

# CRACK THE CASE!

## BC Summer Reading Club 2021 Manual



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# Introduction to BC SRC 2021

## **Welcome to the 2021 British Columbia Summer Reading Club!**

This manual was created to assist you in planning, promoting, and implementing the BC Summer Reading Club (BC SRC) in your community. It includes program outlines, booklists, and activity pages corresponding to seven weekly themes. You are free to modify these materials to best suit the needs of your library and community. This manual, and other outreach and promotion resources (including graphics, sample letters and press releases, report card “stuffers”), are available online at [bcsrc.ca/staff](http://bcsrc.ca/staff).

## **Increasing Inclusion and Accessibility**

A special thanks to our Consultant, Dr. Tess Prendergast (Inclusive Early Literacy) who reviewed the 2021 Manual and offered ideas and suggestions to increase the accessibility and inclusion of the programs and activities. An extra special thanks to her UBC iSchool students Vanessa Gill, Angie Goertz, and Tiffany Tse for assisting with the review process.

In addition, Dr. Prendergast, provided us with some excellent general guidelines:

- Be aware that your audience will always include children of varying abilities.
- Recognize that it is the responsibility of each facilitator to make adjustments and accommodations to best suit the needs of their participants.
- Ensure all program promotions make it clear that these programs are welcoming and inclusive, and that program content should be adaptable.
- Feel comfortable to mix 'n match activities based on the needs and abilities of the children participating.
- Let Summer Students and/or Volunteers know it's OK to adapt a program/activity.
- Make sure your room set-up allows space for kids using wheelchairs and walkers
- When possible, include (good!) books that represent children of different abilities and backgrounds.
- Normalize accommodations and/or participation of a child's caregiver with phrases such as “You can do this activity by yourself or with a partner”.
- If an activity includes the use of plants (or a substance that may cause an allergic reaction), you may wish to include this info ahead of time to give people advance notice.

## **Why run a summer reading club?**

Summer reading programs encourage kids to read regularly and thus maintain or improve their reading skills during the summer months. Primary goals of BC SRC are to help kids develop or maintain the habit of regular reading and to promote public libraries as a community resource for year-round, life-long learning. Each library in British

Columbia creates its own summer reading club using the BC SRC materials as the starting point.

### **Overall theme and weekly themes**

This year's BC Summer Reading Club theme is "Crack the Case!" Seven weekly mystery based sub-themes have been selected to use as inspiration for your programs, activities, displays and contests:

**Theme 1:** Super Sleuths – Mystery stories, detectives, and crime

**Theme 2:** Crack the Code – STEAM and scientific discoveries

**Theme 3:** Hot on the Trail – The outdoors and nature

**Theme 4:** Secret Missions – Travel and Exploration

**Theme 5:** Whodunnit? – Notable people and biographies

**Theme 6:** History's Mysteries – The ancient world, history, and dinosaurs

**Theme 7:** Is it Real? – Monsters and the paranormal

### **Artwork**

This year, we are so excited to be working with the incredible talented [Zoe Si](#), a Vancouver-based lawyer turned cartoonist and illustrator. Filled with delightful humour, beautiful representation, and touch of mystery, Zoe was able to bring the spirit of SRC to life.

Her works include a number of children's books including the *Wolfie & Fly* series (2018), *The Sorry Plane* (2019), and her new picture book *The Sorry Life of Timothy Shmoe*. In addition to books, Zoe regularly contributes cartoons to *The New Yorker* and other publications, and still regularly shares comics on her [Instagram](#). You can find out more about Zoe through her [website](#).

### **Core Print Materials**

Print materials for this year's SRC include the reading record, stickers, poster, and bookmarks. Funding from Public Libraries Branch, BC Ministry of Municipal Affairs, allows the BC SRC to provide BC public libraries with these materials free of charge. In turn, libraries use the materials in the creation of summer reading programs that are unique to each library and community.

**Reading Record:** The reading record is a fun way for kids to record what they are reading. This year we've simplified the reading record and incorporated circles to be used to track progress and to reveal the mystery through a sticker. We also added space for participants to continue reading beyond the 7 weeks to earn an additional "bonus" sticker. The "write or draw" what they read panels have been removed this year to allow more space for the artwork. However, an additional printable supplement is available for libraries. It can be printed and stapled onto the reading record to allow participants who wish to write or draw what they read to continue to do so.



Your library may suggest a reading goal (e.g. 15 minutes of reading a day), or you may help a child to set a more appropriate, personalized goal (e.g. days of reading, books/chapters listened to.)

And, of course, all reading counts! Children are encouraged to read whatever they wish (story books, information books, even comic books!), in whatever language they feel most comfortable, including American Sign Language. They can also listen to someone else read or tell stories.

**Stickers:** The reading record has spaces for eight stickers. A sticker can be awarded for each day of reading, or simply on a weekly basis. The 8th sticker can be given out for an extra week of reading or an acknowledgement of completion. NOTE: each library is intentionally provided with an additional 5 % of stickers. This allows you to give them freely to visiting children and not have to worry about running out!

**Bookmarks:** Many libraries give kids an SRC bookmark when they register; others use them to reward a reading milestone, or as prizes.

**Poster:** Display posters in the library and throughout your community! Extras are included with the intention that you send them to local schools, community centres, businesses and services in your area.

**Medals:** Traditionally, these are given to participants who complete the entire reading record or summer reading program. Decide what completion entails in your community and when the medals will be given out. Many libraries have celebrations at the end of the summer at which medals are awarded to participants. This year, libraries may choose to do a virtual celebration or outdoor event. Please consider inviting local politicians and CUPE BC representatives to thank them for their support and to show the community the importance of literacy and reading promotion.

## Websites

This year, we are merging both the staff and kids' sites together under one domain: [www.bcsrc.ca](http://www.bcsrc.ca). The kids' site will now be referred to as the "public site" since it will contain content for caregivers as well. On the public site, participants can find information about the program, a link to join our online reading tracker app, weekly online activities as adapted by the manual, and additional content.

### **BC SRC Staff Content:** [bcsrc.ca/staff](http://bcsrc.ca/staff)

Includes the contents of this manual as well as the 2021 BC SRC artwork and logos etc. You will also find a new archive of BC SRC artists and themes from previous years. Please note that we are gradually working on the archival process, while we focus on prioritizing this year's SRC contents.

**Reading Tracker App: [app.bcsrc.ca](http://app.bcsrc.ca)**

First introduced last summer, we are continuing to offer our online reading tracker app where kids are encouraged to earn digital badges. For security purposes, caregivers will need to sign their kids up for accounts. All account data from last year has been cleared and any participants from last summer will need to re-register.

**Sponsors**

The BC Summer Reading Club is sponsored by the British Columbia Library Association (BCLA) and local public libraries, with funding assistance from Public Libraries Branch, BC Ministry of Municipal affairs, and CUPE BC. Please consider sending thank-you notes to your local CUPE BC office, the Minister of Municipal Affairs, and your local Library Board, letting them know their support is greatly appreciated. Recognize the sponsors in your SRC promotional materials and advertisements, as it is with the support of these institutions that public libraries throughout the province are able to reach over 173,000 children with the BC Summer Reading Club program.

**2021 BC SRC Committee**

The 2021 BC Summer Reading Club is brought to you by a hard-working team:

BC SRC Provincial Coordinator and Tween Content Creator: Stephanie Usher  
Committee Co-Chair: Laura Zaytsoff of Castlegar and District Public Library  
Committee Co-Chair and Booklists: Alicia Dobbs and New Westminster Public Library  
Activity Sheets: Mehjabeen Ali and Surrey Public Library  
Programs (Ages 5-8): Gina Gaudet and Vancouver Public Library  
Programs (Ages 9-12): Wiena Groenewold and Fraser Valley Regional Library  
Family Storytime: Corene Maret Brown and Port Moody Public Library

We are lucky to have an amazing team of people who provide invaluable support to the BC SRC, including:

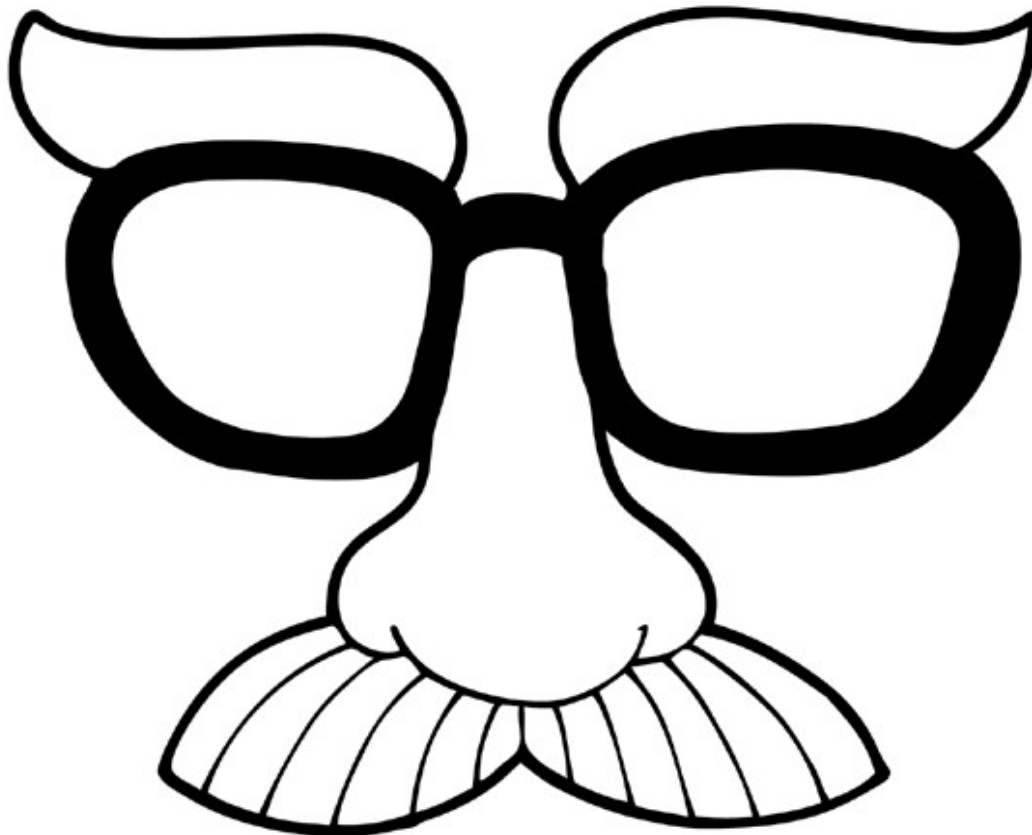
Michal Utko, Utko Creative (Graphic Designer and Web Design)  
Dr. Tess Prendergast, Inclusive Early Literacy (Consultant)  
Mari Martin, Director, Public Libraries Branch, Ministry of Municipal Affairs  
Scott Leslie and Jonathan Schatz, BC Libraries Cooperative  
Michael Burriss and the staff at InterLINK  
James Matsuba (Web Developer)  
Cynthia Ford, Project Coordinator, BCLA  
Angie Ayupova, Manager, BCLA  
Annette DeFaveri, Executive Director, BCLA

# BC SRC 2021: Crack that Case!

Activity Sheet, Theme 1: Super Sleuths – Mysteries, detectives, and crime

Prepared By: Natasha Krause & Leslee Gawthrop, Surrey Libraries

**MAKE A DISGUISE:** Colour this disguise, cut it out, and tie it around your head like a mask. Cut holes for your eyes. Supplies needed: crayons or markers, scissors, string to tie it around your head. Ask an older person for help with cutting.



Source: **SurfNetKids** <https://www.surfnetkids.com/coloring/5120/clever-disguise/>

**OUTDOOR ACTIVITY IDEA:** Someone broke the Forest Fairies' home. Put on your detective disguise and go for a walk in a forest with a family member. Look for leaves, rocks, branches, and anything else you need to build them a new home. Use a dish to set it up and place it outside when you are finished. Watch to see if any fairies return.

## LOL JOKES:

**Q. Where do fairies go to the bathroom?**

A. In the glitter box.

**Q. What happens if you check out too many library books?**

A. You'll overdue it!

For more jokes check out: *Laugh-Out-Loud Ultimate Jokes for Kids* by Rob Elliott

## FUN FACTS:

Agatha Christie is the best-selling mystery author of all time. People have bought over 2 billion copies of her books.

Crime or Mystery Fiction is the most popular category of books that people borrow from libraries.

## BOOK RECOMMENDATIONS:

- **Agent Lion** by David Soman & Jacky Davis (picture book)
- **7 Ate 9: the Untold Story** by Tara Lazar (picture book)
- **The Case of Windy Lake** by Michael Hutchinson (novel)

Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!

## BC SRC 2021: Crack the Case!

### Family Storytime, Theme 1: Super Sleuths – Mystery stories, detectives, and crime

Prepared by Corene Maret Brown, Port Moody Public Library

#### WELCOME SONG

If you're happy and you know it, clap your hands (x2)

If you're happy and you know and you really want to show it

If you're happy and you know it clap your hands.

*Continue with different actions, you can take suggestions from the audience. End with:*

If you're ready for a mystery clap your hands (x2)

If you're ready to solve it and finally resolve it

If you're ready for a mystery clap your hands

*Welcome detectives to storytime! Today we are going to sing songs, read a book, and solve some mysteries. The first thing we are going to do is give a thumbs up! On the tip of your fingers are your fingerprints. Everyone's fingerprints are unique and special – just like you!*

#### RHYME

Tommy Thumbs are up (*thumb up*)

And Tommy Thumbs are down (*thumb down*)

Tommy Thumbs are dancing (*dance them around your head*)

All around the town

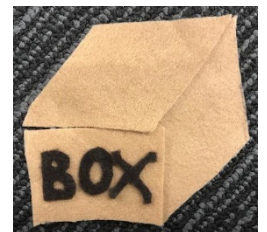
Dance them on your shoulders (*place thumbs on your shoulders*)

Dance them on your head (*place on your head*)

Dance them on your knees (*place on your knees*)

And you tuck them into bed! (*place them underneath your armpits*)

*You can continue with Peter Pointer, Peony Pinkie, all your fingers*



#### FELT GUESSING GAME

Here is box where something had hid (*point at the box*)

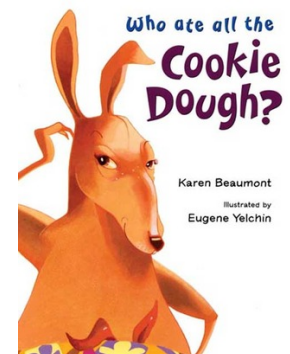
I wonder what is under the lid?

Let's listen quiet for a shout (*Pause*)

And see what friend comes out!

*Make an animal noise and have the children guess what animal/object is hiding*

*You can continue this rhyme with multiple animals*



#### BOOK

**Who Sank the Boat?** By Pamela Allen or

**Who Ate All the Cookie Dough?** by Karen Beaumont

## **SONG**

*Have all the children pretend to sleep. "Okay, detectives I am going to make sure you aren't peeking! I will investigate to see if you are!" You can bring a magnifying glass and check the children to make sure they are sleeping.*

See the little bunnies sleeping  
'Til it's nearly noon  
Come and let us gently wake them  
With a happy tune.  
Oh how still! Are they ill?  
Wake up soooooon!  
Hop little bunnies, hop, hop, hop (x3)  
Hop, hop, hop! Back to sleep bunnies!

## **FLANNEL GUESSING GAME**

I'm a shadow! Look at me!  
Whose shadow Might I be?

*Extension activity if needed: You can play a game of I SPY once you have uncovered all the objects.*

I spy with my little eye  
Something that is [insert adjective]

## **RHYME**

Knock, knock, who's there? (*mime knocking*)  
Two little feet go tap, tap (*tap feet*)  
Knock, knock, who's there?  
Two little knees that go slap, slap (*tap knees*)  
Knock, knock, who's there?  
Two arms like a bird go flap, flap (*flap arms like a bird*)  
Knock, knock, who's there?  
Two little hands go clap, clap (*clap hands*)  
Knock, knock, who's there?  
Two little eyes go blink, blink (*blink eyes twice*)  
Knock, knock, who's there?  
One little head goes think, think (*tap head with one finger*)  
Knock, knock, who's there?  
Open the door and see (*Mime opening door*)  
Knock, knock, who's there?  
It's all of me! (*Dance/jump/etc*)



## **SONG – WITH PUPPET**

*Set up a cookie jar that has all the cookies missing.*  
Who stole the cookie from the cookie jar?  
Puppet: Who Me?  
Yes you!

Puppet: Couldn't be?

Then who?

*[Accuse next puppet until you come to guilty party who can be holding a cookie in their hand. They will answer: "Possibly!"]*

### **BOOK**

***My Toothbrush is Missing by Jan Thomas*** *(this makes an excellent story to do some prop humour. Bring in different objects to try to brush your teeth) or*

***I Lost My Sock by PJ Roberts*** *(This would work well with a felt "sock" prop)*

### **FAREWELL ROUTINE**

## **BC SRC 2021: Crack the Case!**

### **Programs – Younger Kids (Ages 5-8), Theme 1: Super Sleuths – Mystery stories, detectives, and crime**

*Prepared by: Francesca de Freitas and Sarah Reese, Vancouver Public Library*

#### **INTRODUCTION:** [5 minutes]

Welcome to this week's summer reading club activity – today we're going to be Super Sleuths and solve The Case of the Stolen Library Book!

Tip: encourage kids to use the buddy system or have a caregiver assist to highlight collaboration, accommodate various abilities, and asking for help when needed.

#### **ICE BREAKER: Share your disguise** [10-15 minutes]

##### **In person or virtually:**

- When registering, ask kids to bring something to use as disguise to the program
- Have each kid share the parts of their disguise, and what their cover identity could be

Alternate if kids don't have disguise items:

- Sometimes detectives need a disguise so they can hunt for clues without being noticed. What would you use as a disguise? Going around the group, have each participant say: "My name is \_\_\_\_\_ and my super sleuth disguise is..."

#### **ACTIVITY: Introduce the crime and the suspects** [5-10 minutes]

**In person:** You could make a poster for each suspect and put them on the wall in a police style line up.

**Virtually:** Screenshare the suspect list, or an image of each suspect as you talk about them.

**Take home kit:** Include the crime and suspect sheet in the take home kit. If you have the time or opportunity, get a few of the talking points below in as you hand out the kits. Someone has stolen the Guinness Book of World Records (or other book of your choice) from the library! We will have to use our powers of observation, intuition, and deduction to discover 'whodunit.'

Introduce the suspects: Share the suspect sheet (See attachments.)

- Make sure kids know the name of each suspect.
- Talk about or show the books each character comes from.

#### **ACTIVITY: Brainstorm motives** [5-10 minutes]

##### **In person or virtually:**

- Come up with a motive for each suspect. Follow the kids' lead, but if they're having trouble you could talk about someone stealing the book because they were upset that they didn't manage to set a world record. What record might



each character like to hold? Matilda – reading the most books, Piggie – fastest slop eater. You could bring up what record the kids would like to hold. What record could the group win together?

