



# BC Summer Reading Club Manual 2022

## Table of Contents

<b>Introduction to BC SRC 2022</b>	<a href="#"><u>3</u></a>
<b>Booklists</b>	
Picture Books	<a href="#"><u>8</u></a>
Early Readers	<a href="#"><u>11</u></a>
Novels	<a href="#"><u>13</u></a>
Graphic Novels	<a href="#"><u>16</u></a>
Non-fiction Books	<a href="#"><u>18</u></a>
French	<a href="#"><u>21</u></a>
<b>Theme 1: Community Connections</b>	
Storytime	<a href="#"><u>23</u></a>
Younger Kids Activity	<a href="#"><u>26</u></a>
Older Kids Activity	<a href="#"><u>29</u></a>
<b>Theme 2: Hello World</b>	
Storytime	<a href="#"><u>36</u></a>
Younger Kids Activity	<a href="#"><u>39</u></a>
Older Kids Activity	<a href="#"><u>41</u></a>
<b>Theme 3: Dream Team</b>	
Storytime	<a href="#"><u>44</u></a>
Younger Kids Activity	<a href="#"><u>47</u></a>
Older Kids Activity	<a href="#"><u>51</u></a>
<b>Theme 4: Great Outdoors</b>	
Storytime	<a href="#"><u>54</u></a>
Younger Kids Activity	<a href="#"><u>57</u></a>
Older Kids Activity	<a href="#"><u>61</u></a>
<b>Theme 5: Together, Apart</b>	
Storytime	<a href="#"><u>62</u></a>
Younger Kids Activity	<a href="#"><u>65</u></a>
Older Kids Activity	<a href="#"><u>68</u></a>
<b>Theme 6: All Kinds of Families</b>	
Storytime	<a href="#"><u>72</u></a>
Younger Kids Activity	<a href="#"><u>75</u></a>
Older Kids Activity	<a href="#"><u>81</u></a>
<b>Theme 7: Let's Play Together</b>	
Storytime	<a href="#"><u>84</u></a>
Younger Kids Activity	<a href="#"><u>87</u></a>
Older Kids Activity	<a href="#"><u>90</u></a>
<b>Activity Sheets</b>	
Theme 1	<a href="#"><u>93</u></a>
Theme 2	<a href="#"><u>94</u></a>
Theme 3	<a href="#"><u>96</u></a>
Theme 4	<a href="#"><u>98</u></a>
Theme 5	<a href="#"><u>99</u></a>
Theme 6	<a href="#"><u>100</u></a>
Theme 7	<a href="#"><u>101</u></a>

## Introduction to BC SRC 2022

### Welcome to the 2022 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, printable materials, report card “stuffers”, and more), are available online at [bcsrc.ca/staff](http://bcsrc.ca/staff). Please note additional items will be added as we lead up to the program.

### Increasing Inclusion and Accessibility

A special thanks to our consultant, Dr. Tess Prendergast (UBC iSchool Lecturer) who reviewed the 2022 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 Queen Esekhile, Christina Fritts, Andria Huculak, Amber Lamboo, Hannah Oudenaar, and Theresa Peoples for assisting with the review process.

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

- 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 or 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. The 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 "All Together Now". Seven weekly community and connection based sub-themes have been selected to use as inspiration for your programs, activities, displays and contests:

- Sub-theme 1: **Community Connections** – My neighbourhood, friends, school, and community helpers
- Sub-theme 2: **Hello World** – Travel and moving, world languages, international celebrations
- Sub-theme 3: **Dream Team** – Sports, organized group activities and games
- Sub-theme 4: **Great Outdoors** – Exploring our connection to the environment, the natural world
- Sub-theme 5: **Together, Apart** – Internet and phone technology, long distance communications (letters and postcards)
- Sub-theme 6: **All Kinds of Families** – Families (including found families) and family celebrations
- Sub-theme 7: **Let's Play Together** – Working together, cooperation, and teamwork

### Artwork

We are absolutely delighted to be working with Elaine Chen, a Vancouver-based artist and illustrator. Elaine's beautifully soft and whimsical illustration style go perfectly hand in hand with this year's theme. The main inspiration for this year's artwork came from a quilt that a friend made for Elaine. She thought the quilt was the perfect metaphor to being together stories and narratives both in a metaphorical and literal sense. Be sure to check out Elaine's illustrations in *My Day with Gong Gong* by Sennah Yee and learn more about Elaine and her work at [elainechen.ca](http://elainechen.ca).

### 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. Building off of last year's design, the reading record includes circles to track a participant's progress with spaces for stickers for every 7 days of reading. We also added space for participants to continue reading beyond the 7 weeks to earn an additional "bonus" sticker. An additional printable supplement is available for libraries for participants who would like to write/draw what they've read this summer. It can be printed and stapled onto the reading record.

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, comics, and more!) 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 an 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.

**Website:** [www.bcsrc.ca](http://www.bcsrc.ca).

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 like quizzes and contests.

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

Includes the contents of this manual as well as the 2022 BC SRC artwork and logos etc. The link for the staff site can also be found in the bottom footer.

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

First introduced in 2020, we are continuing to offer our online reading tracker app where kids are encouraged to earn digital badges. For safety 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.

**New for 2022:** Primary SRC Contacts will be invited to create an account to get access to the new features on the Online Reading Tracker, such as a welcome message to participants, space to promote events/activities in your library, and access to statistics and reports. The primary contact can also add additional staff users to access stats and make updates to the communications.

**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<sup>1</sup> with the BC Summer Reading Club program.

**2022 BC SRC Committee**

The 2022 BC Summer Reading Club is brought to you by a hard-working team:

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

---

<sup>1</sup> In 2019, pre-pandemic numbers.

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
- Michael Burriss and the staff at InterLINK
- James Matsuba and team (Web Developer)
- Anthony Reynolds and Jeff Burke, Spin Key Media (Website Support)
- Cynthia Ford, Project Coordinator, BCLA
- Angie Ayupova, Manager, BCLA
- Rina Hadziev, Executive Director, BCLA

## Booklists: Picture Books

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CAN	CE	NN	AUD

### David Jumps In, Alan Woo, 2020 (BC)

David finds himself alone at recess on his first day at a new school. Hoping to make new friends, he invites the other children to learn his favourite game.

**Theme 1, 3, 7**

### Snow Doves, Nancy Hartry, 2020 (CAN)

Sami has never seen snow before, and is nervous about going outside. His new neighbour Joy does not speak his language, but that does not stop them from becoming friends.

**Theme 1, 2, 4, 7**

### Windows, Julia Denos, 2017

Walking his dog at dusk, one boy catches glimpses of his neighbours' lives through their windows as they make dinner, throw parties, and dance.

**Theme 1, 6**

### In Lucia's Neighborhood, Pat Shewchuk, 2013 (CE)

Lucia and her grandmother tour their city neighbourhood and see a variety of people and activities, including the Portuguese cultural festival of Senhor Da Pedra.

**Theme 1, 2**

### Toshi's Little Treasures, Nadine Robert, 2016 (CAN)

In this seek-and-find book, a boy and his grandmother explore their six favourite places in and near their town, finding treasures to add to their collection along the way.

