound the bell makes during the stride. A simple rattle can be made using an empty drink bottle and beans. Many tribes have a version of a round dance. Have music for a round dance. Simply put the drum sound is the heartbeat of the earth - the rhythm is steady not syncopated and can be checked with your own heartbeat. (A stethoscope might be good to have on hand to hear your own heartbeat).

Station #6 Tools in my world: Ancient people used stone grinders and knives. More modern people use steel and iron. What kinds of tools do you use in a kitchen? Would you use a bow and arrow in your area? What would you use instead? Compare this cooking utensils used in Jingle Dancer. Fishing is a powerful industry in the Northwest Coast. What kinds of fishing gear do those tribes use? Have examples or photos, if possible.

Station #7 Homes/houses in my world: Share My Little Round House (Groundwood Books, 2009) by Bolormaa Baasansuren. Focus on your geographic area and have other books on display about houses, both traditional stick-and-nail and environmentally specialized. Find photos or drawings of historical dwellings. Many are remarkably suited to the geographical area. Ask each patron: What kind of houses did the characters have in the two books? Is there a museum in your area that has a replica traditional dwelling?

Station #8 Food in my world: Food is problematic for many programs, but something very easy and universal is popcorn and or potato chips. Water, too. If you have a traditional connection, maybe you can have other items. I ascribe to the KISS principal: Keep It Simple, Sweetie!

Games/Other Activities

As you gather information on tribes from your geographic area, you will find games and activities unique to your particular group. Incorporate them.

Snacks

See **Station #8 Food in my world.**

Closing

Read Whoever You Are (Voyager Books, Harcourt, Inc. New York, 1997) by Mem Fox. At most powwows there is a call for an Intertribal Dance. "Everybody dance," the MC calls out. "Whoever you are, whatever tribe you are - Kiowa, Comanche, Cheyenne, White-man-tribe, Black-man-tribe, Yellow-man-tribe - everybody dance!"

Notes

This is a bare-bones outline of a family event, however, each station can be made into a separate storytime - eight weeks or two months of learning and celebrating. This extended time helps with the research that every local librarian/storyteller/teacher must assume. Each topic can be general and flexible enough to bend around the unique features of each tribe, tribal group, clan, or geographic area. Alternatively, all the stations together are the basis of a family night activity.

If you have a perfectly wonderful book to use, use it. Be mindful, though, of titles and stories that only show Native Americans as historical characters.

Unfortunately, there is not a one size-fits-all program for Native Americans. Each tribe has a very unique history and approach to life. It is valuable to the Native American people in your area to honor the traditions and history of your area. To remember that not every tribe lives in a tipi or a longhouse. Not every tribe has a war dance or wears feathers or has a totem pole.

And always remember that the Indians in your area may be wearing clothes just like YOU and living in a house just like YOURS.

Fish Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

To Catch a Fish

Welcome/Opening Activity

“Here is the Sea”

Here is the sea, the wavy sea,

Indicate small waves with hands.

Here is the boat, and here is me.

Cup one hand for the boat, and stick a finger from other hand up from below.

All the little fishes down below

Put hands down low, and point to the floor.

Wriggle their tails, and away they go!

Wriggle fingers behind your back, then push hands up and away from you.

From [I'm a Little Teapot!](#) (Black Sheep Press, 1996) compiled by Jane Cobb.

Books

Title: [Whale Snow](#)

Author/Illustrator: Debby Dahl Edwardson; Annie Patterson, trans. Jana Harcharek

Publisher/Date: Charlesbridge Publishing, 2003.

Comments: [Whale Snow](#), available in both English and Inupiaq, paints a joyful picture of a successful whaling season. Traditional and contemporary Inupiaq life are well represented in the lovely illustrations as Amiqaaq experiences the excitement of his first whale.

Title: [Nessa's Fish](#)

Author/Illustrator: Nancy Luenn; Neil Waldman

Publisher/Date: Atheneum, 1990.

Comments: Nessa uses knowledge from her Elders to survive a night on the tundra with her ailing grandmother. The Nessa books (see also [Nessa's Story](#), 1994) have a wonderful “tall-tale” feeling to them, consistent with traditional Inupiaq storytelling. In [Nessa's Fish](#), Nessa meets and successfully scares away several arctic animals to protect the fish that she and her grandmother have caught.

Title: [The Girl Who Swam With the Fish: An Athabascan Legend](#)

Author/Illustrator: Retold by Michelle Renner; Christine Cox

Publisher/Date: Alaska Northwest Books, 1995.

Comments: Standing by the river, waiting for the salmon to return to her family's fish camp, a young girl falls into the water and swims to the ocean with the other salmon, learning from them the way fish wish to be treated once they are caught. She eventually returns to her family and shares what she has learned.

Storytelling/Oral History

“[Salmon Boy](#)” from [Keepers of the Animals](#) (Fulcrum Publishing, 1997) by Michael Caduto and Joseph Bruchac. This story does a great job of illustrating the importance of respecting the animals and the places where they live. Similar to [The Girl Who Swam with the Fish](#), above.

Music

Many songs could be used very appropriately with this theme. Here in Alaska Raffi's "Baby Beluga" is appropriate.

One, Two, Three, Four, Five

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little one upon the right.

From The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants (Gryphon, 2006) compiled by Jackie Silberg and Pam Schiller.

Crafts

Again, the fish theme is pretty universal and very easy to work with. Children can decorate their own fish caught on a paperclip hook attached to yarn and a stick. Fish on!

Games/Other Activities

People often catch fish only using a net in Alaska. It would be easy to adapt a game of Red Rover or Freeze Tag to Fish Caught in a Net.

Snacks

Goldfish, of course! Kids here would be happy with smoked fish of some kind as well, but use what's available!

Closing

Little Fish

Little fish goes out to play
Put one hand on top of the other, both palms down, with thumbs outstretched
He wiggles his fins, *Wiggle thumbs.*
Then swims away. *Move fingers up and down in unison.*

From I'm a Little Teapot! (Black Sheep Press, 1996) compiled by Jane Cobb.

Hawaiian Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Hawai'i Nei (Beloved Hawai'i)

Ancient Hawaiians had a fully oral culture, passing down stories, songs, and traditions directly from generation to generation, and for a large part, maintain that oral tradition today. One drawback to maintaining a largely oral culture is all that is lost due to the changing of time and the evolution of culture and introduction of new influences. Since the arrival of Captain Cook in the Hawaiian Islands in the 1700s, much has changed. Hawaiians are no longer primarily an oral culture, and much of what was not preserved and documented after 1700 has been lost due to various factors such as the outlawing of religious practices and the practice of speaking English only prior to the Hawaiian Renaissance in the 1970s.

Keeping this in mind, this storytime kit will mix the telling of traditional folk tales with contemporary songs, since many of the songs and chants left from Ancient Hawaiians are not appropriate for children to sing and must be chanted in the correct context. Although these songs are considered contemporary, they often reveal much of Ancient Hawaiian culture values and beliefs, such as the importance of the land and sea and family.

Welcome/Opening Activity

Use your normal opening song or fingerplay and introduce the theme of the day to the children. Tell them a little about Hawai'i, explain what an island is, and teach them the word "Aloha", which means hello and goodbye in Hawaiian.

Books

Title: **Pele and the Rivers of Fire**

Author/Illustrator: Michael Nordemstrom

Publisher/Date: Bess Press, 2002

Comments: Recommended for grades K-3. Using paper cuttings as illustrations, Nordemstrom tells the story of how the islands were created through Pele's volcanic eruptions as she is chased by her sister and follows her brother.

Title: **How Maui Slowed the Sun**

Author/Illustrator: Suelyn Ching Tune

Publisher/Date: University of Hawaii Press, 1988

Comments: Recommended for grades K-3.

Title: **Punia and the King of Sharks**

Author/Illustrator: Lee Wardlaw

Publisher/Date: Dial Books for Young Readers, 1997

Comments: Recommended for grades K-3.

Storytelling/Oral History

"The Flying Spirits of Ni'ihau" found in Vivian Thompson's book, Hawaiian Legends of Tricksters and Riddlers (University of Hawaii Press, 1990), tells the story of how early Hawaiians preserved their fishing grounds by observing strict kapu, and only fishing at specific times of the year. In this

story, some fishermen go out in their canoe to fish and meet the spirits of Ni'ihau head on.

Music

Most of the songs included in this section are uniquely Hawaiian. If a more traditional fingerplay or rhyme is desired, it is fairly simple to make your favorite fingerplays and rhymes bilingual by using easy Hawaiian vocabulary in lieu of English (for an example, please see *Head, Shoulders, Knees, and Toes* in this section). Just be careful – some words in Hawaiian are MUCH longer and have many more syllables than their English counterparts so it can become a mouthful at times.

Eia Mākou

Words and music by Kamuela Ka'ahanui

Eia mākou, nā pua o Hawai'i! / Here we are, the children of Hawai'i!

Eia mākou, nā keiki ho'okani! / Here we are, the merry music makers!

Eia mākou, nā alaka'i nani! / Here we are, the leaders of tomorrow!

'Oli ē, 'oli ē, no mākou! / Come along and join in our song!

Head, Shoulders, Knees, and Toes / Po'o, Po'ohiwi, Kuli, ame Manamana Wāwae

Head, Shoulders, Knees, and Toes / Po'o, Po'ohiwi, Kuli, Manamana Wāwae

Knees and Toes / Kuli, Manamana Wāwae

Head, Shoulders, Knees, and Toes / Po'o, Po'ohiwi, Kuli, Manamana Wāwae

Knees and Toes / Kuli, Manamana Wāwae

Eyes and Ears and Mouth and Nose / Maka, Pepeiao, Waha, ame Ihu

Head, Shoulders, Knees, and Toes / Po'o, Po'ohiwi, Kuli, Manamana Wāwae

Knees and Toes / Kuli, Manamana Wāwae

Ke Ao Nani / The Beautiful World (chant)

I luna lā i luna / Up, up above

Nā manu oka lewa / Birds fly in the sky

I lalo lua i lalo / Down, down

Nā pua o ka honua / Flowers of the earth

I uka lā i uka / Upland, up in the uplands

Nā ulu lā'au / The grove of trees

I kai lā i kai / In the sea, the sea

Nā i'a o ka moana / The fishes of the ocean

Ha'ina mai ka puana / Tell the refrain

A he nani ka ao nei / Of this beautiful world

He inoa no nā kamali'i. / In honor of the children

Pī'āpā / Alphabet Song (Chant)

Written by Nona Beamer

This song can be performed as a noho (sitting) hula with hand motions representing each letter's icon.

Ho'omākaukau / Get Ready (Storyteller Calls Out to Children)

'Ae, pī'āpā / Yes, Alphabet Song (Children Respond)

Pā / Begin (Storyteller Calls Out to Children)

A – alapi'i – a (ladder)
E – 'elepani o ke kai – e (elephant of the sea, walrus)
I – ipu hao keleawe – i (iron kettle)
O – 'ō'ō mahi'ai – o (farmer's digging stick)
U – 'ūpā makani – u (bellows)

A (recite in speech rhythm – 4 counts per vowel)

E

I

O

U

H (pronounced heh)

K (pronounced keh)

L (pronounced lah)

M (pronounced moo)

N (pronounced noo)

P (pronounced pi)

W (pronounced vway)

A pau / All done

Crafts

Kids can make leis using flowers cut out of construction paper with a hole in the middle, 1" straws in between each flower, and a piece of yarn or string strung through the flowers and straws.