- Ask kids to share who they think might be guilty, talk about how detectives have to be open minded.

**ACTIVITY: Solve the clues** [30 minutes]

**In person:** Consider hiding the clues in envelopes around the library. You could divide the group into teams to work on clues. If it works with the size of your program, you could do the logic puzzle using kids standing in a line representing each character.

**Virtually:** You could divide the group into breakout rooms to work on clues.

**Take home kit:** Include the clues in the kit.

Share the clues (see attachments) one at a time, the order isn't important. Depending on how separated people are and likely to overhear each other, is probably best to have everyone working on the same clue at the same time. Gather together once they've solved the clue and see who you can cross off the suspect list.

**ACTIVITY: Solution** [5 minutes]

**In person and virtually:** Congratulate kids, and ask them to come up with a reason Franklin would steal the book. Compare the solution to their initial guesses.

**Take home kit:** You could invite kids to bring their solution back to the library for a cheer, or small prize.



# The Case of the Stolen Library Book

Someone has stolen a book from the library!  
Use your powers of observation, intuition,  
and deduction to discover 'whodunit.'

## The Suspects

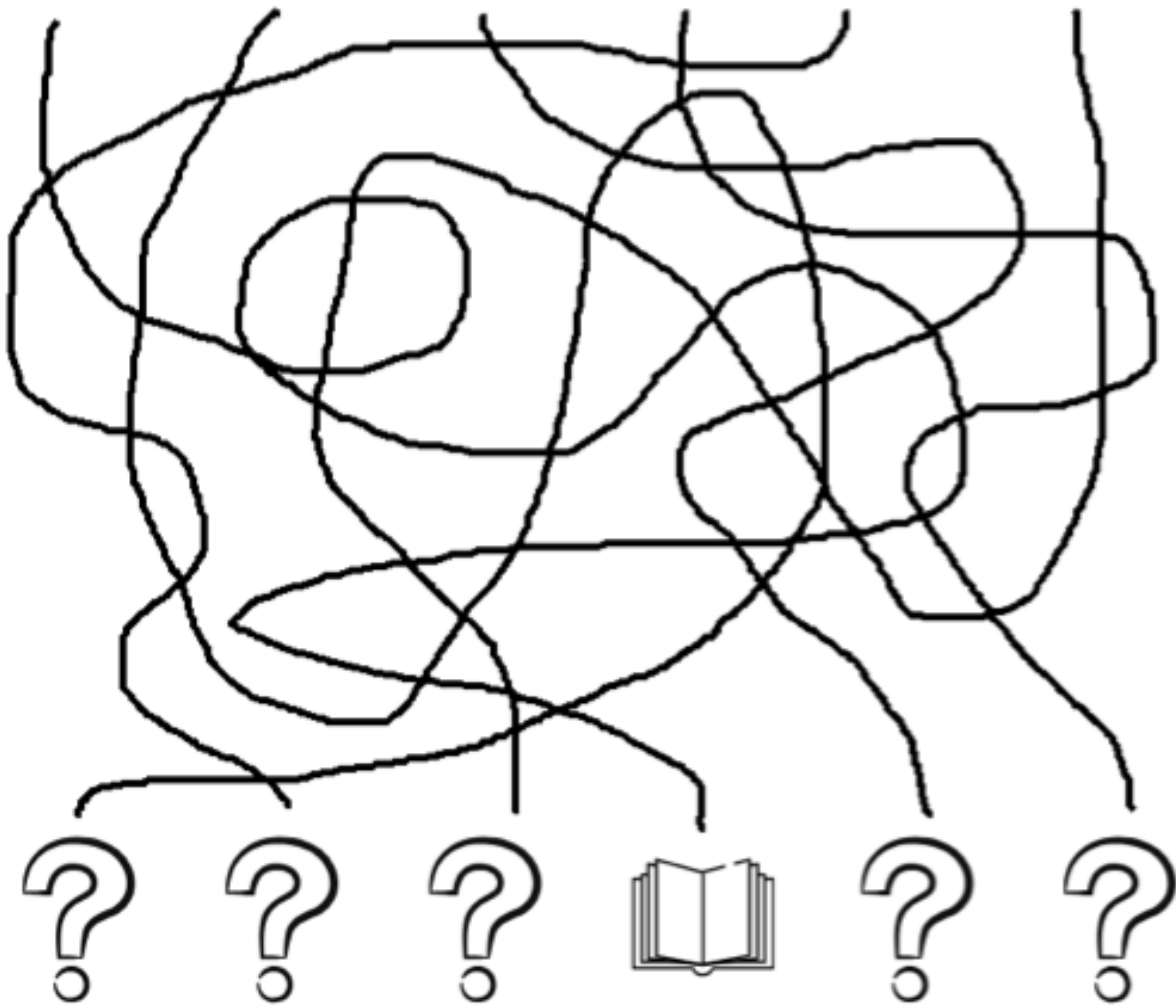


## The Clues

There are five clues - each clue proves one suspect is innocent. Use this sheet to cross off each suspect when you are sure they did not commit the crime.

# Clue: Who Owns the Book?

The suspect who already owns the book did not steal the library copy! Follow the lines to see who is innocent.





# Clue: Footprints

The suspect who left the fewest footprints did not steal the book! Count the footprints to see who is innocent.





# Clue: Missing Name

One suspect was too busy to steal the book, they didn't even leave their proper signature! Their name, or part of their name, is missing. Figure out whose name is missing - they are innocent.

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

Harry  
Potter  
Franklin

Geronimo  
Stilton  
Matilda

Captain  
Underpants  
Piggie



# Clue: Overheard

Library staff overheard a suspect talking outside at the time of the theft.

Unscramble the names for a clue to who is innocent.



**RARYH**

\_\_\_\_\_

**CLUE:**



**GIGEPI**

\_\_\_\_\_



**ONRIEGOM**

\_\_\_\_\_



**ITLAMAD**

\_\_\_\_\_



**TCAAINP**

\_\_\_\_\_

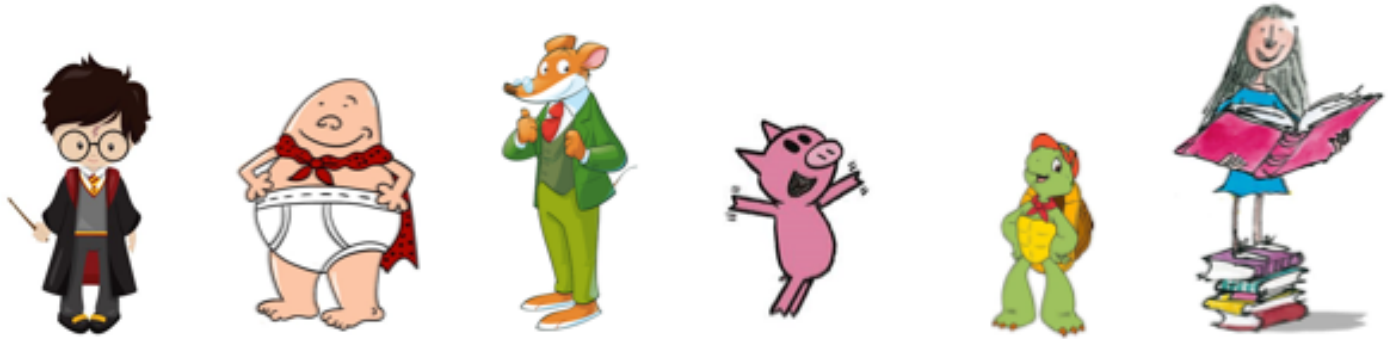


**IAKFNRLN**

\_\_\_\_\_

# Clue: Alibi

One suspect could not have stolen the book, they were at School! Solve the logic problem to see who is innocent.



**Locations:** Beach, Grandma's, Grocery Store, Park, Pool, School

1. **Piggy** had a great time at **Grandma's** house.
2. The suspect who went to the **Pool** is somewhere to the left of **Geronimo**.
3. The suspect who went to the **Grocery Store** is next to the suspect who went to the **Park**.
4. The suspect who went to **School** is somewhere to the right of **Geronimo**.
5. **Captain Underpants** went to the **Park** to watch the dogs.
6. **Matilda** was sad she couldn't go to the **Beach**.



## **BC SRC 2021: Crack the Case!**

### **Programs: Older Kids (ages 9-12), Theme 1: Super Sleuths – Mystery stories, detectives, and crime**

*Prepared By: Danay Robinson, Lori Nick & Robyn Weisner, Fraser Valley Regional Library*

#### **OVERVIEW**

A mystery story connects the various activities that participants complete. Each completed activity eliminates a suspect from the story until only the guilty person is left.

Facilitators should suggest that participants may want to use the buddy system to help support those who may need help with their reading such as pairing an older kid with a younger one to help read out the clues.

#### **STORY BACKGROUND**

Mr. and Mrs. Reed have invited a number of guests to their mansion for a party. Shortly after the guests arrive, it is discovered that a crime has been committed at the house (e.g. jewelry theft, pet-napping, whatever you want it to be). The suspects are the Reeds and the members of their household staff. The police are unable to respond right away, so it's up to the party guests to solve the mystery in time and catch the guilty person.

#### **HOW IT WORKS**

There are a number of puzzles to solve or activities to complete (examples provided below). The solution to each puzzle or activity will eliminate one of the suspects. Whichever suspect is left is the thief (or pet-napper, etc.). If an in-library program can't be done, the story and puzzles/activities could be provided as a pick-up and do-at-home activity.

You can adjust the length of the program by adding or subtracting the number of suspects and puzzle clues. A short program may only have 4 suspects and 3 puzzles, for example.

You can give each of the staff members names if you want, but the puzzle solutions are for their position (eg. chef, gardener, etc.). Feel free to add your own suspects and more puzzles or activities to eliminate them!

#### **SUSPECTS**

1. Mrs. Estelle Reed
2. Mr. John Reed
3. The Handyperson
4. The Housekeeper
5. The Chauffeur
6. The Butler
7. The Chef
8. The Gardener

#### **PUZZLES AND ACTIVITIES**

1. **Riddles** (<https://www.innovativeteachingideas.com/blog/50riddles-to-challenge-your-students>.)

Use a riddle as a fill-in-the-blank answer to a clue. Example: "It couldn't have been me" Said one suspect. "I was busy outside applying \_\_\_\_" (Hint: What kind of coat can be put on only when wet?) Answer: Paint. The suspect to rule out is The Handyman.

2. **Rebus Puzzle** (<https://kids.niehs.nih.gov/games/brainteasers/rebus-puzzles/index.htm>).  
Use a puzzle as a fill-in-the-blank answer to a clue. Example: "It wasn't me!" Said another suspect, "I was making \_\_\_\_". (Hint: segg, eegs, gegs). Answer: scrambled eggs- the suspect to rule out is the Chef
3. **Custom maze generator** (<https://mazebrite.com/>)  
Use the maze to reveal a hidden word as the clue to rule out a suspect. Eg: "Gardener"
4. **Word Scramble** (<https://www.education.com/worksheet-generator/reading/word-scramble/>)  
Use this word scramble generator to scramble the letters of the clue. Example:  
"The Butler is innocent"
5. **Crossword puzzle** (<https://www.edu-games.org/word-games/crosswords/hidden-word-puzzle.php>)  
Use a crossword puzzle with horizontal answers to spell a vertical clue.
6. **Craft decoder wheel** (<https://thecraftingchicks.com/spy-decoder-wheel/>)  
Write a clue in code. Participants make and use the decoder wheel to decode the clue.
7. **Math and logic puzzles** (<https://www.mentalup.co/blog/math-riddles>)  
Example: Pyramid Sudoku puzzle, with a blank space at the top. Solve for the blank space to rule out a suspect by number (example- the number 1- Mrs. Estelle Reed).



# BC SRC 2021: Crack the Case!

Activity Sheet, Theme 2: Crack the Code - STEAM and scientific discoveries

Prepared By: Jan Parker, Surrey Libraries

## FUN WITH MORSE CODE

Tap it, clap it or flash it. Try these Morse Code activities.

1) Using the chart below, learn your name in Morse Code.

2) Decode this message:

.... .- .-. .-. -.- .- . -.. .. -.

A	• —	U	• • —
B	— • • •	V	• • • —
C	— • • — •	W	• — —
D	— • •	X	— • • —
E	•	Y	— • — —
F	• • — •	Z	— — • •
G	— — •		
H	• • • •		
I	• •		
J	• — — —		
K	— • —	1	• — — — —
L	• — • •	2	• • — — —
M	— — • •	3	• • • — —
N	— •	4	• • • • —
O	— — —	5	• • • • •
P	• — — •	6	— • • • •
Q	— — • —	7	— — • • •
R	• — •	8	— — — • •
S	• • •	9	— — — — •
T	—	0	— — — — —

Source: Code Bug

<http://www.codebug.org.uk/learn/step/540/morse-code-alphabet/>

Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!

## JOKES

**Q: How did the Vikings send secret messages?**

A: By Norse code!

**Q: What goes dot, dot, dash, squeak?**

A: Mouse code

Source:

<https://www.enchantedlearning.com/jokes/>

## FUN FACTS

Samuel Morse, inventor of Morse Code was a talented artist before becoming an inventor.

Read more about him in **World Book Encyclopedia**

Morse code is technically a cipher, not a code.

Read more about codes and ciphers at

[www.giftofcuriosity.com/secret-codes-for-kids/](http://www.giftofcuriosity.com/secret-codes-for-kids/)

## BOOK RECOMMENDATIONS

- **Ada Twist, Scientist** by Andrea Beaty
- **Small World** by Ishta Mercurio (picture book)
- **Out of the Ice: How Climate Change is Revealing the Past** by Claire Eamer (information book)
- **Secret Coders** by Gene Luen Yang (graphic novel)
- **Seventh Voyage** by Jon Muth (graphic novel)
- **Space Case** by Stuart Gibbs (novel)

## OUTDOOR ACTIVITY IDEA

Have a Morse Code scavenger hunt in the dark.

Send a Morse Code message telling players what items they need to find. Item suggestions:

Leaf

3 Rocks

Insect

Plastic item

Coin

## **BC SRC 2021: Crack the Case!**

### **Family Storytime, Theme 2: Crack the Code – STEAM and scientific discoveries**

*Prepared by Corene Maret Brown, Port Moody Public Library*

#### **WELCOME SONG**

*Tune of “We Wish You A Merry Christmas”, clap in beat to the song lyrics and follow action in lyrics*

Let’s all do a little clapping!

Let’s all do a little clapping!

Let’s all do a little clapping

Because friends are here

*Repeat with stomping, jumping, laughing, etc. Ask the kids for suggestions! When the group is ready to settle, end with the last verse: “Let’s all do a little sit down – Let’s start storytime!”*

***“Today we are talking all about science and we are going to become scientists! Scientists do lot of things – they work with computers, they build, they make, they experiment, do math and much more! We are going to become scientists, so we need some special equipment today!”***

#### **SONG**

*To the tune of the Hokey Pokey*

Put your goggles on (*mime placing goggles on*)

Take your goggles off (*mime placing goggles off*)

Put your goggles on

And shake them all about!

Do the science pokey and spin your hands about (*You can either encourage the children to roll their hands or do a regular “turn yourself about” depends on the group*)

That’s what it’s all about! (*clap at the end*)

*Extra verses: Put your lab coat on, put your gloves on, put your boots on, etc.*

#### **BOOK**

***Test This Book!*** by Louie Zong

***Now that we have our special equipment and know how scientists discover, let’s go to the special room to do our experiments called the laboratory. To get there, we are going to need to take the elevator.***

#### **SONG**

Let’s go riding on an elevator! (*clap in tune to the beat*)

Elevator, elevator

Let’s go riding on an elevator

Come along with me.

First floor, second floor, third floor

Fifth floor, sixth floor (*Crouch down and stand up incrementally as you go up a floor.*

*Can also be done with just your hands rising from the floor to above your head).*

Down, down, down, down, down! (*fall down*)

**Okay, we are ready to go to the science room?**

### **SONG**

*To the tune of "Zoom, Zoom, Zoom!"*

Boom! Boom! Boom! (*clap hands together*)

Let's go to the science room!

Boom! Boom! Boom!

Let's go to the science room!

We will go to the laboratory (*roll hands*)

To mix some things and hear a story!

Boom! Boom! Boom!

Let's go to the science room!

In 5, 4, 3, 2, 1 – Blast off! (*Crouch down and do a big jump/hand motion at the end*)

***We are going to do a little experiment today. Usually experiments are done in a laboratory with beakers.***

### **FELT SONG**

5 little beakers simmering in the lab

The first one said: "I feel so sad!"

The second one said: "Bubble, bubble, bubble!"

The third one said: "Let's make some trouble!"

The fourth one said: "Let's mix to make a brew!"

The fifth one said: "I can't wait see what we will do!"

And the scientists poured

And mixed with a spoon

And the 5 little beakers

Made a great big BOOM!



### **BOOK**

***Ada Twist, Scientist* by Andrea Beaty or**

***Charlotte the Scientist is Squished* by Camille Andros**

***Let's make a robot together!***

### **RHYME – ROBOT FACTORY**

Hello! My name is [*inset name of presenter*]

And a work in a laboratory! (*wave*)

One day, the scientist comes up to me

And says: "[Name], do you like robots?"

And I say "Yes!"

"Good! Now wave your hand!" (*wave hand*)

*Continue the song by adding different body parts, say "beep boop", and finally end with...*

"Good! Now do the robot dance!"

*Get all the kids to join you in doing the robot dance.*

**FAREWELL ROUTINE**

## **BC SRC 2021: Crack the Case!**

### **Programs – Younger Kids (Ages 5-8), Theme 2: Crack the Code – STEAM and scientific discoveries**

*Prepared by: Kelly S. Vancouver Public Library*

#### **INTRODUCTION:** [5min]

Welcome to this week's summer reading club activities are all about codes and STEAM and science!

Tip: encourage kids to use the buddy system or have a caregiver assist to highlight collaboration, accommodate various abilities, and asking for help when needed.

#### **ICE BREAKER: Spy Code Name Generator** [5 min]

*Before we get started, we all need to choose our spy names. Why would spies need to change their names? (Protect their families and "real" identities)*

1. Handout the code name Generator / Share it on screen. (Spy Code Name Template)
2. Help the kids to find their code name. Use yours as an example to do together.
3. Virtual: Rename kids / In person – nametags & decorate (time permitting)

#### **ACTIVITY: Simon Says** [5 – 10 Minutes] Activity works virtually or in person.

*Spies and secret agents often use body language to tell someone a message. For example, if you were to be meeting another secret agent, and they scratched their nose when you walked by, that could mean "I am being followed." You would then know to not talk to them.*

*Let's brainstorm ideas of regular movements that could mean something, then we'll play Simon says with the gestures:*

*Eg: Shrug your shoulders means: \_\_\_\_\_*

#### **ACTIVITY: Decode the Secret Message** [5 Minutes] In-person: print off and make decoder wheel. Virtual share screen with complete decoder wheel (See Templates)

*Has anyone heard of a cipher? A cipher is a kind of code where one thing is substituted for another. So you might substitute each letter in the alphabet for another letter or a number.*

#### **ACTIVITY: Secret Map** [10 Minutes] In-person: Have a variety of paper and coloured markers. Virtual: share screen to show example then have the template ready to annotate as a group. Talk about what kind of building you are making a map of.