**Theme 1, 4,**

### Together We Can, Caryl Hart, 2019

In this book about friendship and kindness, children learn that although others may look, speak, or do things differently, it doesn't matter: Friends come in all shapes and sizes!

**Theme 1, 7**

### Chicken Talk Around the World, Carole Schaefer, 2021

Explore world languages and different cultures as we see--and hear--grandmothers' chickens in the United States, Mexico, Kenya, Japan, India, and France.

**Theme 2, 4, 6**



**All of Us, Kathryn Erskine, 2021**

Starting with one child and expanding to encompass the whole planet, this book conveys how the world is a community made up of people who are more similar than different.

**Theme 2, 7**

**Love the World, Todd Parr, 2017 (CE)**

A simple book about how much there is to love in the world, from exploring to helping others.

**Theme 2, 7**

**With love, Grandma, Helen Foster James, 2018**

A grandmother shares her adventures and special memories with her grandchild through a series of letters written while she is traveling the world.

**Themes 2, 5, 6**

**Malaika's Winter Carnival, Nadia Hohn, 2017 (CAN)**

When Malaika moves to Quebec from the Caribbean, she must deal with a new school, climate, and family members – and the carnival in Quebec is nothing like the one she knows! But with the help of long-distance chats with her grandmother, Malaika is able to adjust and embrace her new home.

**Theme 2, 5, 6**

**Where are you from?, Yamile Saied Méndez, 2019 (CE)**

When a young girl is constantly asked where she's "really from", she decides to turn to her dear Abuelo for some help with this question.

**Theme 2, 6**

**We all play/Kimêtaŵânaw, Julie Flett, 2021 (BC)**

Young animals and children are shown enjoying play in similar ways, highlighting the kinship between animals and people.

**Theme 3, 4, 7**

**Max and Marla, Alexandra Boiger, 2015**

Max and Marla are best friends - and aspiring Olympians. Although they run into difficulty as they practice their sledding, they persist through creativity and friendship.

**Theme 3, 7**

**Explorers of the Wild, Cale Atkinson, 2016 (BC) (CE) (NN)**

A bear and a boy who both love exploring nature meet and learn to share their adventures together.

**Theme 4, 7**

**Outside In, Deborah Underwood, 2020**

This book explores the wonders of nature which are all around us, and encourages us to take the time to notice and appreciate them.

#### **Theme 4**

##### **A Day with Yayah, Nicola Campbell, 2018 (BC) (NN)**

A young girl forages for wild plants with her grandmother (Yayah) and learns to identify and name them in Nl̓eʔkepmxcmn.

**Theme 4, 6**

##### **Tea with Grandpa, Barney Saltzberg, 2014**

No matter how far apart they are, a little girl and her grandfather share a cup of tea every day at half past three.

**Theme 5, 6**

##### **Excellent Ed, Stacy McAnulty, 2016**

Every member of the Ellis family is unique and has their own special talents. But where does Ed, the family dog, fit in?

**Theme 6, 7**

##### **Bring me a rock! Daniel Miyares, 2016**

When an insect king demands rocks with which to build his throne, he rejects tiny beetle's contribution. But when the little bug saves the day, everyone learns a lesson about cooperation and equality.

**Theme 7**

## Booklists: Early Readers

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CAN	CE	NN	AUD

### **The Used-to-be-Best Friend, Dawn Quigley, 2021 (AUD) (CE)**

First grader Jo Jo is worried that she needs to figure out how to make more friends. Because Fern, her best friend at school, may not want to be friends anymore.

**Theme 1, 6, 7**

### **Book Uncle and Me, Uma Krishnaswami, 2016 (BC) (AUD) (CE) (NN)**

When the mayor tries to shut down Book Uncle's free library on the street corner, Yasmin and her friends decide to take action

**Theme 1, 7**

### **The Homesick Club, Libby Martinez, 2020 (CE)**

Classmates Mónica and Hannah form the Homesick Club, since they are both from far away. When they find out that their new teacher also misses her home, the girls come up with a surprise for her.

**Theme 1, 2**

### **I Can Help, Reem Faruqi, 2021 (CE)**

Zahra loves spending time with Kyle at school, but when her other classmates start teasing her for helping him, she stops. She immediately regrets it, but doesn't know what to do about her remorse until she finds herself at a new school the next year.

**Theme 1, 7**

### **Tabitha and Fritz trade places, Katie Frawley, 2021**

A rainforest elephant and city cat are each looking for something different. When they trade spaces, keeping in touch with each other through online messages, they discover the joy of new places (and of coming home).

**Theme 1, 2, 5**

### **Juana and Lucas, Juana Medina, 2016**

Juana hates boring school activities, especially learning English. But when her family tells her that a special trip is planned to an English-speaking place, she discovers how a new language can transform her world.

**Theme 2, 6**

### **The Traveling Circus, Marie-Louise Gay, 2015 (CA) (CE) (NN)**

Charlie and his family are about to embark on another trip, to another out-of-the-way place off the beaten path. This time they are heading to an island in Croatia.

**Theme 2, 6**

**Carson Crosses Canada, Linda Bailey, 2017 (CA) (CE) (NN)**

A woman and her dog travel by car from BC to Newfoundland, seeing various sights along the way.

**Theme 2**

**H.O.R.S.E.: A Game of Basketball and Imagination, Christopher Myers, 2012**

Two friendly players get more and more creative as each attempts to one-up the other in a game of horse.

**Theme 3**

**The Highest Number in the World, Roy MacGregor, 2014 (CA) (CE)**

Gabe shares a lucky number with her hero, Hayley Wickenheiser: number 22. When her coach hands out the team jerseys, Gabe is stuck with number 9. But with the help of her grandmother, Gabe learns that number 9 might not be so bad after all.

**Theme 3, 6**

**The Banana-Leaf Ball, Katie Smith Milway, 2017 (BC)**

Separated from his family when they were forced to flee their home, Deo lives alone in a refugee camp. Then one day a coach gathers all the children to play soccer, and everything begins to change.

**Theme 3, 7**

**The Spirit Trackers, Jan Bourdeau Waboose, 2018 (CA)**

After cousins Tom and Will hear the story of the Windigo, they follow what they think are its tracks. Instead they find a moose trapped in the snow and help to free it.

**Theme 4, 6**

**Little Wolf, Teoni Spathelfer, 2021 (BC)**

When Heiltsuk girl Little Wolf moves to the big city, she has trouble adjusting and feeling connected with nature and her culture. With the help of her mother, she starts to see the beauty in her new surroundings.

**Theme 4, 6**

**The Tweedles Go Online, Monica Kulling, 2015 (BC)**

When the Tweedles buy a telephone, things change quickly for their old-fashioned family, and they must learn how to balance the attraction of this new technology with staying connected in other ways.

**Theme 5, 6**

**The Outlaw, Nancy Vo, 2018 (BC) (AUD) (NN)**

Several months after a notorious ruffian that once terrorized a small Western town disappears, a mysterious stranger arrives and starts cleaning the place up. Who could he be?