Games/Other Activities

Teaching a hula can be very simple, such as the noho hula, Pī 'āpā, found in the music section. Some simple hulas to teach are called Hapa-Haole hulas, which are songs popularized in the 1950s that integrate English and Hawaiian words, making it easier for the children to understand. Often, you can simply make up your own hand motions to match the words, especially for "The Hukilau Song," written by Jack Owens and popularized by Bing Crosby.

Lyrics:

Oh, we're going to a hukilau
A huki, huki, huki, huki, hukilau
Ev'rybody loves a hukilau
Where the laulau is the kau kau at the big luau

We'll throw our nets out into the sea And all the ama ama come-a swimming to me
Oh, we're going to a hukilau
A huki, huki, huki, huki, hukilau
Ev'rybody loves a hukilau
Where the laulau is the kau kau at the hukilau

What a beautiful day for fishing
In the old Hawaiian way
All the hukilau nets are swishing
Down in old Laie Bay
Oh, we're going to a hukilau
A huki, huki, huki, huki, hukilau
Ev'rybody loves a hukilau

Where the laulau is the kau kau at the big luau

Basic hula steps, such as kaholo, ami, and hela, can also be taught quickly and can be found online by watching video clips.

Snacks

For a taste of a food not easily found on the mainland but which can be located in some Asian specialty stores, Poi is always a fun experience to watch people eat. Children in Hawaii often eat poi with sugar to ease the bitterness. Poi is a Hawaiian staple and a near sacred food, since it is made from taro or kalo, which was the original ancestor of the Hawaiian people.

A modern day food popularized in Hawaii is Spam Musubi. Spam Musubi is square and made very similarly to sushi, using Rice, Nori, and Spam in the middle. Spam is a very popular food in modern day Hawaii.

Closing

Use your usual closing song or fingerplay. Tell them Aloha!

Additional Books

Some additional books which reflect modern Hawaiian life and could be used for a Hawaiian Storytime include:

Title: **A is for Aloha**

Author: Stephanie Feeney

Publisher/Year: University of Hawaii Press, 1980

Comments: Perfect for Toddlers and Pre-Schoolers

Title: **Dumpling Soup**

Author: Jama Kim Rattigan

Publisher/Year: Little, Brown, & Company, 1993

Comments: Shows the current cultural diversity and racial mixing of Hawaiian and Native Hawaiians. Includes English, Hawaiian, Japanese, and Korean words.

Title: **Luka's Quilt**

Author: Georgia Guback

Publisher/Year: Greenwillow Press, 1994

Lunar New Year Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Lunar New Year is celebrated by many Asians and Asian Americans around the world. The lunar calendar has 13 months, so this holiday can fall anywhere between the month of January to mid-February. The following story template works best for preschool or family story time. For toddlers, it is best to use an animal theme. Choose an animal from the Chinese or Vietnamese zodiac, and use it when that animal year comes around. Animals to choose from are: rat/mouse, ox/cow, tiger (and its cousin, lion), rabbit (for Chinese zodiac), cat (for Vietnamese zodiac) dragon, snake, horse, sheep (aka ram or goat), monkey, rooster/chicken, dog, or boar/pig.

Welcome/Opening Activity

Enclose a lucky red envelope or some small toy or object symbolizing lunar new year in nesting boxes or envelopes of varying sizes. This can be the “surprise theme” to reveal what you’ll be reading about, or use a welcome song or opening fingerplay to start story time. For ideas, see [I’m a Little Teapot! Presenting Preschool Storytime](#) (Black Sheep Press, 1996) by Jane Cobb.

Books

Title: **Ten Mice for Tet**

Author/Illustrator: Pegi Deitz Shea & Cynthia Weill; To Ngọc Trang & Phạm Viet Dinh
Publisher/Date: Chronicle Books, 2003

Comments: Lunar new year in Vietnam is known as “Tet.” This is a great book to use for preschool and family story time.

Title: **This Next New Year**

Author/Illustrator: Janet S. Wong; Yangsook Choi
Publisher/Date: Farrar, Straus, & Giroux, 2000

Comments: Lunar New Year is identified here as “Chinese” Lunar New Year. This book shows that many children of all ethnicities enjoy celebrating the holiday. This book will work for preschool or family story time.

Title: **Dragon Dancing**

Author/Illustrator: Carole Lexa Schaefer; Pierr Morgan
Publisher/Date: Viking, 2006

Comments: Although the story focuses on a classmate’s birthday party, this book will introduce the importance of the dragon as a symbol in lunar new year.

Storytelling/Oral History

(MANDARIN) CHINESE HELLO fingerplay

Let's wave and say "Ni hao (nee how),"

Let's wave and say "Ni hao."

Let's say "hello" to all our friends,

Let's wave and say "ni hao."

Source: <http://thebestkidsbooksite.com>

Music

GUNG HAY FAT CHOY (CANTONESE)

(to the tune of: Frere Jacques)

Chinese dragon, Chinese dragon,

Breathing fire, breathing fire,
Happy, happy new year,
Happy, happy new year,
Gung hay fat choy,
Gung hay fat choy.

Source: <http://thebestkidsbooksite.com>

CELEBRATE THE NEW YEAR

(to the tune of: Row, Row, Row your boat)

Cheer, cheer, cheer the year,

A new one's just begun.

Celebrate with all your friends,

Let's go have some fun!

Clap, clap, clap your hands,

A brand new year is here.

Learning, laughing, singing, clapping,

Through another year.

Source: <http://thebestkidsbooksite.com>

HERE COME THE NEW YEARS

(to the tune of: Old MacDonald Had a Farm)

Here come the new years marching 'round, E-I-E-I-O

And one of the years is the year of the Rat/Mouse, E-I-E-I-O

With a squeak, squeak here, and a squeak, squeak there,

Here a squeak, there a squeak, everywhere a squeak, squeak.

Here come the new years marching round, E-I-E-I-O.

Additional Verses:

Year of the...

Cow/Ox - moo, moo

Tiger - grr,grrr

***Rabbit - sniff, sniff or Cat – meow, meow

Dragon - roar, roar

Snake - hiss, hiss

Horse - neigh, neigh

Sheep - baa, baa

Monkey - chee, chee or who, whoo

Rooster/Chicken - cock-a-doodle doo or bawk, bawk

Dog - bow, wow or woof, woof

Pig - oink, oink

Adapted from this source: <http://thebestkidsbooksite.com>

This song can be shortened to 3-5 animals closest to the given animal year

*** Rabbit is in the Chinese zodiac while cat is in the Vietnamese zodiac

LION DANCE SONG

(to the tune of: Mary had a little lamb)

See the lion dance and prance,

Dance and prance, dance and prance.

See the lion dance and prance

On Lunar New Year's Day.

Hear the firecrackers pop, pop, pop,

Pop,pop,pop; pop,pop,pop

Hear the firecrackers pop, pop, pop

On Lunar New Year's Day.

Adapted from this source: <http://thebestkidsbooksite.com>

Crafts

Lunar New Year streamers:

Materials: popsicle sticks, roll of red and yellow streamers.

Directions: cut strips of red and yellow streamers, each about 5 inches long.

Each child can be given 3 strips of red and 2 strips of yellow streamers, along with a popsicle stick. The child can use tape to attach the streamers to the popsicle stick. The two colors symbolize happiness and good luck.

Paper Lanterns:

Materials: Red and Yellow construction paper (the bigger the piece of paper, the bigger or longer the lantern)

To begin take a piece of red paper and fold it in half. Now hold the paper so the fold is facing you. Next take your scissors and make vertical cuts all along the fold leaving an inch at either end and about 1/2 inch between cuts. Next unfold the paper and bend into a roll lengthwise and tape or glue the top edge together and the bottom edge together to create your paper lantern. Next take handle holder. Decorate more with stickers or colored dots (3/4 inch or smaller round labels of various colors, an office supply item).

Adapted from: <http://www.thebestkidsbooksite.com/craftdetails3.cfm?CraftID=1463>

Paper bag puppet (dragon or lion):

<http://www.kckpl.lib.ks.us/YS/crafts/dragon.htm> (to convert to a paper bag puppet, cut the upper lip and fangs away from the rest of the mouth to make two pieces. Adhere top part to the very bottom of the paper bag. Adhere the lower mouth part to just below the upper part order for the puppet to open and close its mouth)

<http://origami-n-stuff4kids.blogspot.com/2010/01/chinese-lion-paper-bag-puppet.html>

Long dragon puppet:

[http://www.kidpremiership.com/Celebration web/Pages/Dragon.html](http://www.kidpremiership.com/Celebration%20web/Pages/Dragon.html) (popsicle sticks can be substituted for straws)

More craft ideas here:

<http://www.artistshelpingchildren.org/chineseasianjapanesecraftsideaskids.html>

...Or use this book for ideas and templates:

[Chinese New Year Crafts](#) (fun holiday crafts kids can do series) (Enslow, 2005) by Karen E. Bledsoe.

...Or do a craft inspired by the current animal zodiac year.

Games/Other Activities

Here are some stretching activities to get the wiggles out between books:

DRAGON, DRAGON

(to the tune of: Twinkle, twinkle little star)

Dragon, dragon, dance around.

Dragon, dragon, touch the ground.

Dragon, dragon, shake your head.

Dragon, dragon, tongue so red.

Dragon, dragon, stamp your feet.

Dragon, dragon, coming down the street!

(match actions to words while singing)

Source: http://www.preschoolexpress.com/holiday_station07/chinese_new_year_feb07.shtml

GUESS WHO?

Growl, growl! (sway from side to side & make fierce lion face and make hands like claws)

Thud, thud! (stomp on floor lightly)

Roar, roar! (sway from side to side, and roar like a lion)

Who's that knocking at the door? (knock on chair, table, or floor)

Pound, pound! (stomp and jump on floor)

Stamp, stamp! (jump on floor)

Scratch, scratch! (scratch floor or scratch the air with fingers)

Who's that wiggling at the latch? (wiggle hips)

Can a pig be at my door? (oink like a pig)

No pigs don't roar! (roar like a dragon)

Can a cow be wiggling my latch? (moo like a cow)

No, cows can't scratch. (scratch air with fingers)

Roar, roar! (roar like a dragon)

Scratch, scratch! (scratch air with fingers)

Growl, growl! (growl like a dragon)

It's not an owl. (hoot like an owl)

I know who it can be! (look surprised and wave pointer finger)

A friendly lion visiting me! (pretend to open door and jump, roar like a lion)

Adapted from the source:

<http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=161>

Snacks

Fortune cookies (make sure they're not racy Valentine's Day fortunes for adults)

Almond cookies (keep in mind some children may have nut allergies, so always keep the packaging so parents can look at the ingredients, and have the child check with the parent before handing out treats)

Clementines (mandarin oranges) Buy a box at the grocery store and hand one out to each child. Explain that the fruit stands for happiness and good fortune.

Have a bottle of iced tea and pour them into small child-sized cups for a drink.

Closing

Sing a closing song or do a closing fingerplay. For examples, see I'm a Little Teapot! Presenting Preschool Storytime (Black Sheep Press, 1996) by Jane Cobb.

Show a movie (anything by Scholastic/Weston Woods)

Hand out coloring sheets

Hand out stickers with a lunar new year or zodiac animal theme

Hand stamp each child with a rubber stamp using washable, nontoxic ink. For rubber stamps, choose Chinese symbols for happiness or prosperity, or a zodiac animal.

Explain the craft and have the children complete it at the library, or have them take home and make the craft.

Do a drawing story either at the beginning to introduce the theme, between books or as the conclusion to story time. For ideas, refer to the following books:

Chalk in Hand: the Draw and Tell Book (Scarecrow Press, 199) by Phyllis Noe Pflomm.