*Did you know that the founder of the Scouting movement, Lord Robert Baden-Powell was a spy for the British? He posed as a scientist studying butterflies and hid secret maps of foreign military areas in sketches of butterflies.*

**ACTIVITY: Make Invisible Ink** [20 Minutes] In-Person: Make the ink and reagent ahead of time. Virtual: show making and consider having a “take and make” kit of ingredients for pick-up. Consider having a few kids send you private messages in the chat for codes that you can reveal in real time. Provide the recipe for later. Consider having kids drop off their creations for display. Consider painting a secret message to the kids on the handout. Materials & Recipe (See Template)



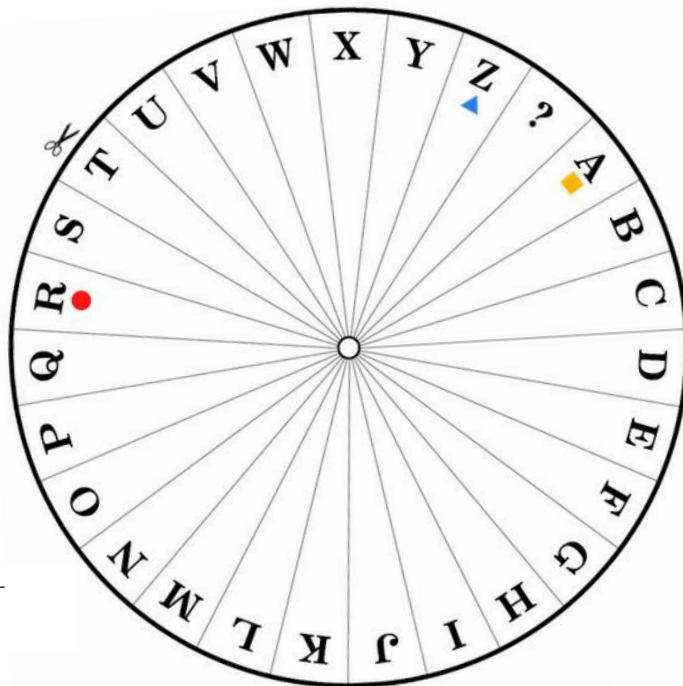
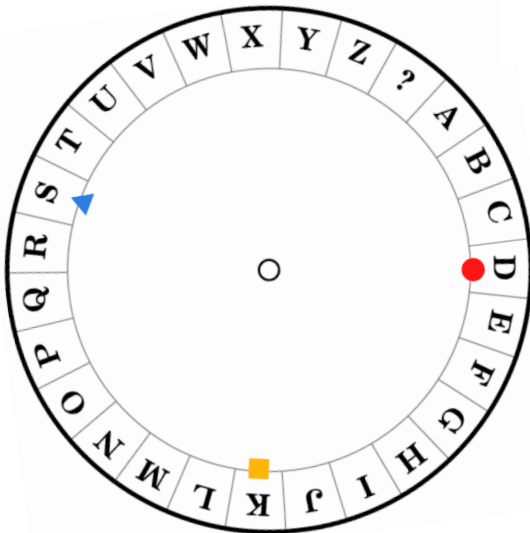
# CODE MAKER

Use your decoder wheel in the **yellow square** position to decode the secret message below. You can use your decoder wheel in different positions to write coded messages to your friends and family.

T H R T A J Y V T R I V

Answer: \_\_\_\_\_

1. Cut out the circles
2. Place the smaller circle over the larger circle so that the centers overlap. Secure with a pin or brass fastener.
3. Line up the two circles so that the yellow squares match (A = K)
4. The outside letters are the coded letters and the inside are the real letters. (A is really K, B is really L)
5. You can use these wheels later to make up your own codes and keys – just turn the top wheel to match a different colour, or create your own match!



Code Wheel adapted from <https://frugalfun4boys.com/code-activity-kids-make-spy-decoder/>

Answer: Crack the Case

BC SRC 2021 Crack the Case

# SPY CODE NAME



Use the code name generator below to figure out your three word Secret Spy Name. Your spy name means that even if one of your secret messages is discovered, no one can connect the message with you.

## 1. Take the first letter of your first name

A: Tri	F: North	K: Main	P: One	U: Empty	Z: Yellow
B: Watt	G: Leaf	L: Fern	Q: Red	V: Grey	
C: White	H: South	M: Green	R: Silver	W: Drop	
D: Winter	I: Cobra	N: East	S: Blue	X: Gold	
E: Chuck	J: Sea	O: Ocean	T: Five	Y: Baron	

## 2. Take the month of your birth

JANUARY: Kodak	JUNE: Shot	NOVEMBER: January
FEBRUARY: Cuckoo	JULY: Ewok	DECEMBER: Tower
MARCH: Smoke	AUGUST: Bridge	
APRIL: Lizard	SEPTEMBER: Bear	
MAY: Edge	OCTOBER: Eagle	

## 3. Take the first letter of your last name:

A: Wing	F: Heavy	K: Chaos	P: Realm	U: Ice	Z: Fox
B: Iron	G: Empire	L: Love	Q: Thorn	V: Sky	
C: Holly	H: Fury	M: Magic	R: Abyss	W: Laser	
D: Dark	I: Angel	N: Goblin	S: Fire	X: Polar	
E: Inn	J: Smith	O: Temple	T: Secret	Y: Metal	

My Spy Name is:

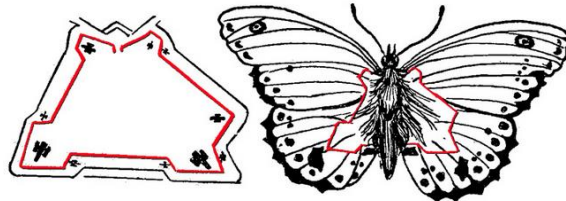
\_\_\_\_\_



# SECRET MAP



Did you know that the founder of the Scouting movement, Lord Robert Baden-Powell was a spy for the British? He posed as a scientist studying butterflies and hid secret maps of foreign military areas in sketches of butterflies.



Can you create a secret map in the drawing below? Colour in the drawing below to make a secret map.



Baden-Powell Image: <https://worldbuilding.stackexchange.com/questions/18736/encrypting-maps>

Butterfly Image: <https://www.bestcoloringpagesforkids.com/wp-content/uploads/2019/04/Adult-Coloring-Butterfly.png>

BC SRC 2021 Crack the Case

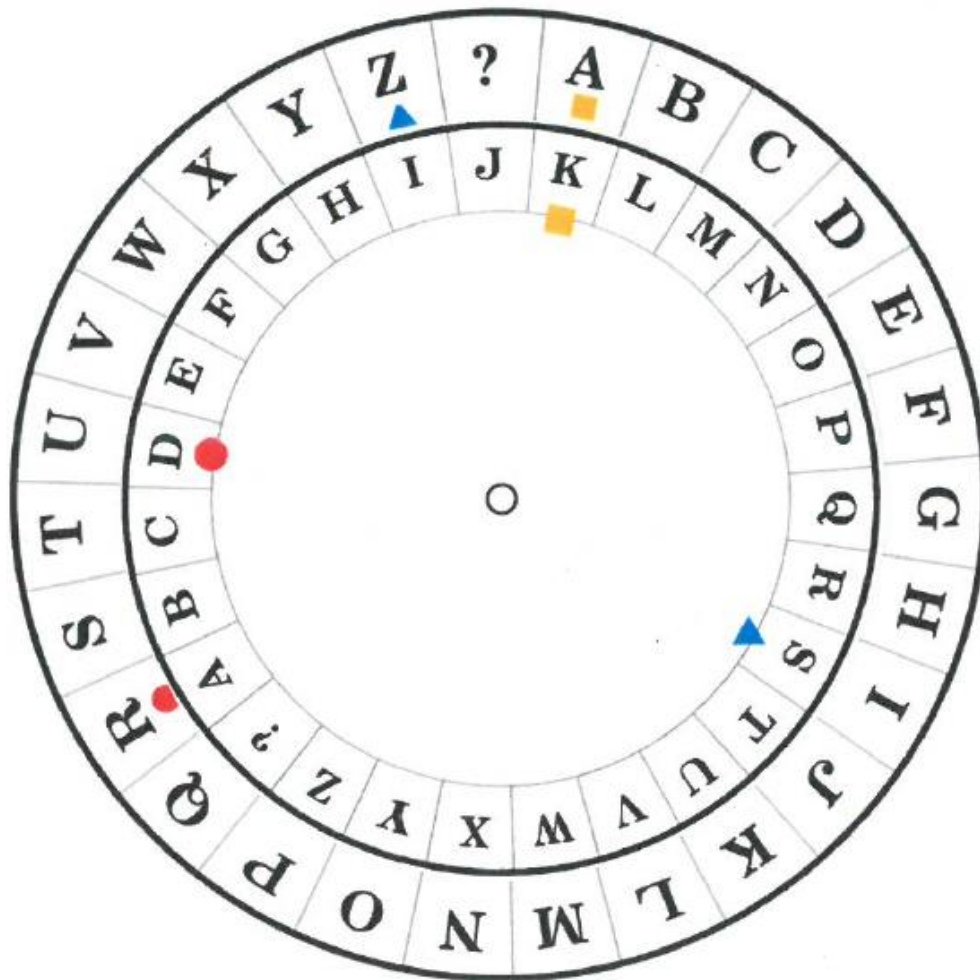


# CODE MAKER

## VIRTUAL VERSION

T H R T A J Y V T R I V

Answer: \_\_\_\_\_





# INVISIBLE INK

Invisible ink has been used for centuries to hide messages. Imagine being able to hide a message in a book or on a boring looking letter, without anyone even knowing that there is a message there! Some recipes even use pee! (Which we don't recommend!)

## Materials:

water (1/2 cup)  
baking soda (1 Tablespoon)  
paper  
cotton swabs (or a paintbrush)  
rubbing alcohol (1/2 cup)  
turmeric (1 teaspoon)  
paper towels (or a paintbrush)

## Supplies:

measuring glass  
measuring spoons  
spoon for stirring

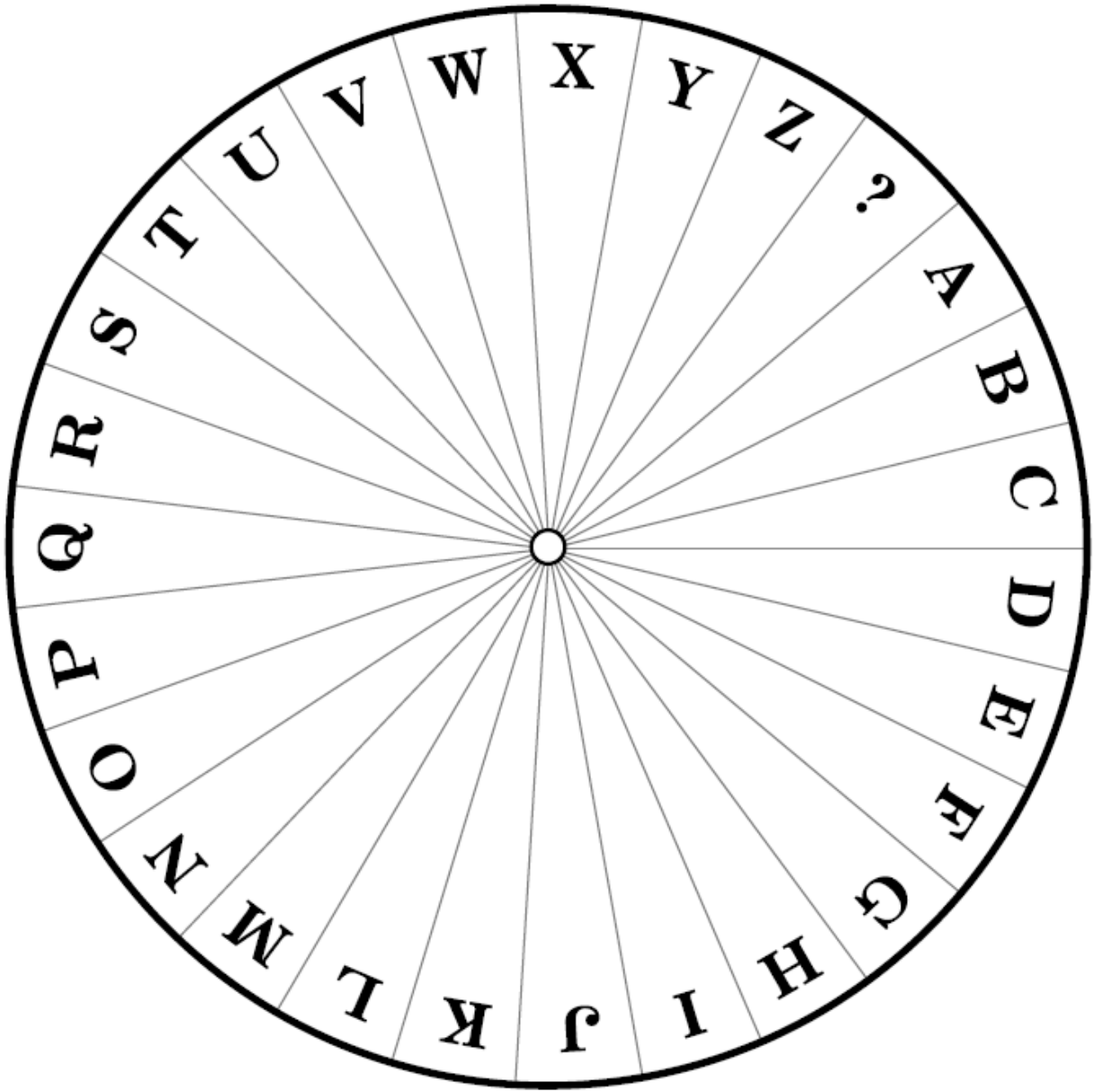
## Method:

1. Add 1 Tablespoon of baking soda to 1/2 cup of water.
2. Stir the baking soda into the water to make the "invisible ink"
3. Use the cotton swabs or paint brushes to draw a picture or write a message on a piece of paper.
4. While you wait for the message to dry, mix the revealing solution.
5. Mix one teaspoon of turmeric with 1/2 cup rubbing alcohol & stir. (CAREFUL! It stains!)
6. When your paper has dried, use a paper towel or larger paintbrush and brush the revealing solution over the paper.
7. Voila! Reveal the secret message!

Optional area for secret message:

"Can YOU find the message below?" Or "Test your solution here"

<https://researchparent.com/color-changing-invisible-ink/>



## **BC SRC 2021: Crack the Case!**

### **Programs – Older Kids (ages 9-12), Theme 2: Crack the Code! – STEAM and Scientific Discoveries**

*Prepared By: Alexandria Suter, Fraser Valley Regional Library*

#### **ACTIVITY 1: Solar Eclipse Kit: Experimenting with Light**

##### **MATERIALS**

- Shoebox (or other small rectangular box)
- Scissors
- Black Cardstock (or thick construction paper)
- Yellow Tissue Paper
- Tape
- Toothpick (or thin craft stick)

##### **INSTRUCTIONS**

1. Cut a window at each end of your box and then cut a slit across the width (or top) of the box lid.
2. Cut out a square of black card small enough to slide into the slit in the box.
3. Cut out a circle from the middle of the card and stick yellow tissue paper over the hole.
4. Stick the toothpick to the black card circle (you will use this as your Moon).
5. Slide the square of black card into the slot on the box and hold the box up to the light. Look through it to see your Sun

##### **HOW DOES IT WORK?**

When you look through the box's window you will see the example of our sun shining brightly. However, when you start to slowly lower the black card circle moon into the slit of the box, you will slowly see our sun disappear and create an eclipse.

\*Note: This experiment is not to be used to look at the actual sun. Looking directly at the sun can be harmful.

##### **FURTHER EXPERIMENTS**

- Use different types of light, such as a flashlight, daylight, TV light, etc. How do different types of light affect the experiment?
- What if our sun was a blue star or a red star or even a purple star? Use different colored tissue paper to see how that would change the way we see an eclipse.

#### **ACTIVITY 2: Water Fireworks: Experimenting with Density**

##### **MATERIALS**

- Water
- Oil
- Food Colouring (Any color of your choosing)
- Two Clear Drinking Glasses
- A Fork

## **INSTRUCTIONS**

1. Fill one glass almost to the top with room-temperature water.
2. Pour 2 tablespoons of oil into the other glass.
3. Add 2 drops of food colouring to the glass with the oil.
4. Stir the oil into the food coloring using a fork. Stop once you break the food colouring into smaller drops.
5. Pour the oil and colouring mixture into the water-filled glass.
6. Now watch! The food colouring will slowly sink in the glass, with each droplet expanding outwards as it falls. Looks like fireworks!

## **HOW IT WORKS**

Food colouring dissolves in water, but not in oil. So when you pour in your food colouring/oil mixture the oil will float at the top of the water because it is less dense, and the food colouring will begin to dissolve once they sink through the oil and into the water.

## **FURTHER EXPERIMENTS**

1. Try using red and blue food colouring, and see how the colours combine when you start to mix the oil and food colouring together.
2. Try doing the experiment without the oil and observe and record how the results are different.
3. Try using a larger glass or container. Does it change the results?

# BC SRC 2021: Crack the Case!

Activity Sheet, Theme 3: Hot on the Trail – The outdoors and nature

Prepared by: Ginny Aho, Surrey Libraries

## MATCHING GAME

Animals and birds leave footprints when they walk on soft or wet ground. **Can you match the animals below to their tracks?**

Find the answers below!

Images from ThatAfterSchoolLife.com



## OUTDOOR ACTIVITY SUGGESTION

Go for walk along a sandy beach or the muddy edge of a pond. Search for animal and bird tracks in the mud or sand. Can you guess who made the tracks? Make some of your own tracks, too!



## LOL JOKES

Q. What color socks do bears wear?

A. They don't wear socks; they have bear feet!

Q: What do you call a line of rabbits walking backwards?

A. A receding hareline!

Source: Enchantedlearning.com - Bear Jokes & Rabbit Jokes

## FUN FACTS

Squirrels sweat through their feet.

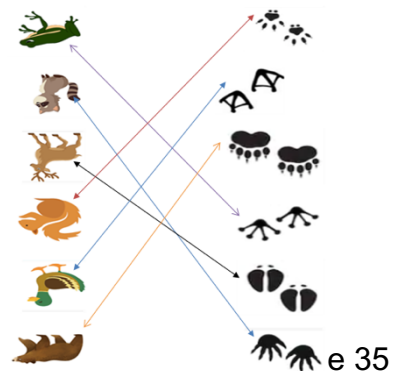
Some ants can walk upside down.