**Theme 7**

## Booklists: Novels

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CAN	CE	NN	AUD

### **The Insiders, Mark Oshiro, 2021 (AUD) (CE)**

Twelve-year-old Héctor Muñoz, fleeing from bullies, discovers a magical closet at his school. It not only provides him a place to escape, but also unites him with two other kids who have similar problems.

**Theme 1, 5**

### **You don't know everything, Jilly P.!, Alex Gino, 2018 (AUD) (CE)**

Through her interactions with an online friend and extended family members, 12 year old Jilly begins to recognize the many obstacles that exist in the world for people who are different from her, and the impact of her own actions.

**Theme 1, 5**

### **The Lottery's Plus One, Emma Donoghue, 2017 (CA) (CE)**

When two couples win the lottery, they buy a big house where all of them, including their five pets and seven children, can live happily – until Grandpa Grumps comes to stay. He seems to disapprove of everything! Will the Lottery's and their new family member ever understand each other?

**Theme 6, 7**

### **Look Both Ways: A Tale Told in Ten Blocks, Jason Reynolds, 2019 (AUD) (CE) (NN)**

Ten short stories paint a picture of what happens one afternoon after school lets out. Each story focuses on one student or group of friends, but they are all connected.

**Theme 1**

### **The Goat, Anne Fleming, 2017 (CA) (AUD) (CE) (NN)**

When Kid moves to New York City for six-month stay, she sees something mysterious on top of their apartment building. Rumor says there's a goat living on the roof, but how can that be true?

**Theme 1, 2, 4**

### **Road Trip, Gary Paulsen, 2013 (AUD) (CE) (NN)**

Ben and his dad haven't been getting along lately, and Dad hopes a road trip to rescue a border collie will help them reconnect. But their trip takes a turn for the unexpected, resulting in both tension and hijinks.

**Theme 2, 6**

**Refugee, Alan Gratz, 2017 (AUD) (CE)**

Three stories separated by time but not by circumstances make up this book: Josef, a Jewish boy living in 1930s Nazi Germany; Isabel, a Cuban girl trying to escape the riots and unrest plaguing her country in 1994; and Mahmoud, a Syrian boy in 2015 whose homeland is torn apart.

**Theme 2**

**While I was Away, Waka T. Brown, 2021 (AUD) (CE)**

When 12-year-old Waka's parents suspect she can't understand Japanese, they send her to Tokyo to live for several months with her strict grandmother. Will she be able to find her footing in a country that she views as her parents' home rather than her own?

**Theme 2, 6**

**The Rhino in Right Field, Stacy DeKeyser, 2018 (CE)**

In 1948, 12-year-old Nikko Spirakis loves baseball and dreams of becoming a batboy for the local minor league team. But he has two obstacles to contend with: his parents, who feel sports are a distraction from hard work, and... a rhinoceros.

**Theme 3, 6**

**You Go First, Erin Entrada Kelly, 2018 (AUD) (CE) (NN)**

Charlotte and Ben are highly-skilled competitors at online Scrabble. Their connection helps both of them cope as they each face family issues, and the turmoil of middle school.

**Theme 1, 5**

**To Night Owl from Dogfish, Holly Goldberg Sloan, 2019 (AUD) (CE) (NN)**

Unhappy about being sent to the same summer camp after their fathers start dating, 11-year-olds Bett and Avery begin scheming to get the couple back together after a break-up.

**Theme 1, 5, 6**

**Get a grip, Vivy Cohen, Sarah Kapit, 2020 (AUD) (CE)**

11-year-old Vivy loves baseball, and becomes pen pals with her favorite Major League baseball player after writing a letter to him as an assignment for her social skills class.

**Theme 3, 5**

**Ancestor Approved, Cynthia Leitich Smith (ed.), 2021 (CA) (AUD) (CE)**

Native families from Nations across the continent gather at the Dance for Mother Earth Powwow. In a series of short stories, relatives and friends connect, navigate changing relationships, and support each other.

**Theme 1, 2, 6**

**The Misadventures of the Family Fletcher, Dana Levy, 2014 (AUD) (CE)**

Two fathers, their four adopted sons, and a variety of pets make their way through the school year and deal with a grumpy new neighbor.

**Theme 1, 6**

**Dog Driven, Terry Lynn Johnson, 2019 (CA) (AUD) (CE) (NN)**

14-year old McKenna is losing her vision, but that will not stop her from competing in a rigorous new sled dog race through the Canadian wilderness. Letters between the characters, including historical notes from the era of dogsled mail couriers, are included throughout.

**Theme 3, 4, 5, 6**

## Booklists: Graphic Novels

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CAN	CE	NN	AUD

### **Making Friends, Kristen Gudsnuk, 2018 (CE)**

When Dany inherits a magic sketchbook from her eccentric great-aunt in which anything she sketches in it comes to life, she draws Madison. Madison is the most amazing, perfect, and awesome best friend ever – or is she? Ages 9-12.

Theme 1

### **Hippopotamister, John Patrick Green, 2016**

Hippo decides to set off for the world outside the zoo with his friend Red Panda, hoping to blend with humans and get a human job. He tries lots of careers, but realizes that what he really needs is a job where he can be himself. Ages 6-8.

Theme 1

### **My Beijing, Nie Jun, 2019**

Yu'er and her grandpa live in a small neighborhood in Beijing, and each day brings a new story. She pursues her dreams of swimming in the Special Olympics, discovers musical insects, and hears a special tale about her grandparents. Ages 6-12.

Theme 1, 2, 3, 6

### **Long Distance, Whitney Gardner, 2021 (BC)**

Vega, who has just moved, is sent to summer camp to make new friends. She is uninterested at first, but when strange things start happening at the camp, she is forced to team up with her bunkmates to discover what is going on. Ages 10 and up.

Theme 1, 2, 5

### **Pashmina, Nidhi Chanani, 2017**

When Priyanka finds a mysterious pashmina in her house, she is transported through time and space to India. Using the pashmina's magic, she goes in search of answers to two questions: Why did her mother leave her homeland? And who was her father? Ages 9-12.

Theme 1, 2, 6

### **Saving Sorya, Trang Nguyen, 2021**

Chang is dedicated to saving wild animals, and she is thrilled when she is finally accepted as a rescue center volunteer. But when she is tasked with releasing Sorya – a sun bear she raised from a cub – back to the wild, she struggles even though she knows it's the right thing to do. Ages 9-12.

Theme 4



**New Shoes, Sara Varon, 2018**

Francis the donkey is a shoemaker who rarely leaves his village. When he receives an order from Miss Manatee and subsequently discovers that his friend has gone missing, both events prompt him to explore the world around him and think outside the box. Ages 6-8.

**Theme 1, 4, 7**

**Pelé: The king of soccer, Simon Eddy, 2017**

A graphic biography of a legendary soccer player, covering both his professional successes and insights into his fascinating personal life. Ages 8-12.

**Theme 3**

**Forever Home, Jenna Ayoub, 2021**

With two parents in the military, Willow has never had a place that she can call home for long. When her family moves into an old haunted house, she must convince both her parents and the ghosts that live there to allow them to stay for good. Ages 9-12.