2 is for Toucan: Oodles of Doodles from 0 to 42 (Blue Apple Books, 2005) by Deborah Zemke.

Doodle a Zoodle: Oodles of Animal Doodles (Blue Apple Books, 2006) by Deborah Zemke.

Do a flannelgraph (flannel board story) either at the end or between books. Choose any of the animal zodiac themes. For ideas, see the Flannel Board Storytelling Book (H.W. Wilson, 1997, 2nd edition) by Judy Sierra.

If one is dexterous, try a cutting story either at the beginning to introduce the theme, between books, or as the ending to story time. Cutting story books by Jean Warren and Valerie Marsh are out of print, but there is one book still in print that might work. See: Grandma's Magic Scissors: Paper Cutting from A-Z (Day to Day Enterprises, 2005) by Linda S. Day.

Medicine Wheel Garden Program: One Library's Experience

Talk Story: Sharing Stories, Sharing Culture

Title/Description

If your library is lucky enough to have garden space, a children's garden is a wonderful addition to programming. We were able to make a "Medicine Wheel" garden at our library. Doing this project incorporated math skills, use of compass, building skills, learning local codes, gardening and cooking skills. The children followed the project from April until we harvested the last of the plants in October.

The participants, ages 8-13, helped make the garden fit within a square area. The children had to figure out how large a circle would fit within the square and how to center it and mark it out for planting and pathways. The circle ended up being 36 feet across.

Once the garden was marked, the children made a circular pathway on the outside of the wheel and two cross paths. The cross paths had to be North-South and East-West. All of the paths were made to be wide enough for handicap access.

A local contractor donated a large stone for the center of the wheel. The children and sympathetic library patrons hauled in small rocks to edge the entire garden. Next they put down woodchips on all of the paths.

Next, the children had to figure out what type of plants would grow in our garden. There are four quadrants: White, Yellow, Red, and Blue (Black plants were too difficult to find and grow). They researched and then we went to the local nurseries to get the best prices. We had both live plants and seeds to put into the area.

We did not get into the medicinal properties of plants, but we did put food plants in with the flowers. We added red peppers and strawberries to the red section; Concord grapes and eggplant to the Blue/Black section; Mints and onions to the white section; Squash and yellow peppers to the yellow section.

Next we researched and found that most of the area was Potawatomi and we added a sign that explained that we were on Potawatomi land and how they had been here for thousands of years. We had signs written in Ojibwe to mark the four directions and list the months of the year that went along with each of the colors in our garden.

We also had an area to plant corn and did a three sisters garden area with the corn, beans and squash.

Books

Title: **Native American Gardening: Stories, Projects and Recipes for Families**

Author: Joseph Bruchac (Abenaki) and Michael Caduto.

Publisher/Date: Fulcrum Publishing, 1996.

Comments: This book provided the information on Three Sister's Gardens.

Title: **The Carrot Seed**

Author/Illustrator: Ruth Krauss; Crockett Johnson

Publisher/Date: Harper Collins Publisher, 1993.

Title: **The Tiny Seed**

Author/Illustrator: Eric Carle

Publisher/Date: Simon & Schuster, 2005.

Planting a Rainbow

Author: Lois Ehlert

Publisher/Date: Sandpiper, 1992.

Waiting for Wings

Author: Lois Ehlert

Publisher/Date: Harcourt Books, 2001.

The First Strawberries

Author/Illustrator: Joseph Bruchac; Anna Vojtech

Publisher/Date: Puffin, 1998.

How Chipmunk Got His Stripes

Author/Illustrator: Joseph Bruchac; Jose Aruego and Ariane Dewey

Publisher/Date: Puffin, 2003

Eric Carle, Joseph Bruchac and Lois Ehlert have more titles that work well with this age group.

The children used many books: math, science, gardening, etc. as well as online resources to find out the information they needed. If they came across an insect they'd never seen, it was off to the building to see if they could identify the creature and decide if it was welcome in our garden.

Storytelling/Oral History

Stories were told as we worked in the garden or during breaks. Since I am Native the kids were able to ask me questions about growing up and what it was like to be a Native child. I was able to give them facts: Native American's could not legally speak their Native languages until 1978...after I'd already graduated from high school.

If you don't have a Native person on staff, find a contact in your area and see if there is someone who can come out and speak or work with the children.

Craft

As a craft the children made "sticks" to mark each color in the medicine wheel. The children were divided into four groups and they designed and decorated a stick about 2 inches thick and 3-4 ft. long. The sticks were decorated with beaded, duck tape, paint, glitter, etc. These were added to the four corners of the outer square that was around our garden. One stick was decorated with peyote style beading and placed in the center of the garden with the large stone.

Notes:

Adapting this program for younger children, ages 2-5

We adapted this program for the younger crowd and call it "Muddy Munchkins." An Eagle Scout built us 4 big raised boxes, each 5' square and about 15" high with benches on each corner. This prevents the gardeners from trampling their plants and gives them a specific place to be. The children tend their gardens planting both seeds and starts of plants. They have both vegetables and flowers that are sturdy enough to take rough handling. The children decorate their gardens with small craft items they make; sing to the plants using rhythm instruments (I bring my hand drum and the children follow along with their instruments), and we read stories that go along with what is happening in the garden. We run this weekly in place of our regular story times.

Native American Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Native American children grow up in two worlds, the dominant society and their Native culture. They dress just like everyone else most of the time and wear their Native clothing (Regalia) as part of their Native identity.

Books

Title: **Jingle Dancer**

Author/Illustrator: Cynthia Leitich Smith; Cornelius Van Wright and Ying-Hwa Hu

Publisher/Date: HarpersCollins, 2000.

Comments: "Jenna loves the tradition of jingle dancing that has been shared by generations of women in her family, and she hopes to dance at the next powwow. But she has a problem—how will her dress sing if it has no jingles?"

With this book use a few jingle cones, 4-6, tied to ribbon to pass around to the participants so that they can see the cones up close and clink them together to make the sound that a Jingle Dress makes. Since this is a "girl's" item, I like to also bring ankle bells for the boys to see. The participants will hear the differences in the sounds made by the different styles.

Title: **Two Pairs of Shoes**

Author/Illustrator: Esther Sanderson; David Beyer

Publisher/Date: Pemmican Press, 1990

Comments: A little girl gets two pairs of shoes for her birthday. One shoe is patent leather, the other one is a moccasin and she must learn how and when to wear each pair.

Props for this book are two baby-size shoes, one patent leather and one moccasin. These can usually be found in very good condition in resale shops at a reasonable price; plus you get two sets of shoes.

Title: **Where Did You Get Your Moccasins?**

Author: Bernelda Wheeler

Publisher/Date: Peguis Publishers, 1992

Comments: A little boy goes to school wearing a new pair of moccasins and his classmates ask where he got them. He explains the steps in making the moccasins with a delightful twist at the end of the story.

Props for this book include: a piece of leather made of deer hide, sinew for sewing the moccasin together, a tube of seed beads, a small beaded rosette and a small finished moccasin. These items can be passed among the participants so that they can feel how the items are different from the shoes they are wearing on their own feet.

Storytelling/Oral History

"When I was a small girl, I was born sickly. I was always ill as a child, than when I was eight years old I was given this dress. This dress, I was told was special and it was made for me. I was given this dress by my grandfather, after this dress was given to me I began to feel better, I wasn't sickly anymore. This dress I was told was my "odih iziwin"."

Her Grandfather, Pinasse, had told her he made this dress for her. When he was a small boy he

would have this vision that would be the same, but never did quite understand what it meant until his old age, by this time Maggie was around 7 or 8, when he knew what this Vision was.

The story of his vision is something he shared with his family, What is known about his vision is this: That he had seen this dress that made a certain distinctive sound, where shiny conical shapes hung from the dress. There were certain songs that came with the dress, certain dances and a ceremony.

Maggie's "odih iziwin" was made of colours that were representative of the world around her. What also came with the dress was what we call a "staff" that had a certain shape and colour. This staff was given to those that had received her "odih iziwin" through the proper ceremony. There are women in the Lake of the Woods area that carry this staff, along with their "odih iziwin" or as their "odih iziwin". It's something uniquely given, especially for them. Maggie shared her "odih iziwin" with the people she had met all over North America. What is also interesting to point out is that this is her story, our people's story from the Anishinabeg of Lake of the Woods.

She also shared her (a replica) "odih iziwin" with the rest of the people when she made a dress that resembled the first dress she was given when she was 8 years old.

The story of the Jingle Dress http://whitefishbay_singers.tripod.com/id9.html
Maggie White (Ojibway - Whitefish Bay, Ontario, Canada)
-translated by Rhonda White

Storytelling/Oral History

If you've ever been to an Indian powwow, you've probably noticed the dancers' regalia – the beautiful and colorful clothing, jewelry, headdresses and moccasins they wear. One of the most well-known kinds of powwow regalia is the women's jingle dress, and the story is that this kind of dress was first seen here in Minnesota at Mille Lacs.

The story I was told about the jingle dress came from one of our Elders, who said that about 100 years ago, there was a man living in Mille Lacs whose daughter was ill.

The Mille Lacs people were getting ready for one of our big drum ceremonies, and before the ceremony, the man began having a recurring dream. In his dream, four women were wearing dresses decorated in a way he had never seen before. One dress was black, one was blue, one was red, and one was either yellow or green. All of the dresses were adorned with small, round pieces of metal that had been rolled up at one end so they looked sort of like little cones. In the man's dream, the women were dancing in these dresses.

The man told his wife about the dream, and together they made the four dresses. Then he showed his wife how to dance in the dress, and she showed the four women he had dreamed about.

When it came time for the drum ceremony, the man and his wife brought their little girl. They sat at the ceremony, and the girl laid on the floor because she was so sick.

After the ceremony was over, the man got up and told the people about his dream. Then he brought out the four women and said they were going to dance in the style he had dreamed about. The drum started, the people began to sing, and the women danced.

And the little girl perked up. She lifted her head and watched the women dance. As the evening went on, pretty soon she was sitting up and watching. And before the night was over, the little girl was so moved by those jingles, she was following the women and dancing around.

If you've ever seen a jingle dress, you can imagine why. Jingle dress dancers carry themselves in a very ladylike manner, both in and out of the dance circle. Their dance steps cause the metal cones to chime together like tiny bells. Some people have said the sound is like rain falling on a tin roof.

The jingles were originally made from the lids of snuff cans people had collected. Nowadays, you can order the lids from the snuff companies. And the dresses, which were once all solid colors, are sometimes multicolored. Also, the dance can be fancier, whereas originally the women just danced in a forward, side-to-side motion. These changes are because the jingle dress has traveled, and there are many variations of the dress as well as the story.

In fact, another story goes that a woman in Canada had the same dream as the man at Mille Lacs at about the same time.

Most people associate the jingle dress with Mille Lacs, though. And because of the story of the little girl, some people adopted the jingle dress as a healing dress.

Amik (Larry Smallwood), Mille Lacs Band member
Mille Lacs Band of Ojibwe, http://www.millelacsojibwe.org/Page_culture.aspx?id=115

Music

Link to Whitefish Bay Singers on YouTube
http://whitefishbay_singers.tripod.com/id20.html

You can find many Native songs on YouTube or you can find CDs for sale at Canyon Records.

You may listen to Native American music or if you are familiar with powwow dancing, you may lead the children in a round dance (a social style, friendship dance).

Craft

For children ages 3-5: Five large beads (pony size, size 8 or larger) strung on a stiff cord to make a bracelet.