Find out more facts in *National Geographic Kids Weird but True, 5*

## BOOK RECOMMENDATIONS

- *Wild Tracks! A Guide to Nature's Footprints* by Jim Arnosky
- *Animal Tracks and Signs* by Jinny Johnson
- *Who's Been Here? A Tale in Tracks* by Fran Hodgkins

Answer Key:



Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!



## **BC SRC 2021: Crack the Case!**

### **Family Storytime, Theme #3: Hot on the Trail – The outdoors and nature**

*Prepared by Corene Maret Brown, Port Moody Public Library*

#### **WELCOME SONG**

When birds get up in the morning, they always say: “Hello!” (x3)

Tweet, tweet, tweet, tweet – that is what they say

They say tweet, tweet, tweet, tweet

That is what they say!

*Repeat with different local animals (squirrels, whales, deer, etc). Until the last verse when you can ask the audience what they say in the morning.*

**“Today we are nature detectives. When you go on a walk, what plants and animals do you see? Let’s pretend we are a tree today. We will start by being a little acorn.”**

#### **ACTION SONG**

Small, brown, hard round (*Curl into a ball*)

The nut is lying underground

Now a shoot begins to show (*Stand up*)

Now a shoot begins to grow

Tall, taller, tall as can be (*Reach arms above your head*)

The shoot is growing into a tree

And branches grow and stretch and spread *Stretch your arms out*

With twigs and leaves above your head

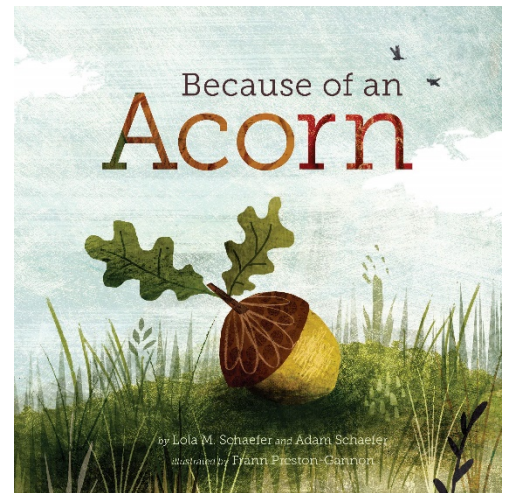
And on a windy autumn day *Sway back and forth*

The nut tree bends, the branches sway (*sway*)

The leaves fly off and whirl around (*twirl*)

And nuts go tumbling to the ground *Curl into a ball*

Small, brown, hard, round



#### **BOOK**

***Because of an Acorn* by Lola M. Schaefer**

**“And what do we usually see in trees that live in nests?”**

#### **SONG**

There was one little bird in one little tree

They were all alone and didn’t want to be

So they flew far away, over the sea

And brought back a friend to live in tree

There were two little birds in one little tree

They were all alone and didn’t want to be





So they flew far away, over the sea  
And brought back a friend to live in the tree  
*Repeat until desired number of birds. This song would work with puppets or any felt birds that you may have but you will need a woodpecker (felt example provided)*

***“And one of those birds was a woodpecker? Have you heard what a woodpecker sounds like? They make a noise like tap tap tap!”***

### **SONG**

Woodpecker, woodpecker, time to eat! *(Make a bird with your fingers)*  
Woodpecker, woodpecker, fly to the tree. *(Make your other arm a “tree” and move the bird to it)*  
Tap-tap-tap-tap-tap-tap-tap-tap-tap-tap-tap! *(Make the bird tap the tree)*  
Now eat up the bugs you found, just like that. *(Make the bird’s mouth open and shut)*  
Woodpecker, woodpecker, time to sleep! *(repeat motions from the first verse)*  
Woodpecker, woodpecker, fly to the tree.  
Tap-tap-tap-tap-tap-tap-tap-tap-tap-tap-tap!  
Now nestle in the hole you made, cozy as can be! *(nestle bird in palm of hand)*  
ASL version of this song: <https://youtu.be/YCT3FEC-ZY4>

### **BOOK**

***Very Impatient Caterpillar*** by Ross Burach *(Intro: The woodpecker is looking for delicious caterpillars to eat!)* or  
***Peck, Peck, Peck*** by Lucy Cousins *(Intro: Let’s find the woodpecker in this story!)*

### **ACTION RHYME**

Here are the legs that walk along *(pretend to walk)*  
Here is the beak that sings a song *(point to mouth and sing a little song)*  
Here are the wings that flap and spread *(mime flapping wings)*  
Here is the bird above my head *(Hand linked at the thumbs, make a bird and ask the kids to stretch up to see how high their bird can go)*

### **ACTION SONG**

*This song can be done standing up. It is a call and repeat song but you can repeat along with the audience. Start by clapping out the beat.*  
Going on a bear hunt  
I’m not afraid *(Shake head)*  
Gonna catch a big one *(stretch out arms to indicate big)*  
Wait what’s that? *(stop)*  
It’s a great wide swampy swamp!  
Can’t go over it *(move hands up and over)*, can’t go under it *(move hands down and under)*, can’t go around it *(part hands in a breaststroke movement)*, gotta go through it! *(point ahead)*  
Swish, swish, swish

*Repeat by replacing the natural deep, cold river (swim through it), long wavy grass (swish), dark green forest (trip, trip, trip), tall, tall mountain (climb) – until dark, scary cave (sneak)*

*In a scared voice:* Going on a bear hunt

I'm not afraid

Gonna catch a big one? Wait what's that? *(reach out hands)*

It has one wet nose. Two big furry ears. Two big eyes. Big teeth! It's a bear! Quick!

Back through the cave, down the mountain, through the forest, through the grass, through the river, through the swamp.

Safe at last!

## **FAREWELL SONG**

## **BC SRC 2021: Crack the Case!**

### **Programs – Younger Kids (Ages 5-8), Theme 3: Hot on the Trail – The outdoors and nature**

*Prepared By: Ali Yurgenson, Andrea Galbraith, Daisy Hotson, Els Kushner, Marilyn MacPherson, Vancouver Public Library, NSNW*

#### **WELCOME & INTRODUCTION [5 min]**

Welcome everyone. In today's program your knowledge of the outdoors and nature will be challenged by being "Hot on the Trail – The outdoors and nature!" Together we will be starting with an icebreaker, then we have a couple of activities including an Outdoor Treasure Hunt that you on your own or with friends and family (remember social distancing!)

#### **ICEBREAKER – IN THE GREAT OUDOORS I SAW [5-10 min]**

- This is a variant on the old party game "I'm Going on a Picnic." Participants go around the room [or around the Zoom screen] and have each kid introduce themselves along with this phrase: "In the great outdoors I saw an [animal with the same first letter as their name] eating [food with the same first letter as their first name]." If more than one child has the same first initial, they have to choose different animals and foods.
- For example:
  - I'm Els, and in the great outdoors I saw an elk eating eggs.
  - I'm Marilyn, and in the great outdoors I saw a manatee eating marshmallows.
  - I'm Daisy, and in the great outdoors I saw a duck eating dosas.
  - Etc.
- Encourage caregivers or an older kid to buddy up with a younger kid to help with this one.
- As a facilitator you may also want to adapt it so kids use their favourite animal eating their favourite food.
- Additional Notes/Variants:
  - Challenge/memory version for older kids or smaller groups: Each kid also lists the names/animals/foods of all the kids who went before, in order. (In our hypothetical group, if Andrea went 4th, she'd say, "I'm Andrea, and in the great outdoors I saw an ant eating anchovies. Daisy saw a duck eating dosas. Marilyn saw a manatee eating marshmallows, and Els saw an elk eating eggs.")
  - If a child's name starts with X or U [U is hard!], they can use the second letter of their name, or use their middle initial.
  - Or, alternatively, the first kid can choose an animal/food starting with A and then each participant can list animals/foods for successive letters in alphabetical order rather than attaching them to their names.

- Program leaders can keep these lists handy on their phones for kids who need help thinking of animals or foods that start with their first initial:
  - Animals: The Problem Site: Alphabet List - Animals  
<https://www.theproblemsite.com/alphabet-lists/animals>
  - Foods: The Problem Site: Alphabet List – Foods  
<https://www.theproblemsite.com/alphabet-lists/food/foods>

### **INTRODUCTION TO THE PROGRAM: [2 min]**

You are on an adventure to solve the mystery of what happened to THE GREAT OUTDOORS! Where is this GREAT OUTDOORS and how do you find it? Somehow, it has gone missing so it is up to you to find THE GREAT OUTDOORS. Complete these activities, read these books, and look for information on the Web to find out where THE GREAT OUTDOORS is!

### **ACTIVITY 1: ANIMAL DETECTIVE! [5-8 min]**

How much do you already know about THE GREAT OUTDOORS? Can you answer these questions about the animals of British Columbia? You can answer True or False.

- For Zoom, this could be done as a poll
- Background material: Province: Top 10 Weirdest Most Fascinating Animals in BC  
<https://theprovince.com/news/local-news/b-c-s-top-10-weirdest-most-fascinating-animals>
- See attached document, ***Animal Detective Answer Sheet***, for explanations and photos

*Questions:*

1. The western Skink is brown and pink. (False)
2. A wolverine is a mother wolf. (False)
3. Burrowing owls collect poop from other animals. (True)
4. A porcupine has about 5000 quills. (False)
5. Weasels are good dancers. (True)
6. Sea otters have purses. (True)
7. The Pacific water shrew can walk on water. (True)
8. Crows rub ladybugs on their feathers. (False)

### **ACTIVITY 2: GET YOUR GEAR FOR THE GREAT OUTDOORS [10-15 min]**

Make your own binoculars, so you can get a close-up view of life in THE GREAT OUTDOORS!

- This requires a few common household items: 2 toilet paper rolls, or a paper towel roll cut in two; twine or yarn, construction paper, glue, scissors, and markers/pencil crayons or other material to decorate with

- Instructions can be found at: Kids Crafts How to Make Toilet Paper Roll Binoculars  
<https://www.thesprucecrafts.com/toilet-paper-roll-binoculars-4164742>
- Quick start:
  1. Glue rolls together
  2. Glue paper over rolls
  3. Decorate
  4. Cut small holes near top of rolls, on the outer edges
  5. Loop twine/yarn through, and tie.

Now you are ready to explore the great outdoors!

### **ACTIVITY 3: ANIMAL CHARADES [10 min]**

#### ***Movement Activity***

If you are going out into THE GREAT OUTDOORS, you need to know how to make like an animal! We're going to take turns acting out an animal, and see if the rest of us can guess what it is. If it's a tough one, I might give you some hints.

- The facilitator should know which animals have been chosen, and determine a time limit, and what hints will be given (e.g. first letter, size of animal, land or sea)
- Optional: For more physical activity, once the animal has been guessed, or time runs out, everyone can try to act out that animal's movements in their own way.
- Time: this could be time-consuming if there is a large group. Consider working in pairs, or having a limit on how many rounds are played.

### **ACTIVITY 4: SQUIRRELS IN THE GREAT OUDOORS QUIZ [5 min]**

You have a peanut butter sandwich. All of a sudden, you are surrounded by squirrels. Life in THE GREAT OUTDOORS! Find out more about the competition for your sandwich by taking this quiz.

CBC Kids: Nuts About Squirrels Quiz

<https://www.cbc.ca/kidscbc2/the-feed/how-much-do-you-know-about-squirrels>

### **ACTIVITY 5: TO FIND THE GREAT OUTDOORS, YOU NEED TO KNOW MORE ABOUT IT!**

You are outside and you think you have found THE GREAT OUTDOORS! But have you??? Take a look at these books to make sure that you have found THE GREAT OUTDOORS!

- Whose Poop is that? By Darrin Lunde
- Slow Down: 50 Mindful Moments in Nature
- Eat Your Rocks, Croc! Dr. Gilder's Advice for Troubled Animals by Jess Keating and Pete Oswald
- Ick! Delightfully disgusting animal dinners, dwellings and defenses by Melissa Stewart

- Acting Wild: how we behave like birds, bugs and beasts by Maria Birmingham
- A House in the Sky: and other Uncommon Animal Homes by Steve Jenkins
- It Disappears!: animals that hide in plain sight Nikki Potts
- Howl Like a Wolfe: learn to think, move and act like 15 amazing animals by Kathleen Yale

### **ACTIVITY 6: FIND THE GREAT OUTDOORS IN THESE WEBSITES**

Somewhere THE GREAT OUTDOORS is hidden in these websites! Search for clues to where THE GREAT OUTDOORS can be found and what you can do when you are in THE GREAT OUTDOORS!

CBC Indigenous Outdoor Activities

<https://www.cbc.ca/kidscbc2/explore/indigenous>

CBC Nature for Kids

<https://www.cbc.ca/kidscbc2/explore/nature>

DIY Projects and Fact Sheets – Canadian Wildlife Federation

<https://cwf-fcf.org/en/resources/DIY/?src=site-map>

Nature Crafts and Activities – Canadian Wildlife Federation

<https://cwf-fcf.org/en/resources/games/nature-crafts-activities/?src=menu>

Nature Watch – Find out all about frogs, snow, plants and more.

<https://www.naturewatch.ca/>

Nature Kids BC

<https://www.naturekidsbc.ca/be-a-naturekid/stewardship-citizen-science/>

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Read a Raven story	Find an evergreen tree	Dance outside!	Explore your closest park	Listen to the wind
Write a poem about nature	Pretend you are a bird	Howl like a wolf	Find and identify 1 type of rock found in BC	Name two fish found in BC
Paint a picture of the GREAT OUTDOORS	Find out what month is the Grizzly Bear's moon	Think about why you like nature	Find out the name of the Indigenous territory you live in	Pretend you are a forest animal
Listen to the birds	Look for wild plants	Count the stars	Play in nature	Feel tree bark
Collect rain in a cup	Walk in a forest	Find out the name of a mountain	Have an outdoor picnic	Read a book about nature
Create a nature box - in a small box put things found in nature – rocks, leaves	Name an island in BC	Make a mud puddle	Keep a nature diary – write or draw things you find each day in nature	Find 5 different bugs!

## ACTIVITY 7: FIND THE GREAT OUTDOORS ACTIVITY

### Animal Detective Answer Sheet

1. **False.** It is brown with a bright blue tail.



2. **False.** The wolverine is the largest member of the weasel family. It looks more like a small bear, because it is so large, and has long, thick fur.



3. **True.** Burrowing owls are unique in several ways: they nest in burrows (dens) in the ground, they are active in the daytime, and they eat insects. They also collect dung (poop) from horses, cows, or other animals to line their dens. This may be to attract dung beetles.



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4. **False.** An adult porcupine has up to 30 000 quills! Porcupines don't shoot their quills, but the quills come loose easily and can get stuck in a predator's mouth or body.

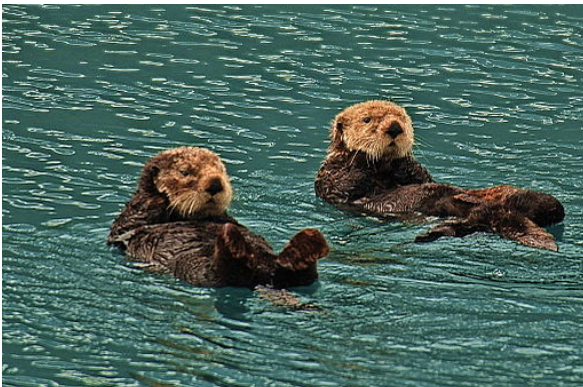


5. **True.** When weasels are hunting, they do a wild acrobatic dance that seems to stun/confuse their prey. Some scientists call this the Weasel War Dance.



CC: [Keith and Kasia](#) Creative Commons Attribution Share-alike license 2.0

6. **True.** Sea otters have loose skin in their armpit area where they can store food or rocks that they use as tools to open shellfish. It's called a purse!





7. **True.** This small animal has hairy feet that allow it to run across water surfaces for up to 5 seconds.



8. **False.** Crows do rub insects on their feathers, but it's usually ants. It's called 'anting'. Ants produce formic acid that might help keep crows' feathers from drying out, provide Vitamin D, or act as an insect repellent.



## **BC SRC 2021: Crack the Case!**

### **Programs – Older Kids (ages 9-12), Theme 3: Hot on the Trail – The Outdoors and nature**

*Prepared By: Jordyn Siemens, Fraser Valley Regional Library*

#### **ICE BREAKER: CHARADES (15 minutes)**

Welcome everyone to the library!

To break the ice, have each child pick a word from a hat and act out the word without making a sound. The rest of the group will guess what they are acting out. The words will all be related to the outdoors and nature. One idea to try is having 2 words on a card to allow participants to choose their word in case if they're uncertain or unfamiliar with how to act one out.

Also, provide kids with the option to work in pairs/buddy system for those who may be nervous, have mobility issues, and/or may have trouble reading.

Charade ideas:

- Rain
- Building a sandcastle
- Frog
- Swimming
- Walking a dog
- Sunshine
- Surfing
- Bumblebee
- Making a campfire
- Climbing a tree

#### **ACTIVITY: PAINTING ROCKS (30-45 minutes)**

Supplies:

- Rocks
- Paint
- Paper plates (for holding paint)
- Paintbrushes
- Cups of water
- Paper towel
- Newspapers to cover painting area

Bring a piece of the outdoors, inside! Painting rocks has been a popular pastime for a while, but it seems there has been a spike in popularity in the last year. It is a fun way to spread a bit of joy! Just make sure to encourage families to take their rocks home to enjoy, or leave them somewhere they are allowed to be. Windowsills, front porches, or their own garden are great places for the rocks to live.

Encourage kids to design their rocks with a nature theme.

Examples:

- Animals: frog, ladybug, bee, or dog
- Plants: leaves, tree, or flower
- Fruits/veggies: apple, pumpkin, carrot or strawberry

-Landscape: sunset, forest, or starry sky

For older kids, suggest they find inspiration from a novel that has a strong nature theme such as ***The Night Gardener*** by Jonathan Auxier, ***Hoot*** by Carl Hiaasen, other titles you can think of.

### **ADDITIONAL BOOKS**

***Art on the Rocks*** by F. Sehnaz Bac

***Rock Art! and Rock Art Critters*** by Denise Scicluna

***Rock Art*** by Alex Wood

### **ALTERNATIVE PROGRAM**

If you are unable to host in-person activities, create a “Take and Make” rock painting kit that kids can take home with them. Include rocks, paints, and a paintbrush if possible. If paint supplies are in short supply, encourage kids to make rock pets or monsters. You can include pipe cleaners, googly eyes, and paper arms and legs to encourage them to get creative with their creations.

### **OUTDOOR ALTERNATIVE PROGRAM**

Outdoor Bingo! Consider handing out Bingo sheets at the library with a “Take and Make” craft, or post them to social media pages and encourage caretakers to print them out and have their child complete them.

*See attached Bingo Sheet.*

# Summer Reading Club - Crack the Case

## Outdoors BINGO

Mark off every item you can find while exploring the great outdoors!

To play, find each item listed below to earn a Bingo by completing a horizontal, vertical, or diagonal line. Or see if you can find them all!