**Theme 1, 2**

**Chunky, Yehudi Mercado, 2021**

Hudi has no interest in athletics, but when his doctor and parents become fearful that his weight is impacting his health, he reluctantly enters the world of team sports. In this quasi-memoir, Hudi copes with humour and the help of an imaginary friend, as he tries to figure out who he is and how he fits in. Ages 9-12.

**Theme 1, 3, 7**

## Booklists: Non-fiction

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CAN	CE	NN	AUD

### **Keeping the City Going, Brian Floca, 2021**

As children observe from their windows, they see the essential workers keeping the country operating during the first year of the COVID-19 pandemic. Ages 3-6.

**Theme 1**

### **Clothesline Clues to Jobs People Do, Kathryn Heling, 2014**

In this guessing book, readers use clothes to identify jobs that are fundamental to most communities. Ages 3-6.

**Theme 1**

### **People who help in my neighborhood, Janet Preus, 2016 (AUD)**

A book with music that introduces children to the different roles community members play in their neighbourhood. Ages 3-6.

**Theme 1**

### **This is How We Do It, Matt Lamothe, 2017 (CE) (NN)**

Follow one day in the real lives of seven kids from around the world--Italy, Japan, Iran, India, Peru, Uganda, and Russia. Ages 5-8.

**Theme 2**

### **If the world were 100 people, Jacqueline McCann, 2021**

If we could shrink the world down to just 100 people, what would it look like? Ages 6-12.

**Theme 2**

### **Hello Atlas, Ben Handicott, 2016**

This book features children's greetings and other phrases in more than 100 languages from around the world, including many that are less well-known. Ages 6-12.

**Theme 2**

### **Families Around the World, Margriet Ruurs, 2014 (CA)**

Fourteen children and their families in different countries are profiled, showing both their differences and, most importantly, their similarities. Ages 5-8.

**Theme 2, 6**

### **Little Dandelion Seeds the World, Julia Marie Richardson, 2021**

You can find dandelions on all seven continents! Learn how this plant travels on the wind and hitchhikes rides in all sorts of ways in order to spread far and wide. Ages 5-8.

**Theme 2, 4**

**Amazing Athletes: An All-Star Look at Canada's Paralympians, Marie-Claude Ouellet, 2021 (CA) (CE)**

Though the Paralympics are the third largest sporting event in the world, they aren't always celebrated. In this book, learn about the achievements of Chantal Petitclerc, Alison Levine, Ahmad Zeividavi, and many others. Ages 8-12.

**Theme 3**

**I'll Root for You, Edward van de Vendel, 2018**

This collection of poems focuses on sports of every type, and encouraging young athletes. Ages 8-12.

**Theme 3**

**The Floating Field, Scott Riley, 2021**

On a tiny island that doesn't have room for a soccer field, a group of boys worked together to build a floating field so that they could play. Ages 6-10.

**Theme 3, 7**

**Unbored Games, Joshua Glenn, 2014**

A huge collection of games and game ideas for children and families, including indoor games, outdoor games, board games and electronic games, and games you can play without any items or props at all! Ages 5-12.

**Theme 3, 7**

**The Canadian Kids' Guide to Outdoor Fun, Helaine Becker, 2019 (CA) (CE) (NN)**

A compendium of fun activities and games to make and do outside, whether you are in the town or the country, at a park or camping. Ages 5-12.

**Theme 3, 4**

**We Are All Connected (series), Brenda Boreham, 2017 (CA)**

Learn about the interconnectedness between living and non-living things, and how we all live together in a shared balance upon Mother Earth. Ages 8-12.

**Theme 4**

**If You Want to Visit a Sea Garden, Kay Weiseman, 2020 (BC) (CE) (NN)**

An adult and a child travel to the beach with a bucket, a shovel, and their clamming tools. After, the gardeners clean up and prepare the sandy beach for the smaller clams to grow. Ages 5-8.

**Theme 4**

**Super Simple Telephone Projects, Alex Kuskowski, 2016**

Learn the science behind telephones and try some activities like making a string phone. Ages 7-9.

**Theme 5**

**A Family is a Family is a Family, Sara O'Leary, 2016 (CA) (CE)**

Children in a classroom share what makes their families special, reinforcing that although the answers are different, every family is full of caring people. Ages 3-6.

**Theme 6**

## Booklists: French

By Alicia Dobbs, New Westminster Public Library

Legend				
BC Author/Illustrator	Canadian Author/Illustrator	CELA	NNELS	Audiobook
BC	CA	CE	NN	AUD

### **Dans Ma Montagne, François Aubineau, 2020**

A wolf and a shepherd both reflect on their experiences, showing that although they are very different, they have one important thing in common: the mountain is where they both "feel safe and happy."

**Theme 4, 7**

### **Pierre & Paul: Avalanche!, Caroline Adderson, 2020 (CA)**

In this bilingual title, two friends, English-speaking Paul and French-speaking Pierre share a grand adventure: exploring the Himalayas!

**Theme 1, 2, 4, 7**

### **La journée sans écran!, Emmanuelle Lepetit, 2021**

A young boy, frustrated by his parents' constant attention to their phones, enforces a 'day without screens' for the whole family.

**Theme 5, 6**

### **Une Charlotte olympique, Mireille Messier, 2014 (CA) (NN)**

When Charlotte watches the Olympics on TV, she decides that she wants to become a figure skating champion. But first, she must learn to skate without falling!

**Theme 3**

### **Tristan au stade des champions, Etienne Poirier, 2018 (CA) (CE)**

Tristan has had a hard time at school with bullies, but when he learns that his new teacher used to be a soccer star, he seeks to impress by joining the soccer team and working hard to climb the ranks.

**Theme 1, 3**

### **Le monde secret de la forêt, Raphaël Colombo, 2015**

A fascinating non-fiction book that suggests different activities to explore nature in the forest, from planting trees to making a butterfly net.

**Theme 4**

### **Super-Fafa dans Sueurs froides au dépotoir, Elise Gravel, 2019 (CA)**

Does being able to communicate with flies count as a super-power? It does when it might help you save the world!

**Theme 5**

**Tout le Monde! Elise Gravel, 2021 (CA)**

A comforting book about how although we are all different, we are all similar in the ways that really matter.

**Theme 2, 7**

**Léon le raton part découvrir le monde, Lucie Papineau, 2014 (CA)**

Léon is a city raccoon through and through. When his parents announce that they will be visiting family in the countryside, he is apprehensive, but he soon realizes that the change of scenery might be a good thing after all.

**Theme 2, 4, 6**

**Guide de survie pour myope, Marc-André Pilon, 2014 (CA)**

Follow the adventures of Pierre-Antoine as he navigates a cyberbullying attack, a class trip to Paris, and being entered into the school Olympics.

**Theme 1, 3, 5**

## Storytime – Theme 1: Community Connections – My neighbourhood, friends, school, and community helpers

Prepared by: Fiona Watson and Corene Maret Brown, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. instead of stomping or jumping.

### **WELCOME SONG: Hello Friends!**

Hello friends! Hello friends! Hello friends!

It's time to say hello!