Older children:
Pendant necklace http://www.nocbay.com/learningcircle/pdfs/14_Childrens%20pendantWeb.pdf

Key chain
http://www.nocbay.com/learningcircle/pdfs/31_Key%20Ring.pdf

Teens:
Choker style necklace
http://www.nocbay.com/learningcircle/pdfs/31_Key%20Ring.pdf

Snacks

If you provide snacks for a program, you might want to include Native snacks. These include: potato chips (were created by a Native man who worked as a chef); pumpkin seeds; cranberries; strawberries; blueberries; anything made with maple sugar.

For more ideas, see: [Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations](#) (Checkmark Books, 2003) by Emory Dean Keoke (Lakota) and Kay Marie Porterfield.

Origami Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Origami Storytime

Origami is the Japanese art of paper folding. This storytime would be appropriate for Children's Day, which is celebrated on May 5 (the fifth day of the fifth month) in Japan, or anytime in May, in honor of Asian Pacific American Heritage Month.

Welcome/Opening Activity

Open with your regular storytime welcome song and greet the children with "konnichiwa," which means "hello" in Japanese.

Books

Title: **Butterflies for Kiri**

Author/Illustrator: Cathryn Falwell

Publisher/Date: Lee & Low Books Inc., 2003

Comments: Recommended for ages 4-8. Young artist Kiri receives an origami kit and experiences the frustrations and joys of experimenting with its rainbow of beautiful papers. Includes instructions on "How to Make an Origami Butterfly."

Title: **Yoko's Paper Cranes**

Author/Illustrator: Rosemary Wells

Publisher/Date: Hyperion Books for Children, 2001

Comments: Recommended for ages 4-8. In this richly illustrated intergenerational story, origami cranes connect Yoko with her grandparents in Japan after she moves to California.

Title: **Lissy's Friends**

Author/Illustrator: Grace Lin

Publisher/Date: Viking Juvenile, 2007

Comments: Recommended for ages 4-8. New student Lissy doesn't have any friends, so she "makes a friend" – an origami crane – out of a lunch menu. A menagerie of vibrantly-rendered origami friends develops and leads to Lissy developing a true friendship.

Title: **Fold Me a Poem**

Author/Illustrator: Kristine O'Connell George, ill. by Lauren Stringer

Publisher/Date: Harcourt, Inc., 2005

Comments: Recommended for ages 4-8. Thirty-two short poems reflect a boy's experiences as he creates and plays with a collection of origami animals. The book includes a bibliography of origami resources and the author's and illustrator's websites (<http://www.KristineGeorge.com> and <http://www.LaurenStringer.com>) provide instructions for creating some of the origami critters featured in the book.

Storytelling/Oral History

Between reading the books, demonstrate how to make the featured origami animal (butterfly or crane) from each book, using extra large paper and explaining the steps as you go.

Music

Butterfly Fingerplay

To be sung after *Butterflies for Kiri*

To the Tune of: *Twinkle, Twinkle Little Star*; hook thumbs together and flutter hands and fingers

*Flutter, flutter butterfly
Floating in the springtime sky
Floating by for all to see
Floating by so merrily
Flutter, flutter, butterfly
Floating in the springtime sky!*

From: <http://www.thebestkidsbooksite.com>

Origami Folding Song

Sing this song to the tune “Frère Jacques” (After everyone knows the words, perform it in a round!)

*Origami
Origami
fold and crease
fold and crease
my imagination
my imagination
brought to life
brought to life!*

From: Teachers Guide for *Fold Me a Poem*, available at:
http://kristinegeorge.com/teachers_guide_fold_me_a_poem.html

Crafts

After hearing these stories children will want to make their own origami creations. *Butterflies for Kiri* has instructions for making an origami butterfly. The author and illustrator of *Fold Me A Poem* include instructions for making origami animals on their websites (<http://www.KristineGeorge.com> and <http://www.LaurenStringer.com>). Another popular origami project for children to make is a “fortune teller” or “cootie catcher” (see: <http://www.enchantedlearning.com/crafts/origami/fortuneteller/>).

There are many wonderful books and websites that provide detailed instructions and diagrams for folding origami. A couple of good ones are: <http://www.origami-fun.com/origami-for-kids.html> and <http://www.origami-fun.com/index.html>.

Origami may be a bit tricky for young children, making it an ideal activity for children working side-by-side with a parent, grandparent or older sibling or in small groups with your library’s teen volunteers.

Games/Other Activities

Fuku warai, or “Lucky Laugh” is a Japanese game played by children similar to “Pin the Tail on the Donkey.” Place a blank outline of a face on the floor or mount it on the wall. Blindfold participants and have them try to place cutouts of individual facial features in the right place, with other kids providing guidance (“right,” “left,” “higher,” etc.). This can be adapted for a library storytime by using a feltboard.

Another popular Japanese children's game is Jan Ken Pon, which is played just like the American game "Rock, Paper, Scissors."

For more traditional games, see *Children's Traditional Games: Games from 137 Countries and Cultures* by Judy Sierra and Robert Kaminski (Oryx Press, 1995).

Snacks

Simple snack possibilities are seasoned rice crackers or Pocky sticks, the chocolate-covered cracker sticks that are "Japan's most popular and iconic snack." A more healthful alternative is steamed edamame, or soybeans, served in the pod. Edamame are available in the frozen food section of your grocery store and fun for kids to eat. Another popular snack for children is inari sushi, sweet seasoned rice stuffed into a deep-fried tofu pouch.

Closing

Sing your regular storytime closing song and say "sayonara," which means "goodbye."

Pet Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

How pets are part of our lives, both as working animals and as family members.

Welcome/Opening Activity

The Puppy

Call the puppy

Beckon with hand or finger.

And give him some milk.

Pretend to pour milk into hand.

Brush his coat

Pretend to brush dog.

Till it shines like silk.

Call the dog

Beckon with hand or finger.

And give him a bone

Hold two fingers as if holding a bone.

Take him for a walk,

Pretend to hold leash of dog.

And put him in his home.

Form shape of a dog house.

From *I'm a Little Teapot!* (Black Sheep Press, 1996) compiled by Jane Cobb.

Books

Title: A Sled Dog for Moshi

Author/Illustrator: Jeanne Bushey; Germaine Arnaktauyok

Publisher/Date: Hyperion, 1994.

Comments: Moshi longs for a pet dog like her friend Jessica's terrier, but her family's dogs are sled dogs for working, not playing. When the girls get lost in a whiteout Moshi's father reconsiders the benefits of having a dog as a pet. This book does a pretty good job of conveying the purpose of dogs in Inuit villages as workers rather than pets. It also touches on the presence and transience of different cultures and ideas through remote villages. Moshi's friend has come from New York City and is unfamiliar with the climate, culture, and customs of the Inuit.

Title: The Good Luck Cat

Author/Illustrator: Joy Harjo; Paul Lee

Publisher/Date: Harcourt, 2000.

Comments: A gentle story about cats, their nine lives, and the people that love them. I like this book because it portrays a Native family through the lens of just one small part of their lives: their pet. It seems like so often books about Native families are focusing on a major cultural aspect, not just on every day, ordinary topics.

Title: Nutiq and Amaroq Play Ball

Author/Illustrator: Jean Craighead George; Ted Rand

Publisher/Date: HarperCollins, 2001.

Comments: Amaroq and his wolf-pup Nutiq search the summer tundra for their missing football. This book highlights the usefulness of dogs both as companions and guides.

Storytelling/Oral History

I like to tell the story Bark, George (HarperCollins, 1999) by Jules Feiffer using puppets. When the vet begins to pull all of the different animals out of George I hold the dog puppet's mouth open wide and reach behind it, slowly pulling out all of the other animals so that it looks like they're coming out of George's mouth.

Music

Five Little Puppies (fingerplay)

Five little puppies playing in the sun.
This one saw a rabbit and he began to run.
This one saw a butterfly and he began to race.
This one saw a kittycat and he began to chase.
This one tried to catch his tail, and he went round and round.
This one was so quiet, he never made a sound.

From I'm a Little Teapot! (Black Sheep Press, 1996) compiled by Jane Cobb.

Crafts

Paper-bag puppets of cats or dogs are easy to create using pre-cut eyes, ears, tails, and tongues.

Quilt Storytime

Talk Story: Sharing Stories, Sharing Culture

Title/Description

Indian Education for All

I am very proud to be from Montana today. We have a mandate in our State Constitution which states:

The State recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.

Montana Constitution Article X, Section 1 (2). 1972.

Indian Education for All (IEFA) is for every Montanan. It's for every student to be provided an opportunity to learn about their tribal neighbors. It is administered through the Montana Office of Public Instruction (<http://opi.mt.gov/>) and our State Superintendent of the OPI is none other than Denise Juneau (Mandan/Hidatsa and Blackfeet) who has been active in IEFA. In some ways we are a very progressive state!

The point of this background information is that each of our 12 Tribal Nations is currently working on providing culturally authentic and respectful educational materials for the students of Montana. So if you go to <http://opi.mt.gov/>, you can find materials already prepared. I will refer to them often in my contributions to the Family Literacy Focus programs. For example, right now I'm working on a Talk Story Template with the theme of Quilts. On the opi website you will find a publication titled *Arlee Public Schools K-12 Literature Units*. I am using several of their ideas. The book uses Salish words throughout. In fact there is a Salish Language Immersion School in Arlee...Nkwusm Salish School.

Welcome/Opening Activity

Introduce guest storyteller and go over a few words in the language of the guest. Talk to the children about quilts. Explain how they were made to serve as blankets to keep families warm. Often old clothes scraps were used to make the quilts. Quilts can also be works of art and tell stories. It can be a story about a family or an event.

Books

Title: **Shoto and the Star Quilt**

Author/Illustrator: Margaret Bateson-Hill; Christine Fowler. Lakota text: Philomine Lakota.

Publisher/Date: Zero to Ten unlimited, 1998.

Comments: Written in both English and Lakota.

Title: **Tar Beach**

Author/Illustrator: Faith Ringgold

Publisher/Date: Crown Publishers, 1991.

Comments: I've always been told that it's best to use a theme and tie in different cultures around that theme rather than singling out a single culture. That is what I'm attempting with this theme. That said, I often do Spanish storytimes that concentrate on the Spanish or Mexican culture!

Title: **Dia's Story Cloth**

Author/Illustrator: Dia Cha

Publisher/Date: Lee & Low, 1996.

Comments: The Story Cloth tells the story of Cha's Hmong family escaping Laos.

Storytelling/Oral History

Salish:

Using the book described in the above narrative, *Arlee Public Schools K-12 Literature Units*, have someone tell stories using some Salish words (or language of their choice).

Hmong:

In Missoula it's possible to buy Hmong Story Cloths at our Farmer's Market. I have a beautiful one that I use to tell the story A Tale of Two Rice Birds (Sasquatch Books, 1994) by Clare Hodgeson Meeker, Illustrated by Christine Lamb. I combine the idea of a Story Cloth from the Cha book, but I use the Rice Birds story because it is more gentle (and I have the Story Cloth that goes with it!).

Crafts

Make a paper ABC quilt using Salish, Lakota, or any chosen language. Each child could color a quilt square with objects that begin with their letter. The same could be done with colors. The children can use their quilt squares to tell a story.

Stories from India

Talk Story: Sharing Stories, Sharing Culture

Title/Description

This storytime can focus on India the country and culture, or it can be used for a more general theme of clothing, bedtime, folktales, or animals (monkeys, elephants, and tigers).