A green leaf	Something that is smooth	A tall tree	Something that is wet	A flower
Something that smells nice	A clover	Something that makes a lovely sound	A crooked stick	Something yellow
A bicycle	Something that is alive	FREE  SPACE	Something prickly	A short tree
Something blue	A cat	Something that smells bad	A fire hydrant	Something that is soft
An insect	A cloud that is shaped like something	A spider's web	Something that can fly	A dog



# BC SRC 2021: Crack the Case!

Activity Sheet, Theme 4: Secret Missions – Travel and Exploration

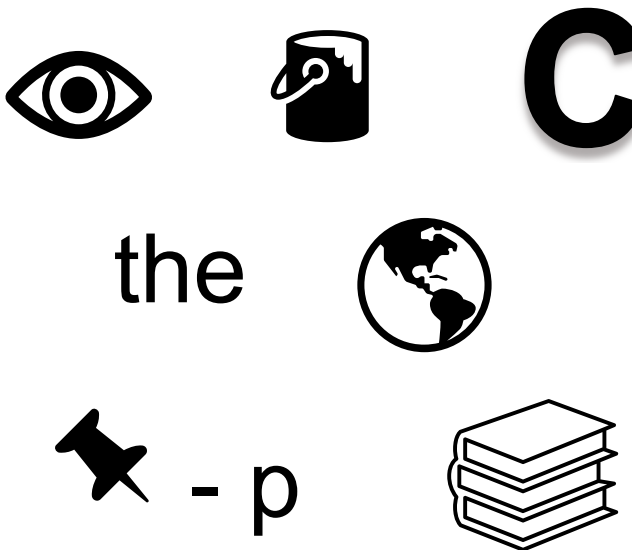
Prepared by: Rei Kitano, Surrey Libraries

## DECODE THE PUZZLE

Your mission is to answer this question:

*What can reading do?*

Uncrack the code hidden in the rebus puzzle pictures and letters. (Ask a friend for help if you need it.)



Write the message here:

\_\_\_\_\_ the  
\_\_\_\_\_ !

## BOOK RECOMMENDATIONS

***I Spy series*** by Jean Marzollo

***National Geographic Kids, BookBrain Games: Mighty Book of Mind Benders***

Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!

## OUTDOOR ACTIVITY IDEA

Play a detective or Top-Secret scavenger hunt game with your friends and family.



STEPS:

1. Pick three top-secret things that you see in your backyard.
2. Give 5-7 clues and see how quickly they can figure them out.

## RIDDLES

What travels around the world but stays in one corner?

A stamp

You will want to share me when you have me but, when you do, you don't have me. What am I?

A secret

## FUN FACTS



\*Fact or Fiction? In Kelowna, BC, there is legend of the Ogoopogo. Many people say they have seen this monster in Okanagan Lake. What do you think? Visit your local library to discover more.

\*Did you know? BC's provincial animal is the Spirit Bear, a special black bear with white fur.

## **BC SRC 2021: Crack the Case!**

### **Family Storytime, Theme 4: Secret Missions – Travel and exploration**

*Prepared by Corene Maret Brown, Port Moody Public Library*

#### **SONG**

*To the tune of “The Farmer in the Dell”*

We clap and say hello (x2)

We say hello to all our friends

We clap and say hello!

*Repeat with jumping, smiling, waving, and any other suggestions that the kids may have.*

**“Today we are going to travel far and wide. But first we are going to visit the park. Get your binoculars ready!”**

#### **BOOK**

***Shark in the Park* by Nick Sharratt**

**“But sharks do not live in the park! They live in the ocean. And we can take a trip on the ocean in a boat.”**

#### **ACTION SONG**

Oh my ship sailed to Nanaimo

With a cargo of tea (*Pretend to take a sip of tea*)

It brought back some presents

For you and for me (*point at self and at audience*)

I brought back one fan (*take on hand and pretend to fan yourself*)

Just imagine my bliss

When I fan myself daily like this! Like this! Like this! (*continue to fan self*)

*Repeat song and increase by one fan each round using you other arm, your right foot, left foot, head, and then tongue!*

#### **SONG**

Oh! Forty years on an iceberg (*make a triangle with your hands – thumbs together, fingers touching*)

Over the ocean wide (*make ocean wave motion with one arm across your body*)

Nothing to wear by pajamas (*Place hands on shoulders and then hands on hips*)

Nothing to do but slide! Whoo! (*Make “I don’t know motion” motion – elbows against you sides, palms facing up – and then swoop hands down in a sliding motion for the “Whoo!”*)

The air was cold and frosty (*pretend to shiver, hands rubbing on opposite forearm*)

The frost began to bite (*Make snapping motions with hands*)

I had to hug a polar bear to keep me warm at night! (*hug self*)

*Repeat by eliminating one verse with humming every round. Keep repeating the song until you are humming the entire song.*

***“Let’s take the train away from this cold weather!”***

**FELT/CLIP ART SONG**

*To the tune of “This Old Man”*

This little train, painted black  
It comes chugging down the track  
With a “Choo-choo; Toot-toot”  
Hear the whistle blow  
This little train goes chugging home.

This little car painted blue  
It has seats for me and you  
With a “Choo-choo; Toot-toot”  
Hear the whistle blow  
This little train goes chugging home.

This little car painted yellow  
It shimmies and shakes like a bowl of jello  
With a “Choo-choo; Toot-toot”

Hear the whistle blow  
This little train goes chugging home.

This little car, painted green  
It’s the fanciest car you’ve seen,  
With a “Choo-choo; Toot-toot”  
Hear the whistle blow  
This little train goes chugging home.

This caboose; it is red  
It will take you home to bed  
With a “Choo-choo; Toot-toot”  
Hear the whistle blow  
This little train goes chugging home.

***“We have travelled on the water, on the land and now it is time to take to the sky!”***

**ACTION SONG**

Airplanes in the sky!  
Zoom, zoom, zoom  
Airplanes fly in the sky  
Zoom, zoom, zoom  
Round and round the  
airplanes go  
Flying high and flying low  
Shh! I think I hear one soon  
5, 4, 3, 2, 1 – ZOOM!



Zoom, zoom, zoom  
We're going to the moon (x2)  
If you want to take a trip  
Climb aboard my rocket ship  
Zoom, zoom, zoom  
We're going to the moon  
In 5, 4, 3, 2, 1 BLAST OFF!

**BOOK**

***Life on Mars by Jon Agee***

**SONG**

Hurry, hurry drive the space ship! (x3)  
Zoom, zoom, zoom, zoom!  
*Repeat faster and faster until last time, change the last lyric to:*  
Zoom, Zoom, Zoom, back home!

**FAREWELL SONG**



## **BC SRC 2021: Crack the Case!**

### **Programs – Younger Kids (Ages 5 – 8), Theme 4: Secret Mission – Travel and exploration**

*Prepared by: Corinne Thiriar, Jenny Zhang & NSSE Children’s Librarians, Vancouver Public Library*

#### **WELCOME & INTRODUCTION** [5 min]

Welcome everyone, introduce the theme, and tell everyone that activities can be done by themselves or with a partner.

#### **ICEBREAKER** [6 min]

These icebreakers options can be done virtually or in-person:

##### **“Explore” I Spy**

Play I Spy using the following categories. Go around and ask each child if they can find the various objects in their environment:

- Colors (“I spy something red, orange...”)
- Shapes (I spy something that’s a circle, oval, diamond...”)
- Actions (“I spy something you can throw, climb, balance on...”)
- Textures (“I spy something rough, bumpy, smooth...”)
- Alphabet (“I spy something that starts with the letter “A”)

**OR**

##### **Catch the Invisible Ball**

If the program is virtual, make sure you turn mics on and are on **gallery view** so everyone can see each other on the screen. Take turns passing an imaginary ball to the right, left, top or bottom of screen. Call out the name of the person you want to “catch” the ball.

#### **READ A STORY** [10 min]

***Spaghetti Hunters by Morag Hood.*** This is a charming story that has appeal for younger and older children alike. It is a funny and fanciful take on home cooking and single-mindedness, and that not all things are *found*, but *made!* And about a friendship that stands the test of tiny misadventures.

This story is available on youtube, read by the author herself:

<https://www.youtube.com/watch?v=blUgj-6svxc>

As a fun alternative to reading the book aloud yourself, if you are running this program virtually, and your library does not have the ebook, you can screenshare the video of the author reading.

**OR**

***Teatime around the World by Denyse Waissbluth.*** Suitable for slightly older children.

This is non-fiction and a little bit longer. It is therefore suggested to read selections of, to shorten the readaloud. Read it fully beforehand and choose any set of wonderful pages to read out loud. Each page features customs and rituals around this drink from various parts of the world.

### **ACTIVITY #1: Story Extension - TRAVEL AROUND YOUR HOUSE SCAVENGER HUNT** [10 min]

Let's be detectives just like Tiny Horse and Duck and use our sleuthing skills! Search for funny objects – no missing spaghetti (we hope!) - inside your very own home. I'll name an object and each of you will go on your scavenger hunt to search for each item. You have 1 minute (for each). [Host or program deliverer: Name an object everyone has to find around their house or room:]

Alternative activity should in-person programming be permitted:

Detective Memory Game: Have the group look carefully at page 7 of ***Spaghetti Hunters*** ("But I have all the things we need"). Leave them time, about 1 minute or 45 seconds, to study the items on the page. Each participant then writes down what they remember they've seen. The one with the most items remembered, wins. This may be an activity best suited to children who are older, 6 or 7 and up. Parents and caregivers of younger kids can assist.

Ready? Go!

Find something that...

- Starts with the first letter of your name
- You made yourself
- Makes you happy
- Smells nice
- Is soft
- Has your favourite colour on it
- Something that *looks* like spaghetti!

### **ACTIVITY #2: FACT OR FICTION?**

We are now going to test your knowledge about whether these statements about the world are fact or fiction!

#### **In-person option:**

Give a thumbs up if you think the statement is true and a thumbs down if the statement is false.

#### **Virtual option:**

Use Zoom Polls- Create a separate poll for each question. Read each question and answer out loud. Allow kids the option to answer directly on the Poll, verbally, give thumbs up/down, or write in the chat.

60% Of the World's Lakes Are Located in Canada

- FACT! There are more lakes in Canada than there are lakes combined in the whole rest of the world.

The United States is the most visited country in the world

- FICTION! France is the most visited country in the world, with almost 90 million people visiting it annually

Tuvalu is the least visited country on earth

- FACT! This tiny island country in the Polynesia sees 2000 visitors annually.

Antarctica has a vast desert

- FACT! The inner area of the continent receives only 5-10cm of water – in the form of snow – each year. This makes it one of the world's driest deserts!

The Grand Canyon was created largely by a process called gravity.

- FICTION. It was created largely by erosion, the process where sand, soil, or rock are moved from one place to another by forces such as water, wind, or ice.

#### **ACTIVITY #4: DETECTIVE TRAINING CAMP – SIMON SAYS** [5 min]

*(Actions based on the book Spaghetti Hunters):*

- Simon says: Search for spaghetti with binoculars!
- Simon says: Say 'But Never Fear' like Tiny Horse!
- Simon says: Gallop like Tiny Horse!
- Hiss like a snake
- Simon says: Stomp off like Duck
- Simon says: Sip tea
- Read a book!

#### **ACTIVITY #5: DESIGN AT-HOME CRAFT (“TAKE AND MAKE” AT HOME )** [10-15 min]



#### **Jellyfish from the Challenger Deep!**

Explorers have discovered jellyfish in the deepest parts of the ocean. Most of the deep ocean has not been explored, and there are certainly many more creatures yet to be discovered. If you were an explorer, what jellyfish do you think you will find?

For detailed instructions go to <https://www.theartkitblog.com/egg-carton-jellyfish-puppets-easy-fun-painting-craft-kids/>

Craft kit: One or two egg carton bumps (optional -painted in advance); several lengths of different coloured yarn; self-sticking googly eyes (optional).

Children colour and decorate the egg carton bumps, drawing eyes (or using googly eyes) and taping or gluing yarn to the inside of the dome. Optional – carefully poke a hole in the top, knot and pull a piece of yarn through, and use it to hang up the jellyfish.

**OR**

### **Binoculars craft**

There's so much more to be explored and discovered in the world around us! Let's make a pair of binoculars to help us on all your adventures.



#### **What you'll need:**

- 2 toilet paper rolls
- Construction paper
- Glue
- Scotch tape
- Scissors
- Stickers, crayons, etc
- \*\*Optional - string

#### **Instructions**

1. Cut a piece of construction paper so that it will wrap completely around one of the toilet paper rolls. Tape the construction paper in place and then repeat this process with the other roll.
2. Tape the two toilet paper rolls together.
3. Cut a piece of construction paper that is long enough to wrap around the two toilet paper rolls. Tightly wrap the piece of construction paper around rolls and tape the ends together.
4. Use stickers, crayons, or whatever you have on hand to decorate the binoculars.
5. \*\*Optional: have an adult use the scissors to poke a hole on either side of the finished binoculars (make the holes down towards one end). Thread and knot the string through the holes to create a "strap" for the binoculars. This step should only be taken for older children. Please do not use this step if this craft is intended to be played with by a younger child.

### **FURTHER READING**

#### ***What in the World? A Closer Look* by Julie Vosburgh Agnone**

*A large-format photo book full of real-life riddles and puzzling pictures featuring patterns, colours, shapes, hidden animals, optical illusions, double-take photo comparisons, and much more that will give your brain a workout.*

**Paolo, Emperor of Rome by Mac Barnett**

*An adventurous dachshund takes a whirlwind tour of Rome discovering its wonders: the ruins, the food, the art, the opera, and—of course—the cats.*

**Our Friend Hedgehog: The Story of Us by Lauren Castillo**

*When a storm separates Hedgehog from her lifelong friend, Mutt, she bravely sets out to find him and makes some very good new friends in the process.*

**Desert Girl, Monsoon Boy by Tara Dairman**

*Two children living in different parts of India are both affected by extreme weather in very different ways showing how the power of nature can bring us together.*

**Golden Threads by Suzanne Del Rizzo**

*When a storm sweeps Emi's beloved stuffed fox away from their mountain home, he ends up tattered and alone on a distant shore. A kind old man and his granddaughter, Kiko, find and mend the fox lovingly with golden thread then set out on a journey to bring him back to his original home.*

**Most of the Better Natural Things in the World by Dave Eggers**

*A white tiger transports a yellow dining room chair on a fantastic voyage across diverse, colourful landscapes as we learn about the features that make up our natural world.*

**Kitty and the Sky Garden Adventure by Paula Harrison**

*Kitty and her feline friends discover a secret roof garden and learn all about plants and gardening.*

**Gumboot Kids Nature Mystery series by Eric Hogan & Tara Hungerford:**

- **The Case of the Buzzing Honey Makers**
- **The Case of the Wooden Timekeeper**
- **The Case of the Vanishing Caterpillar**

*Join Scout and Daisy as they explore and learn about the natural world around us in this series of ecological mysteries.*

**Get Outside Guide: All Things Adventure, Exploration, and Fun! by Nancy Honovich**

*A fun-filled guide that inspires kids to get out of the house and explore the great outdoors where they can discover the wonder and amazement of the world around them in their backyard, across the country, or around the world.*

**Ultimate Explorer Guide: Explore, Discover, and Create your Own Adventures with Real National Geographic Explorers as your Guides by Nancy Honovich**

*Learn what it takes to be a real-life explorer in this fun and action-packed guide to discovering the world around us through the stories of explorers of all kinds including paleontologists, biologists, photographers, artists, writers, activists, conservationists, and more.*

**Story Boat by Kyo Maclear**

*When a little girl and her younger brother are forced along with their family to flee the home they've always known, they must learn to make a new home for themselves-- wherever they are. As the refugees travel onward toward an uncertain future, they are buoyed up by their hopes, dreams and the stories they tell-- a story that will carry them perpetually forward.*

**A World Together by Sonia Manzano**

*With stunning photography of people from dozens of countries around the world, this picture book looks across cultures and generations to celebrate what unites us, wherever we come from.*

**Hidden Wonders: A Guide to the Planet's Wildest, Weirdest Places by Nicole Maggi**

*Take a journey into the unknown and discover the planet's wildest and most wonderful sights. Paddle through the eerie glowworm caves of New Zealand, ride with the wild horses of the Namib desert, swing off the end of the world in Ecuador, and be amazed at hundreds more wonders you never knew existed!*

**The Wanderer by Peter Van den Ende**

*Without a word, Van den Ende presents one little paper boat's grand journey across the ocean, past reefs and between icebergs, through schools of fish, swaying water plants, and sea monsters.*

## **BC SRC 2021: Crack the Case!**

### **Programs – Older Kids (ages 9-12), Theme 4: Secret Missions – Travel and exploration**

*Prepared By: Brandon Monahan, Fraser Valley Regional Library*

#### **PROGRAM OVERVIEW**

This program was designed to be a Secret Mission treasure hunt that can be as simple or as complex as you want. You can make it seem like they are traveling to new countries or places through clues/riddles, and posters. You can add travel and exploration to the secret mission by adding location themes to each clue or by utilizing décor.

Pick and choose the activities and then when they complete them, give them a clue to help guide the program attendees to the next location, at their homes, in-library or even outside with some adaptations.

#### **TAKE-HOME PACKAGE**

If you plan this as a take home package to be run at home I would recommend including this full program overview in a separate envelop for parents, or caregivers, and supplies for the activities. This was planned with minimal supplies needed in mind.

#### **ICE BREAKER – CREATE SPY BADGES (5 - 10 min)**

Code names -Let the kids create their own codenames using a chart or they can develop their own.

Chart Source: **Spy Name Generator** <https://kids.scholastic.com › dam › scholastic › kids › pdf>

Case # - Create a case number for the event and write it in the badge.

Have them draw their own picture, or use discarded materials to create their agent picture.

#### **CLUES**

Use clues to help guide the children around the library (or home) to find the next objectives. Make a bunch of clues that have them moving between areas, and sprinkle in activities to keep in interesting. Below are ideas you can use to create clues.

- Riddles – Consider room riddles for take home packages and in-library  
**Riddles for Kids** <https://riddles-for-kids.org/room-riddles/>  
**40 Household Item Riddles for Kids** <https://riddles-for-kids.org/40-household-item-riddles-for-kids/>  
**40 Scavenger Hunt Riddles for Kids** <https://kidactivities.net/40-scavenger-hunt-riddles-for-kids/>
- Mirror Image - Flip the image of the clue, so that they have to look in a mirror to solve and then copy the text back into word.  
**Messletters** <https://www.messletters.com/en/mirrored/>
- **Atbash Cipher** <https://www.giftofcuriosity.com/product/fun-with-atbash-cipher/>



- Word Search – Add an extra work to a list that is the location of the next activity  
**Word Search Puzzle Generator** <https://www.superteacherworksheets.com/generator-word-search.html>

## **ACTIVITIES**

I recommend have a stop sign on each activity or area they should not enter to prevent the hunt from getting out of order. The sign could say STOP (until you have clue #). Number the clues and keep a master list for yourself with the answers, in case you have to give hints.