*This is a great song to use ASL for hello, friends, and time.*

### **SONG: Hello Neighbour!**

*To the tune of Good Night, Ladies*

Hello, neighbour *Wave to partner*

What do you say? *Give high five*

It's going to be a happy day *Slap, clap, tap hands*

Greet your neighbour *Shake hands*

Boogie on down *Wiggle hips*

Give a bump, *Bump hips or give a fist bump*

And turn around *Turn around*

### **GUESSING GAME: What's My Job?**

*To the tune of Frère Jacques*

What is my job? What is my job?

Can you guess? Can you guess?

I help people get well, I help people get well.

Who am I? Who am I? (Doctor)

*Other verses: I put out fires (firefighter), I find books for you (librarian), I cook food for you (chef), I keep your pets healthy (veterinarian) I grow food for you (farmer), I fix your car (mechanic), I teach you ABCs (teacher), etc.*



**BOOK:**

**Thank You Omu** by Oge Mora or **Whose Hands are These? A Community Helpers Guessing Book** by Miranda Paul

**ACTION SONG: The People in Our Town**

*To the tune of The Wheels on the Bus*

The firefighter in our town says: "Stop, drop, and roll!" *Hold up hand for stop. Drop to the ground and roll hands.*

"Stop, drop, and roll! Stop, drop, and roll!"

The firefighter in our town says: "Stop, drop, and roll!"

All day long!

*Extra verses:* The doctor in our town says: "Do your exercises" (*you can do jumping jacks or stretches*), the mail carrier in our town brings the mail (*mime walking up to a door and delivering mail*), the dentist says: "Open up!" (*open mouth*), the carpenter in our town builds lots of things (*use one fist as a hammer and mime hammering*).

**ACTION SONG: Johnny Taps with One Hammer**

Johnny taps with one hammer, one hammer, one hammer

*Make a fist with one hand and mime hammering*

Johnny taps with one hammer then they tap with two!

*Tap with both hands at the same time. Add a third (foot), fourth (foot), fifth (head), sixth (eyes) and seventh (tongue) hammer and end with last line: "And then they got to bed! Whew!"*

**BOOK:**

**Kitten and the Night Watchman** by John Sullivan or **Dig Dig Digging ABC** by Margaret Mayo

**RHYME: Building a House**

Building a house is lots of work, *Wipe brow*

First you dig up lots of dirt. *Pretend to dig*

Then you pour a concrete floor, *Touch floor*

And Pound boards with nails galore. *Pretend to hammer*

Doors and windows go in fast, *Draw squares in air with finger*

Now your house is done at last! *Clasp hands together above head*



**RHYME: One Little House**

One little house all alone it stood  
Then another was built  
There grows the neighborhood.  
Two little houses all alone they stood  
*Add three and four until:*  
Five little houses  
All together they stood  
On a beautiful street in a happy neighborhood.

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*  
Say goodbye, say goodbye! *Wave with the other hand*  
Now it's time to say goodbye  
We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

## Programs – Younger Kids (ages 5-8), Theme 1: Community Connections – My neighbourhood, friends, school, and community helpers

Prepared by: Sabrina Gurniak, Vancouver Public Library

**SUPPLIES:** cardstock, brown paper lunch bags, or plain white paper; crayons, pencil crayons, drawing supplies; scrap paper, glue.

\*Consider providing larger crayons and/or markers for children with lower muscle tone

### **WELCOME, INTRODUCTION AND ICE BREAKER:**

Welcome to our Summer Reading Club program! My name is \_\_\_\_\_. [Include land acknowledgements and general housekeeping rules and information].

**Icebreaker:** Find your match!

Write matching community helper / community element pairs. Mix them up and give each participant one of the cards. Have the participants wander around the space asking questions to find their match.

#### Pair ideas:

Firefighter & Fire truck

Teacher & School

Mail Carrier & Post Office

Library & Librarian

Grocery Clerk & Grocery Cart

Lifeguard & Pool

### **STORY:**

<p><b>Books to consider reading for story portion:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Thank You, Neighbor!</i></b> By Ruth Chan</li> <li>• <b><i>Whose Hands are These? A Community Helper Guessing Book</i></b> by Miranda Paul</li> <li>• <b><i>All Are Welcome Here</i></b> by Alexandra Penfold</li> <li>• <b><i>If I Built a School</i></b> by Chris Van Dusen</li> <li>• <b><i>All Of Us</i></b> by Kathryn Erskine</li> <li>• <b><i>From My Window</i></b> by Otávio Júnior and Vanina Starkoff</li> </ul>	<p><b>Books to consider for display:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Our Little Kitchen</i></b> by Jillian Tamaki</li> <li>• <b><i>In Lucia's Neighborhood</i></b> by Pat Shewchuk and Marek Colek</li> <li>• <b><i>Nuttah &amp; Kitchi National Indigenous People's Day Celebration!</i></b> By Sandra Samatte</li> <li>• <b><i>What's Cooking at 10 Garden Street</i></b> by Felicita Sala</li> <li>• <b><i>Keeping the City Going</i></b> by Brian Floca</li> <li>• <b><i>The One Day House</i></b> by Julia Durango</li> </ul>
---	---

	<ul style="list-style-type: none"> <li>• <b><i>Helpers in My Community</i></b> from Arvaaq Books, illustrated by Charlene Chua</li> </ul>
--	---

### **ACTIVITY:**

Make a neighbourhood! This activity works best in a big space, either indoors or outdoors (if dry or covered). Participants will decorate a paper bag, piece of cardstock, or piece of paper representing a building in the Main Street or downtown area of your community or neighbourhood. Once the decorating is done, you can organize the buildings as they really are in your community, on a smaller scale.

Buildings you may want to include:

- The library of course!
- School
- Fire station
- City or town hall
- Grocery store
- Post office
- Community centre
- Church, synagogue, temple etc.
- Parks, lakes, beaches

\*You can include some photos of what these buildings look like for reference/inspiration

Questions to ask during the activity:

- Where do you and your friends like to hang out? Is it represented here in the neighbourhood we're building?
- Which buildings are we including where community helpers work?
- If you could add one building to this community, what would you add?
- If you could improve one building in this community, what would you change?

“Easier” adaptation: Use house and building colouring sheets

“More challenging” adaptation: instead of using your own community as an example, ask participants to design their ideal community. What elements are important for every community to have? What would you keep from your real-life community and what would you change?

Virtual / distanced adaptation: Take & Make program and bring your design back to the library to display!

**CLOSING:**

Have everyone share their creation before finishing the layout. Once the community is laid out, invite participants to share with parents, caregivers, and loved ones. This would be a great program to invite municipal officials and library board members to. If focusing on a virtual or distanced option, staff can lay out the creations and take photos to share with participants.



## Programs – Older Kids (ages 9-12), Theme 1: Community Connections: My neighborhood, friends, school and community helpers

Prepared by: Liz Frick, Cindy Patrick, and Debby Torenvliet, Fraser Valley Regional Library

### **ACTIVITY #1: ICE BREAKER GAME**

*Preparation:* Print two copies of the cards below. Cut one copy into slips and put these in a container. Keep the other copy for the moderator of the game.