Welcome/Opening Activity

Try this website: <http://www.hummingbirded.com/transitional-music.html>

Books

Title: **My Mother's Sari**

Author/Illustrator: Sandhya Rao; illustrated by Nina Sabnani

Publisher/Date: North South Books, 2006

Comments: This book features a little girl awed by her mother's sari and all its uses. This book can be a starting point for clothing or getting dressed storytime. For other tales, see this book that can be used to tell a story or make a flannelgraph (flannel story): Shower of Gold: Girls and Women in the Stories of India (Linnet Books, 1999) by Uma Krishnaswami, illustrated by Maniam Selven. For a brief folktale or story, try page 19 in A Treasury of Asian Stories and Activities for Schools and Libraries (Alleyside Press, 1998) by Cathy Spagnoli, illustrated by Paramasivam and Michi Ukawa.

Title: **Nine Animals and the Well**

Author/Illustrator: James Rumford

Publisher/Date: Houghton Mifflin, 2003

Comments: This story is a folk tale about animals rushing to bring presents to the raja or king, and also explains the origin of written numbers. For another concept book, try Seven Blind Mice (Philomel Books, 1992) by Ed Young. This is an adaptation of the Indian fable, "The Blind Men and the Elephant." Another book featuring an Indian fable is One Grain of Rice: a Mathematical Folktale (Scholastic Press, 1997) by Demi. Also try an easy nonfiction book, such as books about animals found in India (e.g., Elephants (*Nature's Children Series*, Grolier, 2009) by Jen Green.

Title: **Baya, Baya, Lulla-by-a**

Author/Illustrator: Megan McDonald; illustrated by Vera Rosenberry

Publisher/Date: Atheneum Books for Young Readers, 2003

Comments: A mother sings her baby girl to sleep. At the same time, a bird weaves a nest. This story uses Hindi words, and would be a good starting point for bedtime stories. Another book that might appeal to children is Excuse Me, Is this India? (Tara Books, 2004) by Anushka Ravishankar, illustrated by Anita Leutwiler. This book is out of print, so it may be more difficult to track down.

Storytelling/Oral History

Fingerplay: 1-2-3-4-5

(can substitute catching a five for a monkey, elephant, or tiger)

1-2-3-4-5, I caught a five alive (clap 5 times and hug)

6-7-8-9-10 (clap 5 times)

I let it go again (let go)

Source: <http://www.thebestkidsbooksite.com/funfingerplay.cfm>

Fingerplay: FIVE MONKEYS

Five little monkeys swinging on a tree
(fingers extended swing your hand back and forth)
Teasing Mr. Alligator, "can't catch me, can't catch me"
(shaking your head, wag your finger like you're saying "no, no")
Along came Mr. Alligator quiet as can be and
(say this in a whisper, making a SSSH motion, and weave hand and arm like a snake, or an alligator swimming in the water!)
SNAP!
(clap hands together like the mouth of an alligator)
Four little monkeys swinging on a tree...
Three little monkeys swinging on a tree...
Two little monkeys swinging on a tree...
One little monkey swinging on a tree...

Source: <http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=82>

Fingerplay: EENY MEENY MINY MO

Eeny, meeny, miney, mo (*point to, or wiggle each finger*)
Catch a tiger by the toe (*catch a finger following the rhyme*)
When he hollers let him go (*roar, and let go of finger*)
Eeny, meeny, miney, mo (*point to, or wiggle each finger*)

Source: <http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=121>

Fingerplay/Clapping song: MISS MARY MACK

(set a rhythm by clapping hands, then thighs/knees over and over)
Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.
She asked her mother, mother, mother,
For fifteen cents, cents, cents,
To see the elephants, elephants, elephants,
Jump the fence, fence, fence.
They jumped so high, high, high,
They touched the sky, sky, sky,
And they didn't come back, back, back,
'Till the Fourth of July, Ly, Ly!
And they didn't come down, down, down,
'Till the Fourth of July.

Source: <http://www.thebestkidsbooksite.com/supersongs.cfm?songsid=270>

Music

Song: Hush, Little Baby
Hush, little baby, don't say a word,
Mama's going to buy you a mockingbird.
If that mockingbird won't sing,
Mama's going to buy you a diamond ring.
If that diamond ring turns brass,
Mama's going to buy you a looking glass.
If that looking glass gets broke,
Mama's going to buy you a billy goat.
If that billy goat won't pull,
Mama's going to buy you a cart and bull.

If that cart and bull turn over,
Mama's going to buy you a dog named Rover.
If that dog named Rover won't bark,
Mama's going to buy you a horse and cart.
If that horse and cart fall down,
You'll still be the sweetest little baby in town.
So hush little baby, don't you cry,
Daddy loves you and so do I.
Source: <http://www.kididdles.com/lyrics/h012.html>

Crafts

For ideas, see this book: [A Kid's Guide to Asian American History: More than 70 Activities](#) (*A Kid's Guide Series*, Chicago Review Press, 2007) by Valerie Petrillo.

Games/Other Activities

Activity/Stretch: MONKEY SEE, MONKEY DO
(*follow words with actions*)
Monkey see and monkey do, (*shade eyes, spread hands*)
Monkey does the same as you. (*point to children*)
When you clap, clap, clap your hands
The monkey clap, clap, claps his hands

Monkey see and monkey do, (*same as before*)
Monkey does the same as you. (*point*)
When you stamp, stamp, stamp your feet,
The monkey stamp, stamps, stamps his feet,

Monkey see and monkey do, (*same as before*)
Monkey does the same as you. (*point*)
When you turn, turn, turn around
The monkey turn, turn, turns around,

Monkey see and monkey do, (*same as before*)
Monkey does the same as you. (*point*)
When you jump, jump, jump up high,
The monkey jump, jump, jumps up high.
Monkey see and monkey do. (*shade eyes, spread hands*)
Monkey does the same as you. (*sit down*)

Snacks

Cut up bananas like a monkey or serve a small cupful of animal crackers
Peanuts like an elephant (check if children have nut allergies)
Water like a tiger and other animals (but put it in small cups for children)

Closing

See this website: <http://www.hummingbirded.com/transitional-music.html>

Time to Eat!

Talk Story: Sharing Stories, Sharing Culture

Title/Description

This storytime can be used anytime to discuss food, and what people find good to eat. This also can be called "Food Storytime." The books listed here are usually appropriate for Preschool or Family storytime.

Welcome/Opening Activity

Opening fingerplay:

OPEN, SHUT THEM

(match actions to words)

Open, shut them, open, shut them,

Give a little clap, clap, clap!

Open, shut them, open, shut them,

Lay them in your lap.

AND/OR...

Open, shut them, open shut them,

To your shoulders fly.

Then like little birdies, let them flutter to the sky.

Falling, falling, falling, falling,

Almost to the ground.

Slowly pick them up again,

And turn them 'round and 'round.

Roll them, roll them, roll them, roll them,

Roll them just like this!

Wave them, wave them, wave them, wave them,

Blow a little kiss!

AND/OR...

Turn them, faster, faster, faster,

Fast as you can go!

Turn them, slower, slower, slower,

CLAP! Then turn so slow...

Creep them, crawl them, creep them, crawl them,

Right up to your chin.

Open up your little mouth...

But do not let them in!

AND/OR...

Creep them, crawl them, creep them, crawl them,

Right up to your cheek.

Cover up your little eyes,

Then give a little peek!

Adapted from: <http://www.preschoolbystormie.com/finemotor.htm>

Transition Fingerplay: RIGHT HAND, LEFT HAND

(Most storytellers sit or stand facing the children, so when raising your left or right hand, it's the opposite to the children facing you. This confused me to no end when I was younger.)

This is my right hand, I'll raise it up high.

(Raise your left hand, their right hand.)

This is my left hand, I'll touch the sky. *(Raise your right hand, their left hand.)*

Right hand, *(Show left palm, their right palm.)*

Left hand, (*Show right palm, their left palm.*)
Roll them around. (*Roll hands around.*)
Left hand, (*Show right palm, their left palm.*)
Right hand, (*Show left palm, their right palm.*)
Pound, pound, pound. (*Pound fists together.*)
Source: <http://www.esl4kids.net/fingerplays/hand.html>

Books

Title: **Dim Sum for Everyone**

Author/Illustrator: Grace Lin

Publisher/Date: Knopf Books for Young Readers, 2001

Comments: Dim sum is a brunch enjoyed between 10 am and 1 pm. The good stuff is gone by around 2 pm! Order dishes from rolling carts. A variety of small plates washed down with tea is a great way to start a weekend afternoon! Another book to try is Feast for 10 (Clarion Books, 1993) by Cathryn Falwell. This book features an African American family preparing, cooking, and enjoying a family dinner. This book is also great for Thanksgiving storytime.

Title: **Yoko**

Author/Illustrator: Rosemary Wells

Publisher/Date: Hyperion Book, 1998

Comments: Yoko eats sushi for lunch but is teased by the other students, who mock unfamiliar food. This book can also be used for Cat or Bullying stories. Another book to try is Lotus Seed (Sandpiper, 1997) by Sherry Garland, illustrated by Tatsuro Kiuchi. This book about reads like a folk tale about a grandmother in Vietnam who keeps a lotus seed with her as she emigrates to the United States. This book is a bit long for preschoolers but can work with older kids in Family or Bedtime stories.

Title: **Cora Cooks Pancit**

Author/Illustrator: Dorina K. Lazo Gilmore / Kristi Valiant

Publisher/Date: Shen's Books, 2009

Comments: Finally, a picture book celebrating Filipino culture is available! Another book to try is Bee-bim Bop! (Clarion Books, 2005) by Linda Sue Park, illustrated by Ho Baek Lee. This book celebrates the joy of saying and eating this delicious Korean dish of rice and vegetables (with a little meat or an egg thrown in).

Storytelling/Oral History

Fingerplay: FIVE FAT SAUSAGES

5 fat sausages (hold up 5 fingers of 1 hand)

Frying in a pan (wiggle 5 fingers)

All of a sudden, 1 went, "Bang!" (clap hands)

4 fat sausages (hold up 4 fingers of 1 hand)

Frying in a pan (wiggle 4 fingers)

All of a sudden, 1 went, "Bang!" (clap hands)

3 fat sausages (hold up 3 fingers of 1 hand)

Frying in a pan (wiggle 3 fingers)

All of a sudden, 1 went, "Bang!" (clap hands)

2 fat sausages (hold up 2 fingers of 1 hand)

Frying in a pan (wiggle 2 fingers)

All of a sudden, 1 went, "Bang!" (clap hands)

1 fat sausage (hold up 1 finger of 1 hand)

Frying in a pan (wiggle 1 finger)

All of a sudden, it went, "Bang!" (clap hands)

No more fat sausages frying in a pan! (hold up closed fist)

Source: <http://www.thebestkidsbooksite.com/funfingerplay.cfm>

AND/OR...

Fingerplay: TWO FAT SAUSAGES

Two fat sausages, (hold up 2 fingers)

Sizzling in a pan. (wiggle 2 fingers)

One went, "POP!" (throw 1 hand over shoulder)

And the other went, "BANG!" (throw the other hand over shoulder)

Adapted from source: <http://www.lanternree.com/nurseryrhymes/FiveFatSausages.html>

Fingerplay: FIVE CANDLES

(pretend to blow out each candle (your finger). Warning: younger children, such as preschoolers and kindergartners, will ALL want to tell you when their birthday or anyone else's birthday is... all at the same time! You may need to do another fingerplay to get everyone to settle down)

Five candles on a birthday cake - five, and not one more.

You may blow one candle out and that leaves four!

Four candles on a birthday cake; it's there for all to see.