### **ACTIVITY 1: LAZER MAZE (YARN) (10 min)**

Objective is to get through the maze without touching the lasers. The maze is made up of yarn. Have a sign or let the group know beforehand that the clue will be presented when all make it through to the person who hits the least amount of lasers.

1. Set-up a laser maze (yarn) between chairs and other obstacles. Make sure your maze can accommodate kids who use mobility equipment (like a wheelchair). Consider adding more, knowing some will break. If a laser breaks that is okay, it will make the path easier
2. Yarn should be placed at all sorts of different heights and angles
3. Children move from one end to the other end without touching any of the laser beams and wait at the other end for the team to arrive. You could also have them set up the maze in-between shelving in multiple areas if you have a larger group.
4. If any part of a child's body, clothes, or mobility equipment touches a laser beam, keep count. The child with the least laser hits gets to receive the next clue and read it to the group.
5. Have "guards" observe the activity and present the next clue – see step 4.

Materials: Tape + Yarn

### **ACTIVITY 2: CREATE A DISGUISE(10 min)**

Dollar store glasses, printed mustaches. The sky is the limit on how easy, or creative you want to get with this activity. Provide different items for kids to create their own disguises (this can be done by printing clipart or with dollar store accessories). This can be at the beginning after creating the badges, or as a way to get to the next clue undetected.

### **ACTIVITY 3: WORD SEARCH CLUE (5-10 min)**

Create a word search using this site: <https://puzzlemaker.discoveryeducation.com/hidden-message>. The word left over in the list when they circle everything is location of the next clue. Keep the master word list separate and create it in a different document.

### **OPTIONAL ACTIVITY 4: BALLOON SEARCH AND POP (10 min)**

*\*Please note that this activity is marked as optional since many kids are sensitive to balloon popping.*

Objective is to find balloons and decode or read the next clue. Once they find the balloon or balloons they will have the next clue. If you want to make it harder or if you have a smaller

space split the clue (each line) between balloons and then make them assemble the message to move on to the next.

1. Prior clue will direct them to find the balloons for clues.
  - a. Potential riddle to lead them to this activity:  
"I'm something that gets inflated  
But I am not a tire  
And when I'm filled with helium  
Let go and I float higher"
2. Put a clue inside a balloon or attached to a balloon.
3. Blow up balloons and put them around the space you have, or if at home all around the house.

Materials: Balloons, tape, and paper.

### **ROOM DECORATIONS**

Add posters to create location themes. Resources for posters:

- **Pixabay.com** <https://pixabay.com/>  
Key Words: Clue, Detective, Magnifying Glass, Shoe Print, Top Secret
- **Shoe Print** <https://pixabay.com/vectors/shoe-print-boot-mark-traces-36730/>
- **Travel Posters** <https://pixabay.com/illustrations/search/travel%20posters/>

Caution tape can be great to section off areas and add a secret mission feel.

### **DISPLAY BOOK SUGGESTIONS**

***Treasure Hunters*** by James Patterson

***Treasure Hunters*** by Jeff Smith

***Sword in the Stacks*** by Downey, Jen Swann

***Spy School British Invasion*** by Stuart Gibbs

***Mrs. Smith's Spy School for Girls*** by Beth McMullen

***Top Secret: A Handbook of Codes, Ciphers, and Secret Writing*** by Paul B. Janeczko

***Can You Crack the Code? A Fascinating History of Ciphers and Cryptography*** by Ella Schwartz

***Mac Cracks the Code*** by Mac Barnett

***The Falcon's Feather*** by Trudi Strain Trueit

# BC SRC 2021: Crack the Case

Activity Sheet, Theme 5: Whodunnit? - Notable people & biographies

Prepared By: Jan Parker, Surrey Libraries

## MYSTERY WORD SCRAMBLE

Solve the clues and unscramble the ? letters to identify a famous British Columbian.

- 1) Hockey player for the Washington Capitals who grew up in Surrey, BC.  
-----?--- ?-----
- 2) National Soccer Hall of Fame Member associated with the Vancouver Whitecaps  
-----?---?---
- 3) First female Prime Minister of Canada  
-?- -?------
- 4) Deadpool actor born in Vancouver, BC  
-----?---
- 5) Westcoast Native artist and owner of an Art Gallery in Tofino, BC  
-----?---?---
- 6) Grammy Award winning female singer songwriter from Victoria, BC  
-----?---?---

Famous British Columbian: -----

(1) Brenden Dillon, (2) Bob Lenarduzzi, (3) Kim Campbell, (4) Ryan Reynolds, (5) Roy Henry Vickers, (6) Nelly Furtado, David Suzuki

## OUTDOOR ACTIVITY SUGGESTION

Get some tongs and a plastic bag and go on a Garbage walk. Challenge your friends or neighbours to see who can pick up the most trash.

### LOL JOKES

**Q: What do librarians take with them when they go fishing?**

A: Bookworms!

**Q: Did you hear about the actor who fell through the theater's floor?**

A: It was just a stage he was going through!

Source:

<https://www.enchantedlearning.com/jokes/>

### FUN FACTS

**The longest beard 2.495 m belongs to Sarwan Singh when measured in Surrey, British Columbia, on 8 September 2011.**

Source: *Guinness World Records 2020*

**Youngest gamer to earn \$1 million in an esports tournament was 15 year old Jaden Ashman from the UK.**

Source: *Guinness World Records 2021*

### BOOK RECOMMENDATIONS

- ***Caught! Nabbing History's Most Wanted*** by Georgia Bragg
- ***Fierce: Women who shaped Canada*** by Lisa Dalrymple
- ***Innovation Nation*** by David Johnston

Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!

## BC SRC 2021: Crack the Case!

### Family Storytime, Theme 5: Whodunnit? Notable people & biographies

Prepared by Corene Maret Brown, Port Moody Public Library

***\*For this storytime, you will need the book “Mae Among the Stars” wrapped in package paper or in an envelope to unwrap latter. You will also need felt animals and an equivalent gift for that animal in an envelope (see examples at the end of the storytime).\****

### **SONG**

Well, hello everybody can you clap your hands?

Clap your hands

Clap your hands

Well, hello everybody can you clap your hands

Clap! Your! Hands!

*Repeat with different actions*

### **FELT GAME**

*To the tune of “London Bridge is Falling Down”*

Who’s that knocking on my door?

At my door? At my door?

Who’s that knocking at my door?

Who could it be?

*Chant and clap:* Knock! Knock! Who’s there?

Meow

Meow who?

It’s a cat!

*Repeat with different animals until the last iteration which is:*

Knock! Knock!

Who’s there?

It’s me!

Me? Who could that be?

It’s the mail carrier!



### **BOOK**

***It Came in the Mail* by Ben Clanton**

### **SONG**

***To the tune of “Skip to my Lou”***

I’m a little mail carrier, how do you do?

I love mail, how about you?

I walk, walk, walk, walk, walk, walk, walk

To your house to deliver your letter!

Repeat with different suggestions like run, hop, drive, march, or ask for suggestions from the audience

### **RHYME**

Mail carrier, mail carrier  
Here I go!  
Delivering letters  
Where ever I go!

Here is a package  
In an envelope  
A present inside?  
I really do hope!

### **SONG**

To the tune of "If You're Happy and You Know It")  
Oh, I got a lovely package  
in the mail (clap, clap) (x2)  
Getting mail is so much fun  
Let's see who sent this  
lovely one!  
Oh this lovely little package  
in the mail (clap, clap)

### **BOOK**

Unwrap the story: *Mae Among the Stars* by Roda Ahmed

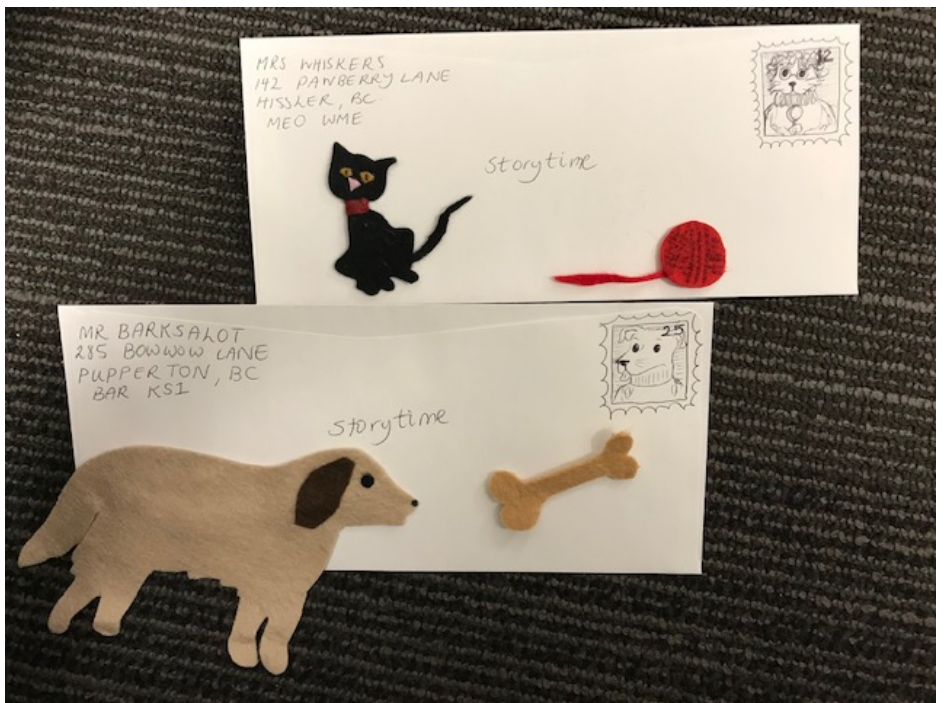
### **ACTION SONG**

Zoom, zoom, zoom  
We're going to the moon!  
Zoom, zoom, zoom  
We're going to the moon!  
If you want to take a trip  
Climb aboard my rocket ship  
Zoom, zoom, zoom  
We're going to the moon!  
In 5, 4, 3, 2, 1 BLAST OFF!

### **FELT GAME**

Bring out the prepared letters with the felt gifts inside

Oh, I got a lovely letter in the mail (clap, clap) (x2)  
Getting mail is so much fun



Let's see who gets this lovely one!

Oh this lovely little letter in the mail (clap, clap)

Show the envelope to the families and point out all the clues. You can open the envelope, name what is inside and have the children guess who that gift is for.

For example: A ball of yarn for the cat, bone for the dog, piece of cheese for the cat, a lilypad for the frog, a sweater for the sheep, rubber boots for the pig. Once they have guessed, you can put the gift next to the animal on the felt board.

For a last envelope, you can have stickers inside for the children or have prepared envelopes to distribute.

### **FAREWELL SONG**

**BC SRC 2021: Crack the Case!**  
**Programs – Younger Kids (Ages 5-8), Theme 5: Whodunnit? Notable people & biographies**

*Prepared by: Jenna Grose, Sabrina Gurniak, Lindsey Krabbenhoft, Allison Kvern, and Victor Or, Vancouver Public Library*

**WELCOME & INTRODUCTION**

Who is your hero? This program explores famous people by asking kids to consider who they look up to and the many different ways that a person may become 'notable'. It is structured around a guessing game, read aloud, crafting activity, and dance party.

Remember to encourage using the buddy system to help kids out and also use images with faces whenever possible to help kids identify people.

**ICEBREAKER**

Intro question: Have each participant say their name, which grade they're going in to, and someone they admire.

Would you rather questions: Participants can answer with a hand up or by walking to either side of the room if in person. Ex. Would you rather be an actor or a singer? Illustrate a comic or write a story? Travel to space or the bottom of the ocean? Discover a new species or save one from extinction?

**ACTIVITY 1: WHODUNNIT?**

In our first game, kids identify notable people using simple clues. The activity may be supplemented with images (ex. sharing images of the clues, gradually exposing a photo of the person). This activity can be done individually, in pairs, or in teams – in particular, younger participants could be paired with older participants. Alternatively, provide the clues and photos of people and have participants try to match them up. Include at least one person from *Go Show the World* to segue into the next activity. Example clues and answers:

<b>Clues</b>	<b>Answer</b>
YouTube, popstar, colourful, hairbows	Jojo Siwa
Japanese Canadian, environment, activist	David Suzuki
Singer, actress, Disney star, Marvel/Spider-man	Zendaya
Author, funny, picture books, pigeon, elephant	Mo Willems
Canadian, pilot, singer, astronaut	Chris Hadfield
Goalie, Ulkatcho First Nation, Montreal Canadiens, Winter Olympics gold, Vancouverite	Carey Price



## **ACTIVITY 2: READ ALOUD**

What makes someone a hero? Read *Go Show the World: A Celebration of Indigenous Heroes* by Wab Kinew and Joe Morse. Who is your hero? Do you know any heroes?

## **ACTIVITY 3: CELEBRATE YOUR HERO**

Provide materials for participants to create a piece of art to introduce or celebrate their hero. They may draw a picture, write a poem, create a comic, assemble a collage, etc. Afterwards, participants can share with the group why the person is their hero and what inspired their artwork.

## **ACTIVITY 4: DANCE PARTY**

People can become 'notable' in many different ways nowadays as technology changes and allows for new forms of creativity and innovation. To wrap up the program, have a dance party incorporating popular dance moves from famous/viral stars. Encourage kids to share dances that they may know or have created.

**Additional Activities:** (These would work better for an older age group)

### **Who said it – true or false?**

Tell kids that a certain famous person said a quote. Ask them whether it's true or false that the person said that. Example: Albert Einstein once said, "An apple a day will keep the doctor away." True or false? Famous people quotes can be found [on this website: https://www.activityvillage.co.uk/famous-people-quote-worksheets](https://www.activityvillage.co.uk/famous-people-quote-worksheets). After identifying the correct speaker, ask the children to explain the quote.

Remember to provide some background on who the person is before introducing the clues.

### **Famous Failures**

Read out an anecdote about the failure of a person and give the children three choices of who this person is. Example: This person was fired from a newspaper because his editor felt he "lacked imagination and had no good ideas". Was it Stephen King, Walt Disney or Bill Gates? For a visual element, show images of the person or what they are famous for.

If time allows, discuss with the children how it's a fact that many people are not born famous. They may have to struggle in their lives to get to where they are. The most important thing is not to give up.

Examples can be found in these websites:

"Six Famous People Who Failed Before Succeeding" from Property Update:  
<https://propertyupdate.com.au/six-famous-people-who-failed-before-succeeding/>;

“21 Famous Failures Who Refused to Give Up” from The Huffington Post:  
[https://www.huffpost.com/entry/21-famous-failures-who-refused-to-give-up\\_b\\_57da2245e4b04fa361d991ba](https://www.huffpost.com/entry/21-famous-failures-who-refused-to-give-up_b_57da2245e4b04fa361d991ba).

Kid-friendly examples are: Albert Einstein, Bill Gates, Charlie Chaplin, Dr. Seuss, J. K. Rowling and Walt Disney.

### **Read Aloud**

If time remains, consider reading or book talking the following biographical titles:

- *Fantastic Failures: True Stories of People Who Changed the World by Falling Down First* by Luke Reynolds
- *The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin* by Julia Finley Mosca and Daniel Rieley
- *The Kids Book of Great Canadian Women* by Elizabeth MacLeod
- *Little Kids First Big Book of Who* by Jill Esbaum
- *Meet Chris Hadfield* by Elizabeth Macleod and Mike Deas
- *Planting Stories: The Life of Librarian and Storyteller Pura Belpré* by Annika Aldamuy Denise and Paola Escobar
- *Salt in his Shoes: Michael Jordan in Pursuit of a Dream* by Deloris Jordan and Kadir Nelson
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating
- *She Persisted: 13 American Women Who Changed the World* by Chelsea Clinton
- *The World is Not a Rectangle: A Portrait of Architect Zaha Hadid* by Jeanette Winter

## **BC SRC 2021: Crack the Case!**

### **Programs – Older Kids (ages 9-12), Theme 5: Whodunnit? – Notable People and Biographies**

*Prepared By: Wiena Groenewold, Fraser Valley Regional Library*

#### **WARM-UP: GETTING TO KNOW YOU (10 minutes)**

Have everyone form in a circle, either indoors or outside. Begin by throwing a ball (soft and not too small) to another person in the circle and at the same time asking the person a question. The person catching the ball must answer the question and then throws the ball to someone else asking another question. Keep the game moving along at a rhythmic pace. Example questions: Do you have any pets? How many brothers and sisters do you have? What is your favourite food? What is your favourite thing to do?

Alternatively, you can try using a pool noodle instead of throwing a ball to avoid any hand-eye coordination challenges. Or try to use the buddy system for kids who may not be able or confident in their throwing and catching abilities.

#### **INTRODUCTION: BIO IN A BAG (10 minutes)**

Prepare a bag with 5 items that capture who you are. Share the items as you tell kids a little about you and your life so they get to know you. Use your life story as a launch to introduce the biography genre.

#### **ACTIVITY: BIO IN A PICTURE (30-45 minutes)**

1. Introduce the life of Emily Carr and her art through reading a book or showing a short video about her life. (\*For videos try search terms: Emily Carr biography kids video)
2. Have children create pictures of Emily Carr's life story using her art form/style. Pictures should capture 5 things about her life. The art can be done outdoors in nature, weather and location permitting.

Materials: Paper (large size), paints and painting supplies OR pastels OR other art medium of choice

#### **ALTERNATE ACTIVITY**

1. Children choose a notable person to research from a selection of books
2. Children create a Bio in a Picture of their notable person
3. Pictures are shared with the group and children introduced to a number of notable people

#### **EMILY CARR BOOK SUGGESTIONS**

*Emily Carr (Remarkable Canadians series)* by Bryan Pezzi  
*When Emily Carr Met Woo* by Monica Kulling  
*Emily Carr's Attic* by Diane Carmel Legger

## **BIOGRAPHY SERIES SUGGESTIONS**

***Scholastic Canada Biography*** (various authors)

***Scholastic Canada Biographies*** by Maxine Trottier

***Little People, Big Dreams*** (various authors)

# BC SRC 2021: Crack the Case!

Activity Sheet, Theme 6: History's Mysteries - The ancient world, history, and dinosaurs

Prepared by: Joy Sodhi, Surrey Libraries

## DINO BLAST FROM THE PAST POST CARD

You are magically transported back to when dinosaurs roamed the Earth! Create a postcard that you would send home to tell your family of what it is like there. The left of your postcard should have a coloured picture of what you see. The right side should have a few words of your experience meeting some dinosaurs.

Drawing

Letter

	Dear _____, guess where I am?! <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

## OUTDOOR ACTIVITY SUGGESTION

Go outside and find a nice rock. Congratulations! You are now a dinosaur parent! Your rock (an egg) needs to be protected.

Build a nest made of mud, grass and leaves to keep your egg safe outdoors. It could look something like this nest on the right.