*To play:* Have a volunteer take a slip out of the jar and try to describe the chosen community helper to the group without saying any of the words listed on the slip. If they use one of the words, the moderator will make a buzzing sound. That player is 'out' and will have to put the slip back in the container and a new volunteer will take a turn. The group will call out guesses until the word is guessed, or time is up. The moderator can set a time limit, and monitor using an hourglass or stopwatch app.

### **ACTIVITY #2: BUILD YOUR OWN COMMUNITY**

*Supplies:*

- Templates to photocopy or trace for buildings
- Clean, empty milk cartons, tissue boxes, that can be up-cycled into buildings
- Paints, felts, crayons
- Scissors
- Glue
- Construction and plain white paper
- Paper-covered table (inside)
- Chalk for drawing on sidewalk (outside)

*Overview:*

Build your own community! Use the templates to build and decorate houses, businesses, offices, and so forth to represent a community. Optionally, cover larger boxes and milk cartons with paper and decorate to represent the buildings. For a 2D rendition, you could create a single street of buildings placed with magnets on a whiteboard. This may work better for younger children or those without access to the construction materials.

The program leader should engage the kids in talking about what should be a part of the community – police, hospital, schools, shops, and so forth. The icebreaker activity is a good starting place for this.

Divide the kids into groups and have them brainstorm the needed roles in a community and the sorts of structures that house them. Bring them back together to create a list,

and have them design and draw up their buildings. Get the kids talking about optimal locations for different structures; for example, should the pharmacy be close to the clinic?

Use a paper-covered table to lay out your community. While the kids set out their buildings, have them draw roads, parks, and more on the paper with the markers, crayons and construction paper you have supplied. Get the kids to think of a good name for their community, and vote on the suggestions.

Questions to ask the kids as a wrap-up to the program:

1. How does weather or time of year affect your community?
2. How do people come and go from your community?
3. Where do people have fun in your community?
4. Think hard – who have you missed?
5. What sorts of things would your community be known for?
6. How do people come together to celebrate in your community? (i.e festivals, farmer's markets, etc.)

Kids can then take their buildings home with them.

#### **ALTERNATIVE OUTDOOR PROGRAM:**

- Outdoor Community
- Use chalk to draw on pavement to create roads, parks, etc.
- Use stones to weigh the buildings so they stay put.
- Alternatively, in a grassy area, tape popsicle sticks to the buildings and plant them upright in the ground
- Have fun creating outside!

#### **ALTERNATIVE PROGRAM:**

If you are unable to host in-person activities, create a 'Take and Make' kit that kids can take home with them. Include a template for a building that can be adapted to different situations, some construction paper, some instructions, and a list of questions to get kids thinking about what sorts of people and structures go into a community.

Instructions:

Create your own community! Use the building template provided and trace out a few different buildings on the construction paper and cut out. Take some time to decorate the buildings so they represent houses, hospitals, businesses, etc. Fold and glue according to the directions on the template.

If you have a large piece of paper, you can start your community by drawing roads, parks and bridges. Place your buildings around, thinking about locations and what goes well near roads and other structures.

Questions (feel free to add and adapt these questions to your kids and location):

1. Think about your community. What kinds of buildings are around?

2. What would you need in your community?
3. Do certain buildings need to be beside each other?
4. How many people live in your community?
5. Where do people have fun?
6. Where do people shop for food? Clothes? Pet supplies?
7. Do you have any community helpers in your community?
8. How do people get in and out of your community?
9. How does weather or time of year affect your community?
10. Give your community a good name!

**BOOK SUGGESTIONS:**

- ***A Beautiful Day in the Neighborhood: The Poetry of Mister Rogers*** by Fred Rogers
- ***Maybe Something Beautiful: How Art Transformed A Neighborhood*** by F. Isabel Campoy
- ***Home Sweet Neighborhood: Transforming Cities One Block at A Time*** by Michelle Mulder
- ***Better Together: Creating Community in An Uncertain World*** by Nikki Tate
- ***Channel Kindness: Stories of Kindness and Community*** by Born This Way Foundation reporters with Lady Gaga

**SUPPLEMENTAL MATERIALS:**

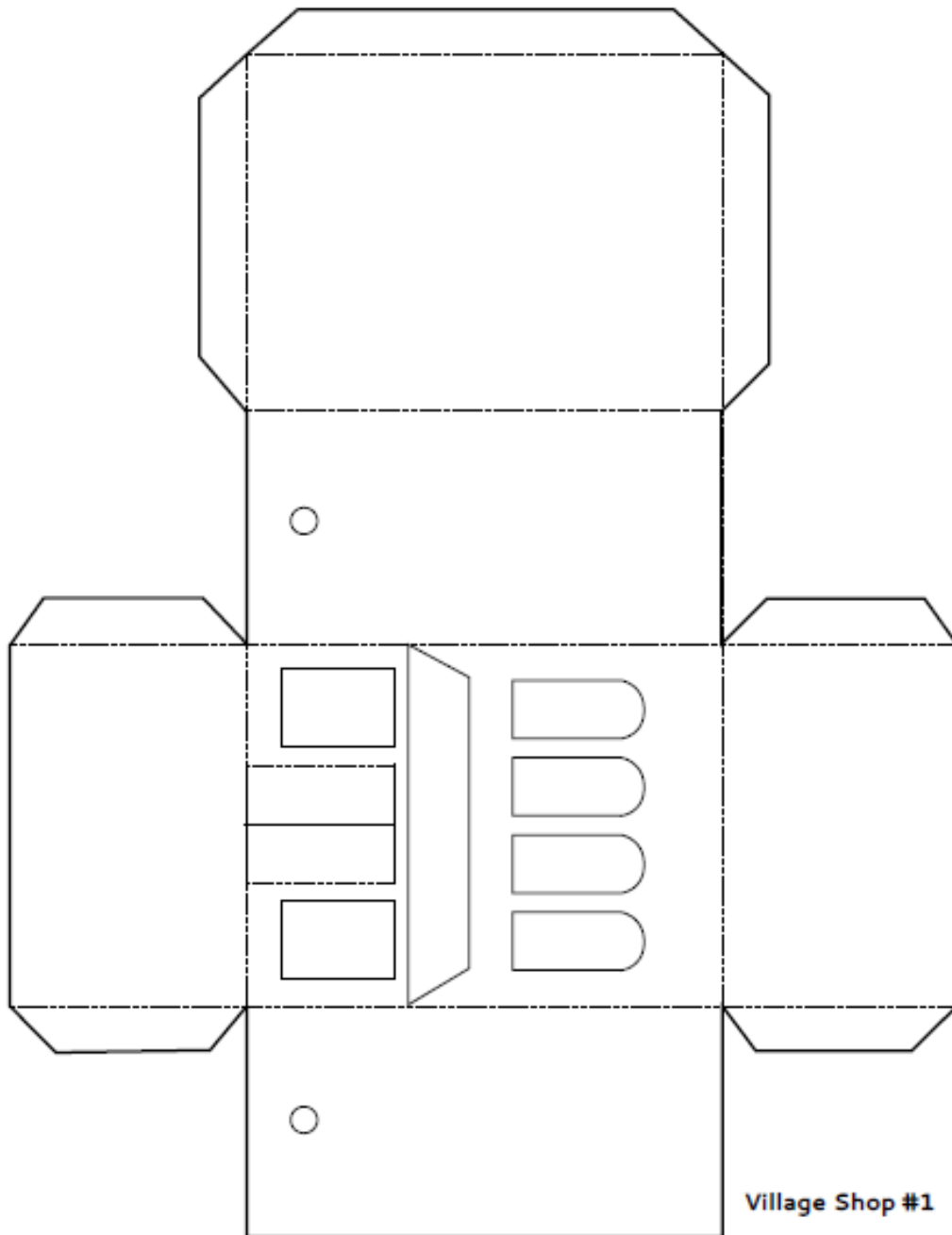
Card Ideas for the Ice Breaker Game (you could also alternatively print off images instead for these community helpers):