You may blow one candle out, and that makes three!

Three candles on a birthday cake, standing straight and true.

You may blow one candle out, *and* that leaves two!

Two candles on a birthday cake; helping us have fun.

You may blow one candle out, and that leaves one!

One candle on a birthday cake; we know its task is done.

You may blow this candle out; and that leaves none!

Source: <http://earlylit.net/wordpress/category/storytime-component/fingerplays-and-rhymes/>

ALLIGATOR PIE

(Try chanting this with an alligator puppet)

Alligator pie. Alligator pie.

If I don't get some, I think I'm gonna cry.

Give away the green grass, and give away the sky.

But don't give away my alligator pie!

Alligator cake. Alligator cake.

If I don't get some, I think I'm gonna shake!

Give away the garden hose, and give away the rake.

But don't give away my alligator cake!

Alligator stew, alligator stew,

If I don't get some, I don't know what I'll do.

Give away my furry hat, and give away my shoe,

But don't give away my alligator stew.

Alligator soup, alligator soup,

If I don't get some, I think I'm gonna droop.

Give away my hockey stick, and give away my hoop,

But don't give away my alligator soup.

Adapted from a poem by Dennis Lee with from this website: <http://www.squidoo.com/swamp>

Another story telling activity to try is from this book:

Noodlehead Stories: World Tales Kids can Read and Tell (August House, 2000) by Martha Hamilton and Mitch Weiss, illustrated by Ariane Elsammak. This book of silly stories features noodleheads. While not strictly about food, you can read or tell one of the stories and then ask the kids what they think "noodlehead" means.

Music

Activity/Stretch:

Album: So Big – Activity Songs for Little Ones

Artist: Hap Palmer

CD track # 3: I'm a Pretzel

This song requires balance and flexibility, but the children will love trying to contort themselves into a pretzel, and the parents will be amused by how you manage to keep your balance.

Sing-along:

Album: One Light, One Sun

Artist: Raffi

CD track # 2: Apples and Bananas

You can make large red apples and yellow bananas to display on the flannel board during the song, as well as the vowels and letters that spell apples and bananas. If there isn't enough room to display the words, just show them on a large poster board with drawings of red apples and yellow bananas.

Crafts

Pizza

Cut out large triangles from brown paper to make a pizza slice.

Cut out smaller, rounded triangle from yellow paper for cheese.

Cut out green squiggles for bell peppers, small black circles for olives, and medium red circles for pepperoni. This craft can be adapted to make vegetarian pizza if preferred.

Have the children glue (with glue sticks) the pieces on the brown triangle to assemble their "pizza." The smaller the child (ie toddler) the bigger the pieces to make this an easier craft for them. Preschoolers have more developed fine motor skills.

Adapted from: <http://familycrafts.about.com/cs/kitchencrafts/a/blpizzacoll.htm>

Games/Other Activities

Activity/Stretch: I'M A LITTLE POPCORN KERNEL

(You can do this 3 times to lengthen time of stretch, and the kids will not mind!)

I'm a Little Popcorn Kernel,

(sit on floor with arms around your knees in ball)

Shaking to and fro, (rock back and forth)

When the oven gets hot enough (uncurl slowly)

Pop! I go! (jump up)

Source: <http://www.thebestkidsbooksite.com/funfingerplay.cfm?fingerplayid=470>

For more ideas, try the following book, which has activities suitable for grade school children: *Kid's Guide to Asian American History: more than 70 activities* (*A Kid's Guide Series*, Chicago Review Press, 2007) by Valerie Petrillo.

Snacks

Any kind of food such as cookies or a vegetable or fruit tray for a healthier choice.

Water or juice poured into Dixie cups.

Always keep packaging for ingredient list in case of allergies or those under a restricted diet.

Always hand food to children with napkins and clean hands to ensure good sanitary habits.

Closing

MONTHS OF THE YEAR SONG

(to the tune of: 10 Little Indians)

January, February, March, and April,

May and June and July and August

September, October, November, December.

These are the months of the year.

(then ask the children if they know what month it is)

Adapted from: <http://www.preschooleducation.com/scalendar.shtml>

DAYS OF THE WEEK SONG

(to the tune of: Are You Sleeping)

(hold up a combination of seven fingers on seven days)

Sunday, Monday,

Tuesday, Wednesday,

Thursday, Friday, Saturday

The week has seven days

The week has seven days

What's today?

What's today?

Adapted from: <http://www.preschooleducation.com/scalendar.shtml>

Turtle Stories

Talk Story: Sharing Stories, Sharing Culture

Title/Description: Turtle Stories
Welcome/Opening Activity Use whatever you usually use to welcome children to story time.
Books Title: <u>Thirteen Moons on Turtle's Back: A Native American Year of Moons</u> Author: Joseph Bruchac Publisher/Date: Putman Publishing, 1992 & 1997. Comments: Nicely done stories and poems to explain the full moons in the Abenaki tradition Title: <u>When Turtle Grew Feathers: A Tale from the Choctaw Nation</u> Author: Tim Tingle Publisher/Date: August House Publishing, 2007. Title: <u>Nanabosho: How the Turtle Got Its Shell</u> Author: Joseph McLellan Publisher/Date: Pemmican Publishers, 1994.
Additional Resources <u>The Night Sky</u> (College of Education, University of Saskatchewan, Saskatoon Canada, 2000) by Shaun Nagy. http://www.nlsd113.com/downloads/NightSky.pdf
Storytelling/Oral History A long time ago turtle heard the birds talking about how wonder the world looked to them as they flew through the skies. Turtle was in awe of those birds and asked Creator if he too could fly. Creator told turtle that all had their places and purposes and that there was no need for him to fly. Turtle was not happy with this answer and turtle wished and wished that he could fly. One day two ravens were talking about how wonderful the world looked. As they were talking they noticed that turtle was very sad and quiet. They spoke to turtle and asked why he was sad. Turtle told them that just one time they would like to see the world from the sky. The birds thought about this and came up with a plan. The excused themselves and went away. When the birds came back they had a large stick that each one of them held on an end. They went to turtle and told him to grab onto the middle of the stick and they would carry him above the world. Turtle was very excited! The birds told turtle to hang very, very tightly and to not let go for anything. Turtle grabbed onto the center of the stick and each bird grabbed onto an end. Up they flew into the sky. Turtle was amazed at what he saw and he exclaimed, "Oh, how wonder....fu....llll!" For as he exclaimed, he let go of the stick and down, down he went. He landed on his back with a thud. The birds and other animals gathered around but the turtle was mortally wounded, his shell shattered. Turtle called to Creator and said that it was worth it to die for being able to see all the wonderful things Creator had made. The Creator took pity on turtle and allowed the turtle's shell

to be patched up. Once his shell was patched the turtle had thirteen large plates on his back and twenty-eight plates around the edge. This was so turtle would remember every day of every month that he was alive because he was given a second chance.

And that's why every turtle in North America has thirteen moons and twenty-eight days as the cycle of a year on his back. Aho!

Music

Find music that goes along with the Native language you have chosen to use for the thirteen moons. If you can't find the music, find children's songs about turtles.

Crafts

Coloring pages:

<http://www.turtletrack.org/ColoringBook/turtle.gif>

www.rootsweb.ancestry.com/~mosmd/13moons.jpg

Use something like this as a template and then cut out a turtle shell for the children to decorate. Paste or glue the body onto an upside down paper plate. Cut out the legs, head and tail out of another color paper and paste onto the turtle body. Each child will have his or her own turtle calendar to take home.

Games/Other Activities

Learn the names of the moons in a Native Language and add those to the turtle in the appropriate "moon"

Learn how to say, Hello and Thank You in the chosen language.

Closing

Use your normal end of story time songs or a traveling song from the chosen Nation.

We Are All Related
Talk Story: Sharing Stories, Sharing Culture

<p>Title/Description</p> <p>We are All Related</p>
<p>Welcome/Opening Activity</p> <p>Hooray for Me!</p> <p>Whatever I was Whatever I'll be Hooray for you! Hooray for me!</p> <p>Whatever you do Whatever you'll be Hooray for you! Hooray for me!</p> <p>Hooray for us! Whatever we be Hooray for you! Hooray for me!</p> <p>From <u>Hooray for Me!</u> (Tricycle Press, 1996) by Remy Charlip and Lilian Moore.</p>
<p>Books</p> <p>Title: <u>On Mother's Lap</u> Author/Illustrator: Ann Herbert Scott Publisher/Date: Clarion Books, 1992.</p> <p>Title: <u>Jingle Dancer</u> Author/Illustrator: Cynthia Leitich Smith Publisher/Date: Morrow Junior, 2000.</p> <p>Title: <u>Join Hands! The Ways We Celebrate Life</u> Author/Illustrator: Pat Mora Publisher/Date: Charles Bridge, 2008.</p> <p>Title: <u>Shades of People</u> Author/Illustrator: Shelley Rotner and Sheila Kelly Publisher/Date: Holiday House, 2009.</p> <p>Title: <u>Hush: a Thai Lullaby</u> Author/Illustrator: Minfong Ho Publisher/Date: Orchard Books, 1996. Comments: Caldecott Honor book</p> <p>Title: <u>Mahjong All Day Long</u> Author/Illustrator: Ginnie and Beth Lo</p>

Publisher/Date: Walker Books for Young Readers, 2005.
Comments: Bilingual and illustrated by a professor from the University of Montana.

Title: **Many Nations: An Alphabet of Native America**

Author/Illustrator: Joseph Bruchac

Publisher/Date: Scholastic, 1997.

Title: **We are All Related: A Celebration of our Cultural Heritage**

Author/Illustrator: Students of G.T. Cunningham Elementary School, Foreword by George Littlechild

Publisher/Date: Polestar Book Publishers, 1996.

Comments: This book is out of print.

Storytelling/Oral History

Invite family members to tell their family stories. You can prompt them with sentences like, "remember the time when we"... or talking about hobbies and interests, or even the birth of the child (every child's favorite story!).

You can provide a basket with natural items such as twigs, dried grass and flowers, leaves, feathers, pinecones, etc. Pass the basket around and have children tell stories about the objects. Children can even collect or bring the objects that have special meaning for them.

Music

Kids' Pow-Wow Songs by the Black Lodge Singers (CD). <http://www.amazon.com/Pow-Wow-Songs-Black-Lodge-Singers/dp/B00000137J>

Crafts

Make a collage celebrating family, culture and heritage. Materials can include photocopies of family photos, magazine pictures, even bits of lace and fabric, beads etc. The children can also draw and color or use stickers.

Games/Other Activities

A joined hand activity like *Ring around the Rosy*
A round dance from the Kids' Pow-Wow Songs CD (above)

Closing

Perform the *pantoum* (a Malaysian poetic form) from the book Join hands! (Charles Bridge, 2008) by Pat Mora.

Woodlands Native American Harvest Festival

Talk Story: Sharing Stories, Sharing Culture

Title/Description

A Woodlands Native American Harvest Festival

Every Culture celebrates the harvest season. This program shows how Native Americans in the upper mid-west celebrate the harvest.

Welcome/Opening Activity

Songs of welcome and/or thanks from Native American CDs. Canyon Records, www.canyonrecords.com offers a good catalog of Native music. They also offer a sampler CD of various music offered through the company.