## LOL JOKES

**Q: Who does a dinosaur call when he needs help?**

A: The Tricera-Cops

**Q: What do you call a sleeping dinosaur?**

A: A dino-snore

Find more jokes in *National Geographic Dino Records* by Jen Agresta

## FUN FACTS

"On average, scientists discover the fossils of one new dinosaur species each week!"

"A Giganotosaurus was huge, but studies show that its brain was the size of a banana"

Learn more facts from *1000 Facts about Dinosaurs, Fossils and Prehistoric Life* by Patricia Daniels

## BOOK RECOMMENDATIONS

- *Accidental Archaeologists* by Sarah Albee
- *Titanosaur* by Jose Luis Carballido

**Fun Tip:** You can find Non-fiction Dinosaur books with the Dewey Decimal number 560-567

Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!

## BC SRC 2021: Crack the Case!

### Family Storytime, Week 6: History's Mysteries – The ancient world, history, and dinosaurs

Prepared by Corene Maret Brown, Port Moody Public Library

#### SONG

I wiggle my fingers, I wiggle my toes  
I wiggle my ears, I wiggle my nose  
I wiggle my shoulders, I wiggle my chin  
I stretch my arms wide and pull them back in

I wiggle my elbows, I wiggle my knees  
I hop like a bunny, I smile and say  
"Cheese!"

Now I have to wiggle down low  
And I sit on the floor and say: "Hello!"



#### FELT RHYME

Five funny dinosaurs letting out a roar  
(Roar)

One went away, and then there were four.  
Four funny dinosaurs munching on tree  
One went away and then there were three  
Three funny dinosaurs didn't know what to do  
One went away and then there were two  
Two funny dinosaurs having lots of fun  
One went away and then there was one  
One funny dinosaur went to be a hero  
They went away and then there were zero!



#### BOOK

***Lizard from the Park*** by Mark Pett

#### SONG

To the tune of "The Wheels on the Bus")  
The Tyrannosaurus Rex goes grr grr grr (x3)  
All through the swamp  
The Triceratops' horns go poke poke poke  
The Steagosarus' tail goes spike spike spike  
The Apatasaurus's mouth goes munch munch munch  
The Pteranodon's wings go flap, flap, flap

#### ACTION SONG

(Tune: "The Hokey Pokey")  
You put your claws in,  
You take your claws out,  
You put your claws in,  
And you scratch 'em all about.

You do the dino pokey,  
And you turn yourself around.  
That's what it's all about!  
*Repeat with feet, teeth, tail, etc.*

### **ACTION SONG**

Five enormous dinosaurs, letting out a roar  
One danced away and then there were four  
Twist, twist, twist, twist,  
Twist, twist, twist, twist, ROAR!  
Four enormous dinosaurs crashing down a tree  
One skipped away and then there were three  
Skip, skip, skip, skip,  
Skip, skip, skip, skip, ROAR!  
Three enormous dinosaurs eating tiger stew  
One twirled away and then there were two  
Twirl, twirl, twirl, twirl,  
Twirl, twirl, twirl, twirl, ROAR!  
Two enormous dinosaurs resting in the sun  
One shook away and then there was one  
Shake, shake, shake, shake,  
Shake, shake, shake, shake, ROAR!  
One enormous dinosaur left all alone  
It wiggled away and then there was none  
Wiggle, wiggle, wiggle, wiggle,  
Wiggle, wiggle, wiggle, wiggle, ROAR!

### **SONG**

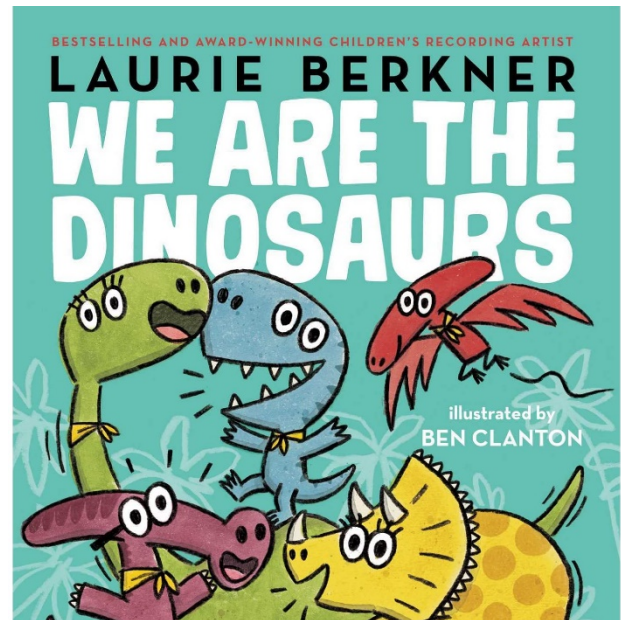
Dinosaur, dinosaur, turn around  
Dinosaur, dinosaur, touch the ground  
Dinosaur, dinosaur, reach up high  
Dinosaur, dinosaur, wink one eye  
Dinosaur, dinosaur, touch your nose  
Dinosaur, dinosaur, touch your toes  
Dinosaur, dinosaur, slap your knees  
Dinosaur, dinosaur, sit down please

### **BOOK**

***We are the Dinosaurs* by Laurie Berkner**

### **FINGER PLAY**

Dinosaur, Dinosaur,  
Where can you be?  
Hiding behind me (*hands behind back*)  
Where you cannot see.  
Now you see one. (*bring out one hand*)



It's waiting for you.  
Here comes another, (*bring out other hand*)  
And now you see two!

## **FAREWELL SONG**



## **BC SRC 2021: Crack the Case!**

**Programs – Younger Kids (Ages 5-8), Theme 6: Histories Mysteries – The ancient world, history and dinosaurs.**

**Prepared By:** *Alexander Matheson, Nathalie Patel, Katherine Parker, Sarah Bagshaw, April Ens, Vancouver Public Library*

In this program you'll be travelling through time with your participants to solve some of histories mysteries. They can use their imaginations, but if presenting the program on zoom, consider downloading some virtual backgrounds (ex. dinosaurs, Aztec pyramids, Stonehenge, etc.) that you can change each time you "travel". You can also incorporate some trivia related to your "destination". You'll find example dialogue in italics to help you transition between activities.

### **WELCOME & INTRODUCTION** [5 min]

Welcome everyone, introduce the theme, and tell everyone that activities can be done by themselves or with a partner.

*'Hello super-sleuths! Today we will be hopping in our time machine and taking a trip through time and space to attempt to solve some of HISTORIES MYSTERIES! So, buckle up as we head off to our first destination!'*

### **READ A STORY** [5 min]

Choose a book to read from the ideas below. These stories include nonfiction poetry, imaginative fact books, and trivia to adapt to a variety of ages and delivery styles:

***Dinosaur Feathers*** by Dennis Nolan (2019)

***Prehistoric Actual Size*** by Steve Jenkins (2005)

***Ye Olde Weird but True*** by National Geographic (2013)

*'Wow, what an exciting book! Now we're going to take another trip back in time. But before we do, we have to figure out what to bring with us!'*

### **ICEBREAKER – TRIP BACK IN TIME** [10 min]

Name three things you would bring on a trip back in time. Why? Did you change your mind after hearing other kids ideas? Time periods to suggest travelling to: Prehistoric Earth, Egypt in the time of the pyramids, your parents' childhood.

*'We're going to travel back even further now, to the time of the dinosaurs. Prepare yourselves to enter a world of some of the largest creatures to ever roam the earth (and some of the smallest too!).'*

## **CREATE A NEW DINOSAUR** [10 min]

*Approximately 240 million years ago, dinosaurs ruled the Earth. Paleontologists now search for dinosaur bones to reconstruct their skeletons and find out what dinosaurs were like. We are going to imagine we have discovered a new dinosaur and it needs a name! The word dinosaur is from the Greek deinos (terrible) and sauros (lizard). Some dinosaur names are short; others are tongue twisters. Dinosaur names can describe what the dinosaur looked like, how it might have acted, or where it was found.*

Using the chart below, have children create a new dinosaur name! Combine two or three root words to create your new dinosaur.

### **Root Words**

<b>allo = strange</b>	<b>deinos, dino = terrible</b>	<b>nodo = lumpy</b>	<b>tri = three</b>
<b>apato = decepetive</b>	<b>Echino = spiked</b>	<b>raptor = robber</b>	<b>tyranno = tyrant</b>
<b>bronto = thunder</b>	<b>Elasmo = plated</b>	<b>rex = king</b>	
<b>cerat = horned</b>	<b>mega = huge</b>	<b>saur, saurus = lizard</b>	
<b>Compso = pretty</b>	<b>micro = small</b>	<b>stego = roof</b>	

When you're done, draw your new dinosaur: consider how it moved, what it ate, where it lived and how big it was.

If using this activity as part of a virtual program, have the children draw independently, then show their drawings or describe their dinosaur and act out how their dinosaur moves and sounds. An extension activity: gather materials outside or inside that you can build with, and create your new dinosaur as a sculpture.

*'Now that we've had some time travel practice, let's put some of our mystery-solving skills to the test! We'll be traveling back and forth through time for History's Mysteries Bingo!'*

## **HISTORY'S MYSTERIES – BINGO!** [20 min]

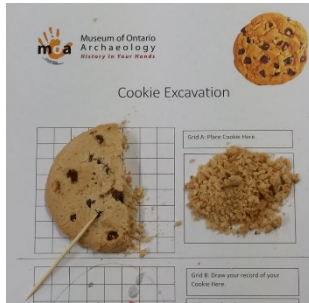
(See Appendix A Bingo Card and Appendix B Clues on pages 3-4.)

Hand out bingo cards and dabbers or felt pens to the children. Read the clues for each "mystery". All the children should hit "Bingo" at the same time 😊. Feel free to discuss each mystery further and to talk about where to find information about them.

*'Wow, what an exciting adventure! Thank you for joining me on our trip and for helping me solve some of the greatest mysteries of all time! Now that we've landed safely back in 2021, you can sit back and relax. If you had fun today and would like some books on history, or mysteries, I'd be more than happy to recommend some to you!'*

## AT HOME ACTIVITIES:

### **Cookie Excavation:**



Archeologists solve history mysteries by excavating different areas to see who lived there in the past and how they lived. You can create your own mini-excavation at home!

**Supplies Needed:** Chocolate-chip Cookies + Toothpicks.

Excavating a cookie to determine how many chocolate chips it has! Instructions can be found here:

<https://archaeologymuseum.ca/archaeology-for-kids-excavate-the-chocolate-chips-from-a-cookie/>

### **Apple Mummification:**







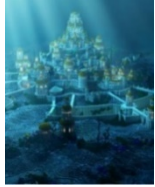
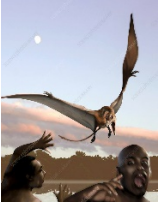
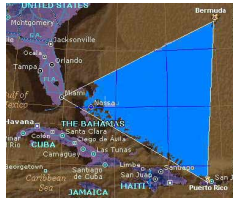




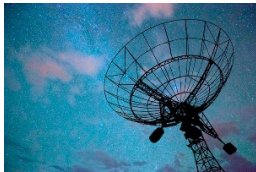
Ancient Egyptians used various chemical solutions to create mummies. You can use kitchen ingredients to mummify an apple at home!

**Supplies Needed:** Apple + Baking Soda + Salt + Cups + Knife (and a grown-up to use it!) Instructions can be found here:

<http://www.planet-science.com/categories/experiments/chemistry-chaos/2011/11/mummify-an-apple!.aspx>

## Appendix A

### HISTORY'S MYSTERIES- HOW MANY OF THESE DO YOU KNOW ABOUT?

B	I	N	G	O
FREE	<p><b>Loch Ness Monster</b></p> 	<p><b>Tunit/Dorset People</b></p> 	<p><b>Easter Island Statues</b></p> 	<p><b>Cahokia Mounds</b></p> 
<p><b>Nazca Lines</b></p> 	FREE	<p><b>UFOs</b></p> 	<p><b>Sasquatch</b></p> 	<p><b>Atlantis</b></p> 
<p><b>The Kongamato</b></p> 	<p><b>Curse of the Mummy</b></p> 	FREE	<p><b>Bermuda Triangle</b></p> 	<p><b>Voynich Manuscript</b></p> 
<p><b>The Minaret of Jam</b></p> 	<p><b>Money Pit Oak Island</b></p> 	<p><b>Ogopogo</b></p> 	FREE	<p><b>Mary Celeste</b></p> 
<p><b>Area 51</b></p> 	<p><b>Roanoke Colony</b></p> 	<p><b>Stonehenge</b></p> 	<p><b>The Wow! Signal</b></p> 	FREE

## Appendix B – Clues

### **Loch Ness Monster:**

1. This beast may live in a lake in Scotland.
2. Looks like a swimming dinosaur.
3. Nickname is Nessie.

### **Sasquatch:**

1. A large furry mammal from Northwest Indigenous legend.
2. Lives in the forest and smells bad.
3. AKA Bigfoot.

### **Tunit/Dorset Peoples:**

1. Gentle giants who lived in the far north.
2. Disappeared by the 1500s.
3. Were strong enough to carry a walrus.

### **Area 51:**

1. Aliens may have landed here and possibly are being kept here.
2. Highly classified Air Force Base located in the Nevada desert.
3. No one really knows what happens there.

### **The Kongamato:**

1. The “breaker of boats” of Africa.
2. Lives in swamps and has sharp teeth.
3. Looks like a pterosaur.

### **UFOs:**

1. In 1947 a pilot saw 9 of these hovering 25 miles from him.
2. Weather balloons, birds, planets, and aircraft get mistaken for these.
3. The US Air Force tracks sightings of these.

### **The Minaret of Jam:**

1. No one knows who built this tower made of baked bricks, tile, and stucco.
2. It stands where 2 rivers meet surrounded by tall mountains.
3. May have been the landmark for the legendary city of Firuzkuh (fee – ROOZ – coo).

### **Stone Giants of Easter Island:**

1. 10 metres high statues, some with big red hats on.
2. Island in the Pacific Ocean, west of Chile.
3. All in a row along the cliffs.

### **Lost Colony of Roanoke:**

1. Island colony set up in 1587. When they returned to check on them in 1590, everyone had disappeared.
2. Artefacts found in nearby settlement.
3. Colony off the current coast of North Carolina, USA.

### **The Voynich Manuscript:**

1. Mysterious book discovered in an Italian castle in 1912.
2. Written in an unknown alphabet that no one has been able to read.
3. World War II code breakers could not crack the code.

### **The Cahokia Mounds:**

1. Huge mounds the size of 10 football fields.
2. A large Indigenous settlement in Illinois, U.S.A.
3. Largest mound is 10 stories high.

### **Stonehenge:**

1. A giant circle of [standing stones](#) in the countryside of England.
2. Each stone is around 13 feet (4.0 m) high, seven feet (2.1 m) wide, and weighing around 25 tons.
3. Its name starts with what it's made of.

### **Nazca Lines of Peru:**

1. 1000 foot long drawings you can see from the air.
2. Figures and straight lines carved into the desert.
3. Shapes are usually made with one continuous line.

**Lost City of Atlantis:**

1. Plato wrote about ancient Athens defeating this city.
2. This wealthy city sank under the ocean.
3. Spectacular city built of red and black stone located near the sea.

**Ogopogo:**

1. Has its origin in Indigenous stories about a water spirit.
2. Could be one long creature or many small creatures in a row.
3. Lives in Okanagan Lake.

**The *Mary Celeste*:**

1. Found near the Azores Islands in 1872.
2. One lifeboat was missing.
3. It was full of cargo and everything was still in its place, just no people.

**Bermuda Triangle:**

1. 300 planes and boats have disappeared here.
2. This area has lots of tropical storms.
3. Navigation instruments give weird readings and compasses don't work when here.

**The Wow! Signal:**

1. Heard only once in 1977 by "Big Ear".
2. Only 72 seconds long and 30 times louder than everything else.
3. Came from M55 in Sagittarius in outer space.

**Money Pit Oak Island:**

1. A deep shaft going into the ground.
2. Every 10 feet there is a floor made of logs.
3. Many people over the years have dug down and down hoping to find buried treasure.

**Curse of the Mummies:**

1. Written in hieroglyphs on the walls of tombs.
2. Bodies encased in cloth wrappings.
3. Opening a sarcophagus may cause it to happen.

## **BC SRC 2021: Crack the Case!**

**Programs – Older Kids (ages 9-12), Theme 6: History’s Mysteries – The ancient world, history, and dinosaurs**

*Prepared By: Margarita Abeigon de Lima, Fraser Valley Regional Library*

### **ACTIVITIES**

#### **1. Write Your Name in Hieroglyphics** Resource:

<https://www.rom.on.ca/en/learn/activities/classroom/hieroglyphs>

Purpose: Get kids to learn the sounds of letters while learning to inscribe their names in Hieroglyphics.

Link has downloadable hieroglyphs key.

Supplies: Paper, pencil, eraser

#### **2. Egyptian Papyrus Paper**

Resource: <http://www.crayola.ca/crafts/egyptian-papyrus-paper-craft/>

Supplies: Glue, Markers, paper bag or recycled material

#### **3. Halloween Crafts for Kids: Mummified Apples**

Resource: <https://www.scholastic.com/parents/school-success/learning-toolkit-blog/steam-halloween-project-dehydrate-apples-to-make-mummies.html>

Supplies:

A recycled container that can hold the apple and some salt

A large container of table salt, sea salt, Kosher salt, or rock salt

A box of baking soda

Epsom salts (Optional. Can be purchased at any pharmacy.)

A pumpkin carving tool (optional)

Toilet paper to wrap your “mummy”

Kitchen scale (optional)

#### **4. Scavenger Hunt: Things Egyptians invented that we use every day!**

Try to guess and find these household items based on the clues:

1) We use these two items twice a day, morning and before we go to bed to clean our teeth.

One has bristles and the other tastes like mint or bubble gum!

Answer: Toothbrushes and toothpaste were invented because of the grit and sand which found its way into the bread and vegetables of the daily meals. Toothpaste was made of rock salt, mint, dried iris petals, and pepper, according to one recipe.

Resource: **Ancient Egyptian Science & Technology**

<https://www.ancient.eu/article/967/ancient-egyptian-science--technology/#:~:text=Ancient%20monuments%20and%20grand%20temples,all%20invented%20by%20the%20Egyptians>

2) We use this item to check the time

Answer: Clocks: In order to tell the time Egyptians invented two types of clock. Obelisks were used as sun clocks by noting how its shadow moved around its surface throughout the day.

From the use of obelisks they identified the longest and shortest days of the year.



Resource: **Ancient Egyptian Inventions** <https://discoveringegypt.com/ancient-egyptian-inventions/>

3) We use this item to make our eyes pop with colour

Answer: The Egyptians invented eye makeup as far back as 4000 B.C. They combined soot with a lead mineral called galena to create a black ointment known as kohl. They also made green eye makeup by combining malachite with galena to tint the ointment.

Both men and women wore eye makeup; believing it could cure eye diseases and keep them from falling victim to the evil eye.