<p><b>Firefighter</b></p> <p>Don't Say: Red, Truck, Fire, Dalmatian, Ladder</p>	<p><b>Nurse</b></p> <p>Don't Say: Hospital, Doctor, Sick, Medicine</p>
<p><b>Librarian</b></p> <p>Don't Say: Book or Books, Borrow, Library</p>	<p><b>Garbage Collector</b></p> <p>Don't Say: Garbage, Truck, Street, Trash, Cans, Recycling</p>
<p><b>Dentist</b></p> <p>Don't Say: Teeth, Tooth, Mouth, Clean, Gums</p>	<p><b>Veterinarian</b></p> <p>Don't Say: Pet or Pets, Animal, Dog, Cat, Guinea Pig, Hamster</p>
<p><b>Construction Worker</b></p> <p>Don't Say: Building, Machinery, Equipment, Build, Hammer, Saw</p>	<p><b>Police Officer</b></p> <p>Don't Say: Cop, Police, Car, Dog, Bad Guy, Arrest, Handcuffs</p>
<p><b>Teacher</b></p> <p>Don't Say: Teach, Students, Learn, School</p>	<p><b>Farmer</b></p> <p>Don't Say: Farm, Tractor, Animals, Cow, Pig, Sheep, Chicken, Field</p>
<p><b>Bus Driver</b></p> <p>Don't Say: Bus, School, Yellow, Students</p>	<p><b>Mail Carrier</b></p> <p>Don't Say: Letter, Package, Post Office, Stamp, Mail</p>
<p><b>Grocer</b></p> <p>Don't Say: Grocery, Store, Shop, Food, Groceries</p>	<p><b>Doctor</b></p> <p>Don't Say: Nurse, Medicine, Hospital, Sick, Office</p>

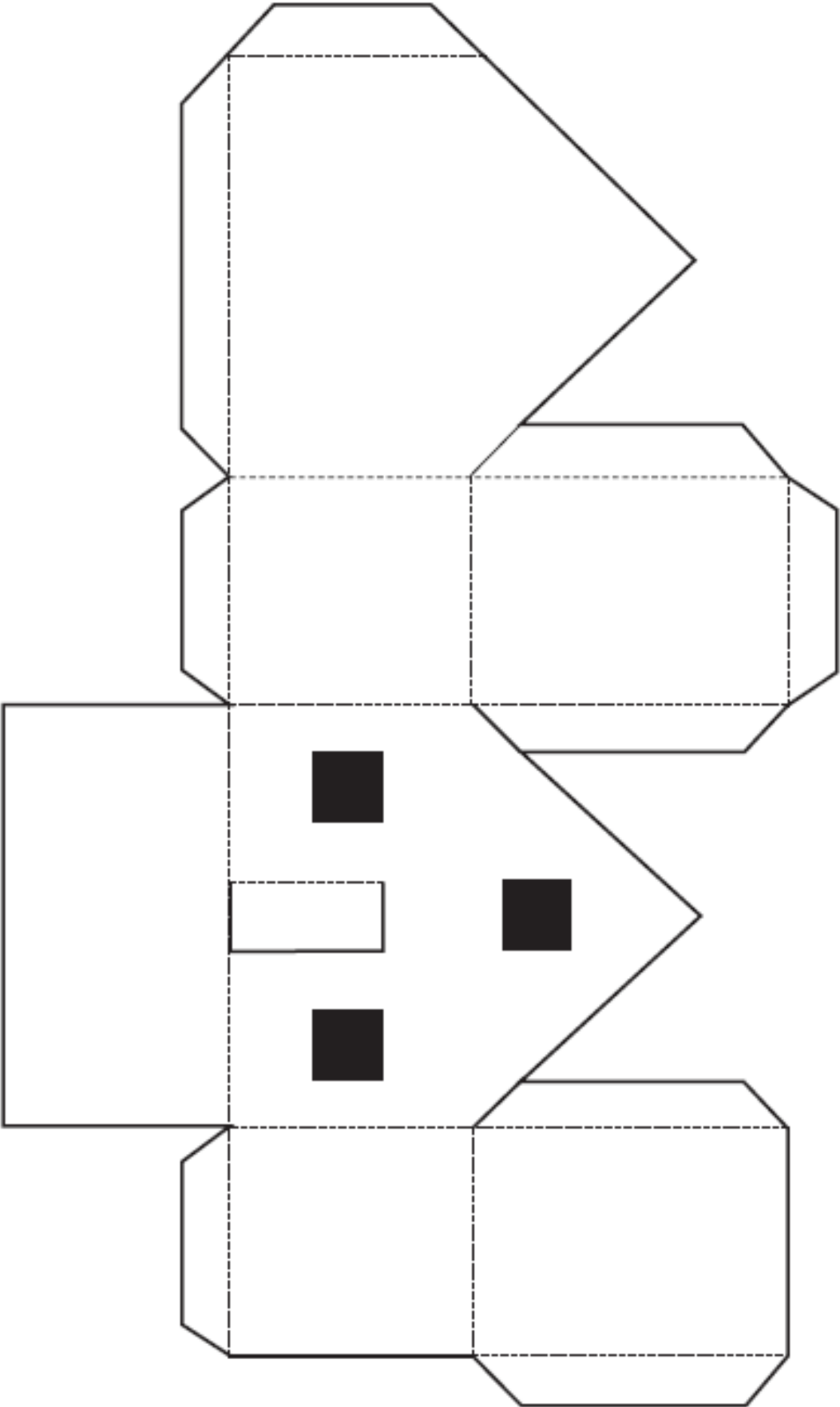


The next few pages are templates for Paper Buildings. More can be found on [babbledabledo.com](https://babbledabledo.com) when you search for paper neighbourhoods.  
(Source: <https://babbledabledo.com/how-to-make-a-paper-neighborhood-block/>)

*Instructions: Cut out along solid black lines, fold along dashed lines, and cut out windows and doors, if desired.*