Books

Title: **Four Seasons of Corn: A Winnebago Tradition**

Author: Sally Hunter (Anishinaabe)

Publisher/Date: Lerner Publications, Minneapolis, MN, 1996. "We are Still Here" Series

Title: **The Sacred Harvest: Ojibway Wild Rice Gathering**

Author: Gordon Regguinti (Ojibwe)

Publisher/Date: Lerner Publications, Minneapolis, MN, 1992. "We are Still Here" Series,

Title: **Lily's Garden**

Author: Deborah Kogan Ray

Publisher/Date: Roaring Book Press a division of the Millbrook Press, 2002.

Additional Resources

Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations (Checkmark Books, 2003) by Emory Dean Keoke (Lakota) and Kay Marie Porterfield.

From The Great Lakes Indian Fish & Wildlife Commission (GLIFWC) <http://www.glifwc.org>

Anishinaabe Manoomin (Ojibwe Wild Ricing)

http://www.glifwc.org/publications/mazinaigan/Fall2008_Manoomin_Supplement.pdf

Mazina'igan Quarterly Newspaper Fall 2009

<http://www.glifwc.org/publications/mazinaigan/Fall2009.pdf>

Storytelling/Oral History

There is a legend among the Oneida about why the Corn Husk Doll has no face.

"So, long ago when the Creator created everything on this earth, He created it with certain duties and responsibilities. The men were responsible for hunting and fishing and providing shelter for the families, and the women were responsible for working in the gardens and cooking the food and taking care of the children.

When the parents were out doing their responsibilities, the children were being left alone and getting into trouble. The boys might shoot their arrows into the woods and they'd go to find them

and get lost. And, the girls were getting into trouble, or they might get too close to the fire and get burned. The parents were having a hard time doing their responsibilities and taking care of the children, so they went to the Creator and they asked the Creator for help - to make something to take care of the children.

So the Creator made the cornhusk doll, and it was one of the most beautiful creations ever made. The doll had a beautiful face and had the power to walk and talk. Cornhusk doll's responsibility was to take care of the children, so the parents could get their work done.

The Corn Husk doll did a really good job of taking care of the children and taught them many things. Corn Husk doll taught the little boys to hunt and the little girls to cook. Corn Husk doll loved the babies and told them many stories.

One day, a rainstorm came to the village. Grandfather Thunder came and he shook his head and raindrops would fall from his hair. Lightning would come from his eyes. Thunder would roar through his mouth. Corn Husk doll gathered all the children into the long house and told them stories. When Grandfather Thunder decided to move to another village, Corn Husk doll took the children outside to play.

Corn Husk doll found a pool of water and when she looked in the pool, she saw her reflection. Corn Husk doll saw she was very beautiful and became vain about her good looks.

From that day on instead of watching the children, Corn Husk doll would only look at her reflection in the water. She gathered flowers to put in her hair and Corn Husk doll sewed seashells on her dress to make herself look more beautiful.

Corn Husk doll was spending so much time looking at her reflection that she was not watching the children. The children were getting into trouble and getting hurt. The parents were upset and told the Creator that the Corn Husk doll was not watching the children. The Creator called Corn Husk doll and scolded her for not watching the children. As a punishment, he sent the Owl to take away her face and her power to walk and talk.

From then on, the Oneida make corn husk dolls without faces to remind us that we must not be vain and we have a duties and responsibilities that must be done.

Music

Oneida Longhouse Singers of Wisconsin
Contact and ordering information: www.ohwejagehka.com/ols

Music from the Indian Summer Festival
Contact and ordering information: www.indiansummer.org

Craft

Corn Husk doll: : <http://www.manataka.org/page67.html>

Supplies:

- 3 - 4 cleaned and dried corn husks
(best time to get these husks in the fall after the corn has been harvested and the stalks are left in the field or go to a Mexican specialty shop and get husk used for tamales)
- Scissors

- Pencil
- Large bowl of warm water

Instructions:

Soak corn husks in the bowl of water 5 minutes to make them pliable. To make a boy corn husk doll, omit the shawl part and tie the string around the waist. Split the bundle of husk below the waist to form the legs and tie off at the ankle.

These dolls are based on Penobscot Dolls illustrated by Frank G. Speck in the mid-1900's. You will need the husks from one or two ears of corn for a 6" doll. This should take you about 1 hour to make. Soak cornhusks (that have been thoroughly dried beforehand) for 10 minutes in warm water.

Games/Other Activities

Show participants the differences between rice. Use quick cooking white rice, brown rice, cultivated wild rice and traditional wild rice. Place small packages or bowls with each of the uncooked types of rice in them. Participants will see the differences in texture and color.

Show uncooked sweet corn and Oneida corn. Show cooked corn. Oneida corn may be purchased from:

Tsyunhehkw^Retail ,2759 Ridgeway Plaza, Suite 8, Oneida, WI 54155
Phone: 920-497-5821

This corn is from a cannery on the reservation and is something that may be used when you are not allowed to bring in "homemade" items. They offer Oneida corn for soup that is dried, as well as corn soup with ham, turkey or plain.

Snack

Traditional wild rice and Corn soup

Closing

Lead the group in a round dance or a two-step depending on the age of the participants. Let the Drums sing the participants home.

Tips for Celebrating *Talk Story* @ Your Library

- **Be open.** Offering multicultural storytimes and programs can be daunting, especially when featuring a culture and language with which you might not be familiar. But don't be afraid. It is the effort and the thought that counts. Just make sure to use all the resources available to you in the library, on the Internet, and in the community. There are videos and audio books to help you pronounce those pesky 14 letter Hawaiian words and books to help you ensure that you don't misrepresent any cultures.
- **Talk to your community.** You never know who can help you! Perhaps there is an APA and AIAN resource center just waiting for you to ask for help. Resource centers cannot only offer their expertise but may also be able to help you find a storyteller or dance group. Civic clubs and ethnic groups abound, sometimes in the most unlikely of places, so be sure to look high and low.
- **Plan ahead.** When focusing on cultures that may be less prominent in mainstream society, it is sometimes more difficult to locate books and materials to use in your program. Don't let this discourage you. The materials are out there and just need to be found. Sometimes publishers of these materials are quite generous with donations so don't be afraid to ask.
- **Don't limit yourself.** *Talk Story* focuses on the APA and AIAN communities, but this doesn't mean you can only do these programs during May (APA Heritage Month) or November (American Indian Heritage Month). These cultures do not only have holidays and festivals year round, but they also have traditions (e.g., food, quilting) and

concepts (e.g., colors, seasons) that can be incorporated into more general themes. So, there should be plenty of opportunities throughout the year.

- **Don't worry about funds.** The great thing about *Talk Story* is that you don't have to have loads of money to implement it. All you need is a lot of energy and some resources from your library. If you are lucky enough to have funds, then it would be great to hire storytellers and other types of performers (such as drum or dance groups).
- **Have fun!** The most important thing is to enjoy all of your hard work! You've put a lot of effort and thought into this, so enjoy it and see the joy and appreciation in your patrons' eyes. Make it an event they'll remember!
- **Say "thank you."** Whether you're saying mahalo, salamat, xie xie, ahe'hee, miigwech, or quyanaq, make sure you say it to everyone who helps you.

Tips for Families

Reading together is a special time to connect with each other and build a love of books. Stories, conversations, songs, and play all work together to develop young children's language skills and love of learning. These activities can also be a way to create daily routines that celebrate your culture.

One of the best ways to help your child become a good reader is by reading books together each day. With each story that you share, your child is building vocabulary, comprehension, grammar, reasoning, and other important literacy skills. Cultural literacy also blooms, as stories connect children to their communities and heritage.

Here are some tips to help your child get ready to read:

- **Read to your child everyday.** Even if it is just for a few minutes a day, reading regularly gives your child something to look forward to each day and fosters a love of books.
- **Snuggle up while you read.** Children love to be close to their parents, and cuddling while reading will give them a sense of comfort and security that they will associate with books.
- **It's all about you.** Read and tell stories in the language that you feel most comfortable with. Young children's brains are wired to learn language, and hearing sounds and words from different languages expands their abilities.

- **Play around.** Board books are great for reading, but curious kids will find many other ways to build, manipulate, and play with them. Let them, and play along with them.
- **Make silly sounds.** Using funny voices and sound effects will keep your child interested in a story and encourage him or her to join in on the fun.
- **Interruptions are welcome.** Invite your child to point to, interact with, and ask questions about the story. Dialogs about the story will help your child build narrative, reasoning, and problem solving skills.
- **Read and repeat.** Children love to hear the same stories over and over again. They are actually learning while they do this. Repetition helps with letter and word recognition and builds comprehension skills.
- **Cover the ABCs and 123s.** Make sure that your child's book collection has at least one number and one alphabet book. Familiarity with the building blocks of reading will build your child's confidence when they become ready to read.
- **Let your child lead.** Children develop at different paces, and pushing them beyond what feels comfortable for them can turn them off of reading. Let your child choose books that are at his or her reading level and interests. Keep storytimes fun and encourage the learning process.

Resources for Librarians

General Resources

Every Child Ready to Read @ Your Library

<http://www.ala.org/ala/mgrps/divs/alsc/ecrr/index.cfm>

A project of the Public Library Association (PLA) and the Association of Library Service to Children (ALSC) that offers research reports, workshop materials, and toolkits to libraries for disseminating early literacy information to parents, educators, and political leaders.

America's Literacy Directory

<http://www.literacydirectory.org/>

Search for literacy resources by zip code.

American Library Association Youth Media Awards

http://www.ala.org/template.cfm?template=/CFApps/awards_info/browse.cfm&FilePublishTitle=Awards,%20Grants%20and%20Scholarships&stype=Y

Award-winning books for children and young adults including Pura Belpré and the Coretta Scott King award titles.

Children's Book Council

<http://www.cbcbooks.org/>

National nonprofit trade association for children's trade book publishers.

Publishes reading lists such as *Hot Off the Press*, featuring forthcoming or recently published anticipated bestsellers, and with the International Reading Association, *Children's Choice*, a bibliography of the year's best books, selected by school children across the U.S.

Read, Write, Think

<http://www.readwritethink.org>

A resource of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) that provides peer-reviewed classroom lessons, professional development resources, and also activities and tips for improving literacy.

International Reading Association (IRA)

<http://www.reading.org>

Nonprofit association dedicated to promoting literacy worldwide. Includes a robust Resources section featuring links to lessons plans and booklists.

Literacy Connections

<http://literacyconnections.com>

Information resource on reading, teaching, and tutoring techniques. Includes sections on reading aloud and suggestions for parents.

Zero to Three Early Language & Literacy

<http://www.zerotothree.org/early-care-education/early-language-literacy/>

Tips and tools from the nation's leading resource on the first years of life.

StoryCorps

<http://storycorps.org/>

"Largest oral history project of its kind" that provides everyday Americans the opportunity to record, share, and preserve their stories.

Asian/Pacific American Resources

Asian/Pacific American Librarians Association (APALA) Literature Awards

<http://www.apalaweb.org/awards/awards.htm>

Annual book awards that honor and recognize individual works about Asian/Pacific Americans and their heritage, based on literary and artistic merit. Awards given out for picture book and youth adult literature, as well as adult fiction and nonfiction.

National Book Development Council of Singapore

<http://www.bookcouncil.sg/>

Non-profit organization that organizes the Asian Festival of Children's Content (http://www.bookcouncil.sg/publishing/publishing_about.php), which brings together writers, illustrators, publishers, librarians, and other industry players, and showcases children's books and media with Asian content in all formats.

Features the Asian Children's Writers and Illustrators Conference (ACWIC) as part of the festival. The Council also organizes the Singapore International Storytelling Festival, which includes a program on digital storytelling.

Hawaii Music & Book Festival

<http://www.hawaiibookandmusicfestival.org/>

Brings together local musicians and authors featuring their new works.