Resource: **Ancient Egyptian Inventions** <https://discoveringegypt.com/ancient-egyptian-inventions/>

4) We use this item to see the days of the year

Answer: The Egyptians devised the solar calendar by recording the yearly reappearance of Sirius (the Dog Star) in the eastern sky. It was a fixed point which coincided with the yearly flooding of the Nile. Their calendar had 365 days and 12 months with 30 days in each month

Resource: **Ancient Egyptian Inventions** <https://discoveringegypt.com/ancient-egyptian-inventions/>

5) We use these two items to write stories, do our homework and draw pictures.

Answer: Papyrus sheets and black ink.

Papyrus sheets are the earliest paper-like material – all other civilizations used stone, clay tablets, animal hide, wood materials or wax as a writing surface. Papyrus was, for over 3000 years, the most important writing material in the ancient world. The Egyptians mixed vegetable gum, soot and bee wax to make black ink. They replaced soot with other materials such as ochre to make various colours.

Resource: **Ancient Egyptian Inventions** <https://discoveringegypt.com/ancient-egyptian-inventions/>



# BC SRC 2021: Crack the Case!

Activity Sheet, Theme 7: Is it Real? – Monsters and the paranormal

Prepared by: Joy Sodhi, Surrey Libraries

## MONSTER SANDWICHES

Let's make monster sandwiches! You get to play with your food and eat it too! Ask a grown up for help when cutting.

### Equipment:

- Cutting Board
- Paring Knife

### Instructions:

- Use a bun or bread slices to make the head
- Stuff your sandwich with ham, turkey, egg salad, your choice!
- Spread mayo on both sides, or any sort of condiment
- Cut slices of cheese into fangs
- Add eyes on top, with pickles, olives, berries, anything round.
- *If you cannot eat any of these ingredients, replace them with things you can eat!*

You could use carrots for the nose, sprouts for hair, pretzels for legs, smashed avocado for brains. Go wild!

Below are some pictures for inspiration.



## BOOK RECOMMENDATIONS

Check out a monster themed graphic novel like these:

- ***Monster Mayhem*** by Chris Eliopoulos
- ***The Monster Sisters 1, The Mystery of the Unlocked Cave*** by Gareth Gaudin
- ***Monsters Beware!*** by Jorge Augusto Aguirre
- ***Scarlett Hart, Monster Hunter*** by Marcus Sedgwick

## OUTDOOR ACTIVITY IDEA

You never know what you could uncover... *Could there be ghosts in your neighbourhood?*

Go outside with a camera or phone. Take a photo of the spookiest thing you see! *Is it an old, creepy shed? A weird looking tree? A mysterious shadow on a wall?*

Once inside, tell your family a story of what you saw and show them your photo!

## LOL JOKES

**Q: What do ghosts like on their bagels?**

A: Scream Cheese

**Q: What's green, crunchy and bites you on the neck?**

A: A vampickle

Find more jokes in ***The Book of Gross Jokes***

## FUN FACTS

"More than 10,000 UFO sightings were reported between 1952 and 1969."

"The Latin root of the word monster is the verb monere, which means "to warn."

Find more facts in ***Fright-Lopedia*** by Julie Winterbottom

**Don't forget to track your reading goals on your reading record and at [bcsrc.ca](http://bcsrc.ca)!**

## **BC SRC 2021: Crack the Case!**

### **Family Storytime, Theme 7: Is It Real? – Monsters and the paranormal**

*Prepared by Corene Maret Brown, Port Moody Public Library*

#### **SONG**

Bread and butter and marmalade jam (*Clap out a beat*)

Let's say hello as fast as we can. Hello! Hello! Hello! (*Wave hello as fast as you can*)

Bread and butter and marmalade jam

Let's say hello as slow as we can: Hellooooooooooooo (*Do a slow-mo wave*)

*Repeat by saying hello in different ways: high/low, big/small, happy/sad, loud/quiet*

***"We are going to play pretend today!"***

#### **ACTION RHYME**

Abra-cadabra, Alaka-zow

When I say KAZAM, you'll all be cows. KAZAM! (*Encourage the children to pretend to be cows*)

Abra-cadabra, Alaka-zello

When I say KAZAM, you'll all be jello. KAZAM! (*Encourage the children to wiggle around*)

Abra-cadabra, Alaka-zitty

When I say KAZAM, you'll all be kitties! (*Encourage the children to pretend to be kitties*)

Abra-cadabra, Alaka-zids

When I say KAPOW, you'll turn back into kids!

KAPOW!

#### **FELT RHYME**

I saw five little unicorns, creatures from folklore  
I watched the blue one prance away and then there  
were four

I saw four little unicorns resting by a tree  
I watched the orange one prance away and then there  
were three

I saw three little unicorns but as near to them I drew  
The green one pranced away and then there were two

I saw two little unicorns, I watched them run and run  
The red one pranced away and then there was one

I saw a lonely purple unicorn standing in the sun

When I blinked my eyes, there were none.



#### **BOOK**

***Sophie Johnson, Unicorn Expert by Morag Hood or  
A Unicorn Named Sparkle by Amy Young***

#### **ACTION RHYME**

Dragon, dragon, turn around

Dragon, dragon, touch the ground

Dragon, dragon, fly up high  
Dragon, dragon, touch the sky  
Dragon, dragon, swing your tail  
Dragon, dragon, shake your scales  
Dragon, dragon, give a ROAR  
Dragon, dragon, sit on the floor

### **ACTION RHYME**

See the little dragons sleeping  
Til it's nearly noon  
Come a let us gently wake them  
With a happy tune  
Oh how still! Are they ill?  
Wake up soooooon  
Roar little dragon - roar, roar, roar  
Roar little dragon – roar, roar, roar  
Roar, roar, roar, roar, roar, roar  
Back to sleep! We are now going to pretend to be unicorns that neigh  
*Replace dragon with unicorn and roaring with prancing*  
*Repeat with monsters/stomping*

### **SONG**

FIVE little dragons jumping on the bed (*everyone jumps*)  
One fell off and bumped their head; (*point to head*)  
[Presenter's name ie. Corene] called the doctor (*make pretend phone with hand*)  
And the doctor said: No more dragons jumping on the bed. (*shake finger*)  
*Repeat with counting down to four, three, two, until*  
ONE little dragon jumping on the bed  
They fell off and bumped their head;  
[Presenter name] called the doctor  
And the doctor said: Put those dragons straight to bed!

### **BOOK**

***Dragons Love Tacos by Adam Rubin***

### **FELT SONG**

*To the tune of I'm a Little Teapot*  
I'm a little dragon, small and green  
Here are my eyes – one, two, three!  
Here are my horns and here is my  
nose!  
Won't go come and say hello!

I'm a little dragon, big and red!  
Here are my feet and here is my  
head  
Here are my teeth and here's my  
roar



I sound like a dinosaur! (*roar*)

I'm a little dragon, yellow and round  
Here is my smile turned upside down  
Here are my wings and here is my tail  
I take to the sky and watch me sail (*pretend to fly*)

### **FAREWELL SONG**

## **BC SRC 2021: Crack the Case!**

### **Programs – Younger Kids (Ages 5-8), Theme 7: Is it real? – Monsters and the paranormal**

*Prepared by: Suzy, Els, & Sadie, Vancouver Public Library*

#### **INTRODUCTION & WELCOME** [2 min]

- Introduce self
- Outline program plan

#### **ICE BREAKER** [5 min]

Everyone introduces themselves and names their favourite mythical creature. Group leader should ask each participant why that is their favourite creature, share a fun fact about it, confide that they like that creature too, etc. in order to engage briefly with each child.

#### **ACTIVITY 1 (optional): READ ALOUD** [7 min]

- ***Julia's House Moves On*** (Hatke)
- ***Hungry Jim*** (Snyder)
- Tale from an anthology of creepy short stories
- ***Secret Cat*** (Strömgård)
- ***Little Doctor and the Fearless Beast*** (Gilmore)
- ***Dragons Love Tacos*** (Rubin)
- ***The Barnabus Project*** (Fan) – Small groups only
- ***Window*** (Arbona) – Small groups only
- ***Footsteps in Bay de Verde*** (Cotter)

#### **ACTIVITY 2A: CREATE YOUR OWN MYTHICAL CREATURE** [15 min]

Participants can do this alone, in pairs, or as a group.

A new magical creature has been found! It's our job to decide what it looks like and how it lives. One at a time, the group leader will ask a series of questions about this new creature. As the participants decide the answer, their new creature will be created.

#### **QUESTIONS:**

- What does the creature eat?
- Can the creature
  - Walk?
  - Swim?
  - Fly?
  - Climb?
- Where does the creature live?
  - A particular continent?
  - What biome/environment?

- What does the creature's skin look like? What colour(s) is it? Does it have
  - Hair or fur?
  - Feathers?
  - Scales?
  - Some other texture?
- How many babies does it have at once? Does it have a big litter or only a single offspring at a time?
- How big or small is the creature? How much does it weigh?
- How does your creature feel about humans? Does it even know what a human is?

### **ACTIVITY 2B: WHAT'S YOUR CREATURE'S NAME?** [10 min]

Give everyone 2-3 minutes to gather 5 items from around their house. When they return, tell them they're going to create a Monster Name out of the first letter of each object. Show 5 objects of your own as an example: i.e. if you had glasses, a ruler, earbuds, a book, and a pen, you'd take those 5 letters and make GREBP.

- Depending on age/size of group, can write out the letters for each kid in chat or on a whiteboard as they show their items.
- If there are no vowels in the first letters of the objects, can add one or just have a monster name without vowels.
- Watch for inappropriate words and casually mix up the order to avoid mayhem (like, if someone has a Spoon, a Hat, and an Iphone, maybe say "let's save the spoon for the end of your word".)
- Can rename each child's Zoom screen name to reflect their monster name: i.e. Els Meets GREBP
- Kids can also draw what "their" monster would look like.

### **ACTIVITY 3A: ANIMAL TRACKS – REAL OR FAKE:** [15 min]

Using the book *Animal Tracks and Signs by Jinny Johnson, Nature Ranger by Richard Walker* (p.16-17), or an online resource (such as *Animal Tracks: The Ultimate Field Guide* <https://www.personalcreations.com/blog/animal-tracks> or *My Animal Signs Field Guide*

<https://www.fws.gov/uploadedFiles/Animal%20Signs%20Guide.pdf> from the US Fish and Wildlife Service) photocopy and enlarge animal tracks. Create an equal number of 'fake' animal tracks that might belong to a supernatural creature.

Talk about different parts of an animal track (size of foot, number of toes, presence or absence of claws, and pattern of steps).

Using screen share or printed out images show kids a pair of 2 tracks. One will be real and one will be fake. Have them guess which one is real and which one is fake. Once they have guessed which one is real they can also guess which animal it belongs to.

## **ANIMAL TRACK IMAGE SAMPLES**

\*See attachment

### **Answer key**

1. Left: Cape Clawless Otter - Right: Fake
2. Left: Fake – Right: Crested Porcupine
3. Left Giant Panda – Right: Fake

### **ACTIVITY 3B: YOUR CREATURE’S FOOTPRINTS** [7 min]

Now that we know about animal tracks, what would your mythical creature’s footprints look like if they moved over land?

### **ACTIVITY 4: GROUP MONSTER STORY:** [10 min]

Explain activity:

We are going to create a story about magical creatures together! I will start a sentence and then ask one of you to finish it. Then I will start another sentence and ask someone else to finish that one. You can finish the sentence using one word or a few words – whatever you like.

For example, I might start with “Once upon a time, in a faraway place called Grimy Mountain there lived a...” and then I will ask one of you to finish the sentence. What do you think lived in Grimy Mountain? A dragon? A purple-spotted fairy? Then I will continue the story and someone else will help me fill in the blank.

Try to go with the flow of the (likely wild) story as it develops. It does not need to be complicated or long. Try to have a setting, a problem, and a resolution. Some potential story starters and follow-up sentences:

- There once was a group of villagers who lived in village called \_\_\_\_\_. Their village was located right next to a \_\_\_\_\_. This was a problem because \_\_\_\_\_. One day, the villagers decided to do something about it. They decided to \_\_\_\_\_.
- Bridget was a fairy who lived in a \_\_\_\_\_. She didn’t like living there, though because \_\_\_\_\_. Determined to find a new place to live, she \_\_\_\_\_.
- As we all know, dragons are real, they live in \_\_\_\_\_. But, if you’re lucky, sometimes you will see a dragon in \_\_\_\_\_. One day, Raj was just that lucky! Walking home from \_\_\_\_\_, he looked up and saw two dragons in the sky! There was only one problem \_\_\_\_\_.

### **ACTIVITY 5: DANCE PARTY** [5 min]



Explain that we will be having a “Freeze Dance” dance party.

Screen share to show the video of the song and when you press pause everyone freezes.

Do the freeze 2 times and then continue dancing until the end

Choose one or more of the following songs:

(Run video past ads ahead of time)  
Monster mash (Kidz Bop Version)

<https://www.youtube.com/watch?v=qXtZSShHYjA>

Ghostbusters Theme song

<https://www.youtube.com/watch?v=m9We2XsVZfc>

**ASYNCHRONOUS ACTIVITY: BUILD A MONSTER AT YOUR LIBRARY** [2 min]

Asynchronous group activity.

This could be done as a challenge after the program.

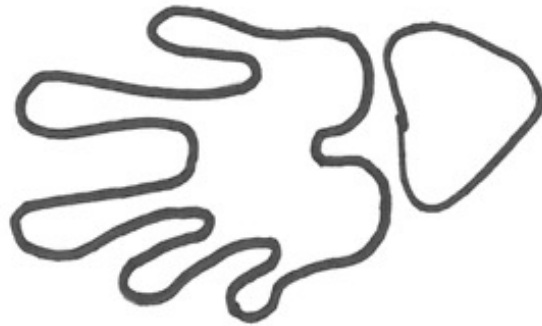
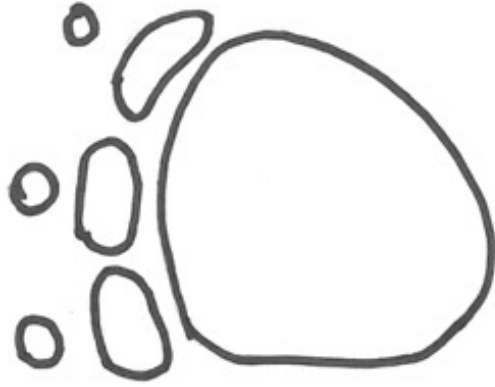
Create a monster body/shape out of cardboard or whatever you have on hand. Show it to the kids on Zoom, so that they have an idea of scale.

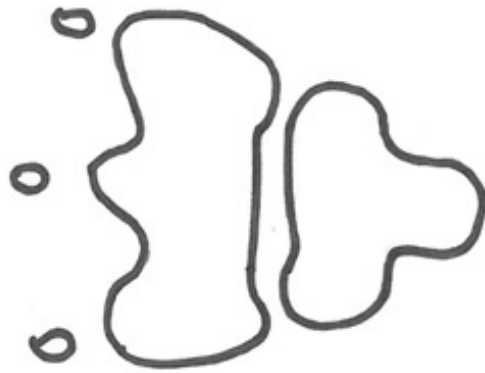
Each participant is assigned a monster body part to make. (Eyeballs, arms, mouth, nose, horns, scales etc.) out of whatever craft supplies they have at home.

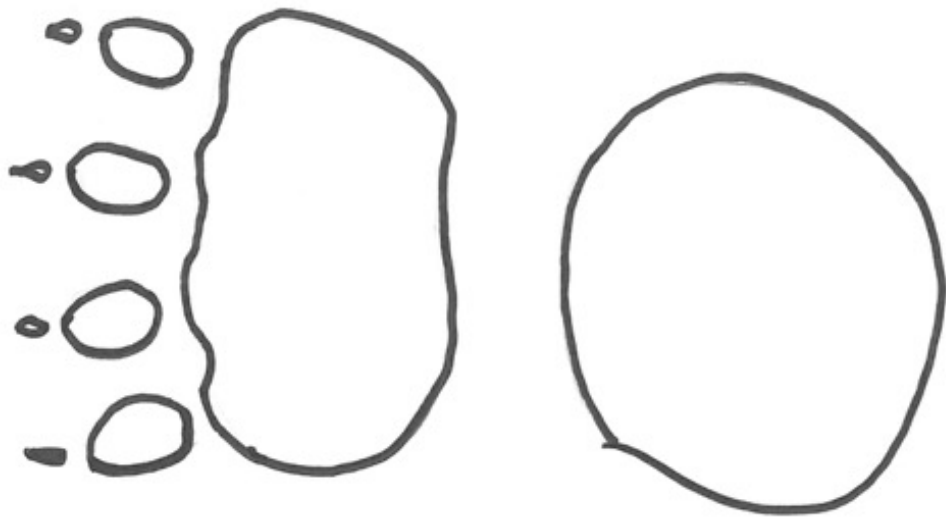
Kids come into the library and stick body parts on the monster or kids drop off body parts and staff attach them.

Duplicates are ok since a monster might have lots of eyes or horns or arms!









## BC SRC 2021: Crack the Case!

### Programs – Older Kids (ages 9-12), Theme 7: Is It Real? – Monsters and the paranormal

Prepared By: Andrea & Tina, Fraser Valley Regional Library

## CRAFT

### [Clothespin Zombie Puppet Craft](https://www.easypeasyandfun.com/clothespin-zombie-puppet-craft/)

<https://www.easypeasyandfun.com/clothespin-zombie-puppet-craft/>

## ACTIVITY

### Zombie Tag

*\*Please be prepared to adapt this game to accommodate the various abilities that you may have at the program such as using the buddy system and being mindful of the terrain/playing surface for kids who have mobility needs.*

1. **Gather at least four players.** This is a game for four or more people. One person begins the game as the zombie, and the others are humans. In this game, zombies can't run, but humans can
2. **Find a large space to play.** You can play this game in any space big enough for your players to move around. Play indoors, outdoors, in an open area, or an area with lots of hiding spaces. There is no home base in this game.
3. **Choose a zombie.** If this is your first round, choose a zombie by playing an elimination game, like asking everyone to choose a number. The winner of the game is the zombie! If you've just finished playing a round, give kids the opportunity to take turns.
4. **Give the humans a head start.** The zombie should stay where they are for 15-20 seconds while the humans start running.  
Remember the rules if you're a zombie. Zombies can't run! They also can't pretend to be human or leave the play area to ambush humans.
5. **Tag the humans.** If you're the zombie, your goal is to tag as many humans as possible by reaching out and touching them. Once they are tagged, they become zombies and can tag other humans. Zombies can't pretend to be human. This is a good opportunity to get into character!
6. **Determine the winner.** The game continues until there is only one human left. This person is the winner, and they can't be the zombie in the next round.

## BOOK SUGGESTIONS

- ***A Zombie Ate My Homework*** by Tom Greenwald
- ***Attack of the Zombie Zing*** by Tom Greenwald
- ***Cattywampus*** by Ash Van Otterloo
- ***Middle School Bites*** by Steven Banks
- ***Zombie Tag*** by Hannah Moskowitz