Asian Pacific American Heritage Month

<http://asianpacificheritage.gov/>

A gateway site to the digital collections of the Library of Congress, the National Archives, and other cultural institutions, featuring images, audio clips, videos, and more.

Asian Pacific American Heritage Month events and resources from the Smithsonian Institute

http://www.smithsonianeducation.org/heritage_month/apahm/index.html

Provides educator resources, such as lesson plans, and lists Washington, D.C. and nationwide APA Heritage month events.

Asian Pacific American Heritage Month resources from the National Park Services

<http://www.nps.gov/history/nR/feature/asia/>

Offers a glimpse at properties listed in the National Register and National Park units focusing on important aspects of the Asian and Pacific American experience.

Paper Tigers

<http://www.papertigers.org/>

Part of *PacificRimVoices*, a family of websites and real-life projects that celebrate books from and about the Pacific Rim and South Asia. The site features reviews of children's and young adult books with an international focus, interviews with authors, and an excellent "lists & links" section that includes reading lists and resources for different countries.

sarahpark.com

<http://sarahpark.com>

A resource on transracial adoption from Korea and Korean American children's literature by Professor Sarah Park.

Children's and YA Books with Asian American Themes

http://www.cynthialeitichsmith.com/lit_resources/diversity/asian_am/asian_am.html

Fantastic website by best-selling author Cynthia Leitich Smith, featuring bibliographies of selected books on Japanese Americans, Chinese Americans, Korean Americans, as well as multicultural, multiracial, and interracial themes.

Powerful Asian-American Images Revealed in Picture Books

<http://cominfo.rutgers.edu/professional-development/childlit/ChildrenLit/asian.html>

List of picture books with realistic portrayals of Asian American characters.

Children's Books About Asia

http://www.australed.iinet.net.au/books_about_asia.html

Compiled by an Australian book supplier, this bibliography lists fiction and non-fiction books on various Asian countries or which have characters who are from Asia.

South and South Asian Diaspora in Children's Literature

<http://www.poojamakhijani.com/sakidlit.html>

Working bibliography of picture, young adult, folk and fairy tales, and crossover books.

South Asian Children's Books and Media

<http://sawnet.org/kidsbooks/>

Fiction, nonfiction, folk tales, and reviews by SAWNET (South Asian Women's NETwork) members.

Uma Krishnaswami

<http://www.umakrishnaswami.com>

Official website of author Uma Krishnaswami. Includes interviews with other authors in her blog and common errors in books with South Asian content.

Review: Internment Books for Kids

http://www.imdiversity.com/villages/asian/history_heritage/archives/wang_kids_in_ternment_books.asp

Age-appropriate books on the internment of Japanese Americans.

Asian American Booklist

<http://www.nea.org/grants/29506.htm>

A reading list of titles appropriate for K-12 students.

Small Presses of Color

<http://www.education.wisc.edu/ccbc/books/pclist.asp>

Active small-press publishers or producers of multicultural materials owned and operated by people of color.

Asian American Curriculum Project

<http://www.asianamericanbooks.com>

Nonprofit publisher of books for "all age groups, all levels of education and all Asian ethnic groups; including and not limited to Cambodian, Chinese, Filipino, Hmong, Indian, Japanese, Korean, Laotian, Samoan, Tongan, Thai, & Vietnamese Americans and Hawaiians. Materials include literature, folk tales, posters, magazine, tapes on language and music, games, activities, teachers guides, dictionaries, bilingual materials and reference books on history, social issues and education."

Polychrome Publishing Corporation

<http://www.polychromebooks.com/>

Independent publisher of Asian American children's literature.

Hawaii Book Publishers Association

<http://www.hawaiibooks.org/>

Nonprofit organization with a mission to promote book publishing in Hawaii. Its members include major local publishers and distributors.

Native American and Alaskan Native Resources

American Indian Youth Literature Awards

<http://ailanet.org/activities/youthlitaward.htm>

The children's book award was created as a way to identify and honor the very best writing and illustrations by and about American Indians. Awards given for picture book, middle school and young adult.

Oyate

<http://www.oyate.org/>

Publisher and reviewer of books about Native Americans, particularly those aimed at schoolchildren. Oyate publishes *Broken Flute*, an excellent resource that evaluates children's and young adult books. There are also other resources on evaluating books, books to avoid and FAQ's.

Thanksgiving Materials

http://www.oyate.org/index.php?option=com_content&view=article&id=53&Itemid=62

Provides alternative resources and information surrounding the myth of the "First Thanksgiving."

FAQ's

http://www.oyate.org/index.php?option=com_content&view=article&id=47&Itemid=62

This section is currently being revised, but check back to get answers to some of the most asked questions regarding selecting culturally appropriate material.

Living Stories

http://www.oyate.org/index.php?option=com_content&view=article&id=50&Itemid=66

Stories from Indian children who discuss how it makes them feel when reading or watching stereotypical stories about American Indian people.

Theytus Books, Ltd.

<http://www.theytus.com/>

A Canadian Native-run publishing house featuring children's and young adult novels.

We Shall Remain

<http://www.pbs.org/wgbh/amex/weshallremain/>

A landmark series produced by **American Experience** in association with Native American Public Telecommunications for WGBH Boston. The Event Kit for Libraries contains many great ideas for related library and school programming.

Download the 28-page library event kit, for free, at www.pbs.org/weshallremain/libraries. Included are *Guidelines for Evaluating Media about Native Peoples* and a discussion on exploring stereotypes.

Reconnecting the Circle

<http://www.reconnectingthecircle.com>

Reconnecting The Circle's mission is to encourage people to learn about Native American people and cultures and to develop a more meaningful and complete perspective on Indian Country.

American Indians in Children's Literature

<http://americanindiansinchildrensliterature.blogspot.com/>

Blog written by Debbie Reese (Nambe Pueblo) who reviews and discusses books written by Native authors that provides children with accurate information about American Indians.

Cynthia Leitich Smith

http://www.cynthialeitichsmith.com/lit_resources/diversity/native_am/NativeThemes_intro.html

Children's author Cynthia Leitich Smith (Muscogee Creek) has an excellent website with extensive information on Native children's authors and literature.

Storytellers -- Native authors online

<http://www.hanksville.org/storytellers/index.html>

<http://www.hanksville.org/storytellers/awards/>

Listing of Native authors

Techniques for evaluating American Indian web sites

<http://www.u.arizona.edu/~ecubbins/webcrit.html>

Informative site created by AILA member Elaine Cubbins.

H.A.I.L.: Honoring Alaska's Indigenous Literature

<http://www.ankn.uaf.edu/IKS/HAIL/>

The Alaska Native Knowledge Network houses and maintains this website which offers critical evaluations of books that portray Alaska Natives and other indigenous peoples.

Alaska Native Heritage Center

<http://www.alaskanative.net>

An educational and cultural institution for all Alaskans, the Alaska Native Heritage Center provides programs in both academic and informal settings.

Alaska State Historical Library online resources

http://library.state.ak.us/hist/online_resources/online_resources.html

Alaska and Polar Regions Collection from University of Alaska-Fairbanks

<http://library.uaf.edu/apr>

APR Research Room materials include archives, historical manuscripts, historical photographs, rare books, and maps, oral histories and archival films.

Alaska Native Knowledge Network

<http://www.ankn.uaf.edu>

A resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing. There are activities, newsletters, teacher guides, etc.

First Alaskans literacy project

http://www.firstalaskans.org/index.cfm?fa=documents_overview&doctype=25

In 2004, the Alaska Native Policy Center at First Alaskans Institute developed a research project to identify Pre-K through 3rd Grade literacy programs operating throughout Alaska.

Sealaska Heritage Institute

<http://www.sealaskaheritage.org>

Resources on language, literacy, cultural, events, and special collections.

Some Books about Alaska

<http://library.state.ak.us/hist/somebooks/some94.html>

Alaska State Library provides a great resource of books with annotations.

Salina Bookshelf

<http://www.salinabookshelf.com/>

An independent publisher of textbooks, children's picture books, reference books, and electronic media in Navajo and English.

Children's Book Press

<http://www.childrensbookpress.org/>

Children's Book Press is a nonprofit independent publisher that promotes cooperation and understanding through multicultural and bilingual literature, offering children a sense of their culture, history and importance.

Good Minds.com

<http://www.goodminds.com/>

Educational Resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies.

If I Can Read, I Can Do Anything

<http://sentra.ischool.utexas.edu/~ifican/index.php>

Program developed by Loriene Roy to assist the libraries serving Native American children in increasing reading skills while preserving Native identity through a family literacy program.

Resources for Families

General Resources

America Reads: Families - What You Can Do

http://www2.ed.gov/inits/americanreads/families_cando.html

Tips and strategies on how to encourage early literacy skills.

Every Child Ready to Read @ Your Library

<http://www.ala.org/ala/mgrps/divs/alsc/ecrr/resourcesab/braindevelopmentearlyliteracymaterials/forparents/forparents.cfm>

Books, videos, and websites on brain development and early literacy.

Reading is Fundamental

<http://www.rif.org/parents/>

Tips on choosing good books, motivating kids to read, reading aloud, etc.

Includes searchable database of activities to keep kids excited about reading.

Help My Child Read

<http://www2.ed.gov/parents/read/resources/edpicks.jhtml>

Resources from the U.S. Department of Education on helping your child become a reader and to promote reading success.

National Children's Book and Literacy Alliance (NCBLA) Parent and Guardian Handbook

<http://www.thencbla.org/PTMpages/parents/parenthandbook.html>

Informative articles on helping your children to become lifelong readers and writers.

Reading Rockets

<http://www.readingrockets.org>

A national multimedia project offering information and resources on how to teach young kids to read.

American Library Association Youth Media Awards

http://www.ala.org/template.cfm?template=/CFApps/awards_info/browse.cfm&FilePublishTitle=Awards,%20Grants%20and%20Scholarships&stype=Y

Award-winning books for children and young adults.

Zero to Three Early Language & Literacy

<http://www.zerotothree.org/early-care-education/early-language-literacy/>

Tips and tools from the nation's leading resource on the first years of life.

Asian/Pacific American Resources

Asian/Pacific American Librarians Association (APALA) Literature Awards

<http://www.apalaweb.org/awards/awards.htm>

Annual book awards that honor and recognize individual works about Asian/Pacific Americans and their heritage, based on literary and artistic merit. Awards given out for picture book and young adult literature, as well as adult fiction and nonfiction.

Children's and YA Books with Asian American Themes

http://www.cynthialeitichsmith.com/lit_resources/diversity/asian_am/asian_am.html

Fantastic website by best-selling author Cynthia Leitich Smith, featuring bibliographies of selected books on Japanese Americans, Chinese Americans, Korean Americans, as well as multicultural, multiracial, and interracial themes.

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<http://ailanet.org/activities/youthlitaward.htm>

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<http://www.ankn.uaf.edu/IKS/HAIL/>

The Alaska Native Knowledge Network houses and maintains this website, which offers critical evaluations of books that portray Alaska Natives and other indigenous peoples.

Salina Bookshelf

<http://www.salinabookshelf.com/>

An independent publisher of textbooks, children's picture books, reference books, and electronic media in Navajo and English.

Children's Book Press

<http://www.childrensbookpress.org/>

Children's Book Press is a nonprofit independent publisher that promotes cooperation and understanding through multicultural and bilingual literature, offering children a sense of their culture, history and importance.

Good Minds.com

<http://www.goodminds.com/>

Educational Resources for Native American Studies, First Nations Studies, Indigenous Studies, and Aboriginal Studies.

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