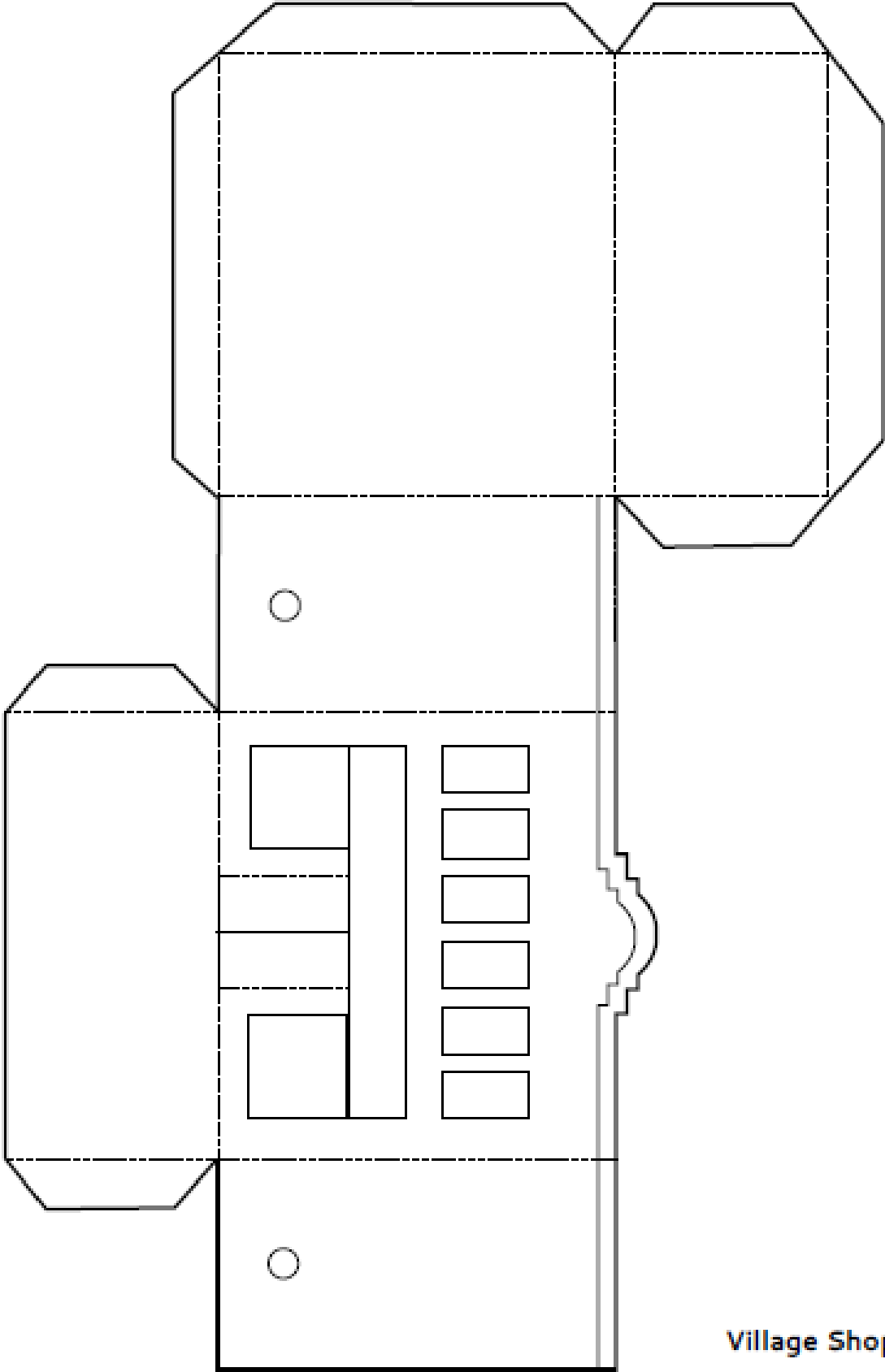


1-Story House



Paper Houses Template  
© www.babbleabbedo.com

- Instructions:**
- 1. Cut along solid lines
  - 2. Fold along dashed lines
  - 3. Cut out black sections



Village Shop #4

## Storytime – Theme 2: Hello World – Travel and moving, world languages, international celebrations

Prepared by: Fiona Watson and Corene Maret Brown, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. instead of stomping or jumping.

### **WELCOME SONG: Clap and Say Hello**

*To the tune of Skip to My Lou*

Clap everybody and say hello

Clap everybody and say hello

Clap everybody and say hello

No matter what the weather!

*You can continue the song by saying hello in other languages (including ASL) and change the action as well. ie. Jump everybody and say nǐ hǎo or Stomp everybody and say bonjour!*

### **SONG: Oh We're Goin' On Vacation**

*To the tune of She'll Be Coming 'Round the Mountain*

Oh we're goin' on vacation on a plane – Zoom zoom! (x2) *Spread out arms like the wings of a plane*

Oh we're goin' on a vacation (x2)

Oh we're goin' on a vacation plane – Zoom zoom!

*Repeat with other verses to different locations. You can also take suggestions from the audience:*

Oh we're goin' on vacation to a ranch – Yee-ha! *Pretend to ride a horse*

Oh we're goin' on vacation to the beach – Splish splash! *Pretend to swim*

Oh we're going to go skiing on the Alps- Swish swish! *Pretend to ski*

*You can add extra verse by asking the audience where they would like to go or ask where they are from (a great way to get participation from newcomers)*

### **SONG: The Plane Song**

*To the tune of The Wheels on the Bus*

The pilot on the plane says buckle your seatbelt *Mime buckling a seatbelt*

Buckle your seatbelt, buckle your seatbelt

The pilot on the plane says buckle your seatbelt

When flying through the sky!

*Other verses:*

The children on the plane go bumpity bump *Move up and down*

The signs on the plane go ding, ding, ding *Mime pushing a button*

The water on the plane goes splish, splish, splash! *Pretend to splash back and forth*

The exits on the plane are here and here *Point to the exits with two fingers*

The babies on the plane go wah wah wah! *Mime crying*

**ACTION RHYME: The Airplane**

The airplane has great big wings *Arms outstretched*  
 Its propeller spins around and sings "Vroooooom!" *Spin one arm*  
 The airplane goes up *Lift arms*  
 The airplane does down *Lower arms*  
 The airplane flies high *Arms outstretched, spin*  
 Over the town! *Fly around*

**BOOKS:**

*The Airport Book* by Lisa Brown or *Penguin on Vacation* by Salina Yoon

**ACTION SONG: My Ship Sailed to Nanaimo**

My ship sailed to Nanaimo with a cargo of tea  
 It brought back some presents for you and for me! *Point at audience and then at self*  
 It brought back one fan, just imagine my bliss!  
 When I fan myself daily like this! Like this! Like this! Like this! *Fan self with one hand*  
*Continue to fans on at a time (other hand, left leg, right leg, head, and tongue!)*

**SONG: Row, Row, Row Your Boat**

Row, row, row your boat, gently down the stream  
 Merrily, merrily, merrily, merrily, life is but a dream  
*Other verses:*  
 Drive, drive, drive the bus, gently down the street  
 Merrily, merrily, merrily, merrily, life is such a treat!  
 Fly, fly, fly the plane gently through the sky  
 Merrily, merrily, merrily, merrily, such a piece of pie.

**ACTION RHYME: Choo-choo train!**

This is a choo-choo train, *Bend arms at elbows*  
 Puffing down the track *Rotate forearms in rhythm*  
 Now it's going forward, *Push arms forward, continue rotating motion*  
 Now it's going back *Pull arms back, continue rotating motion*  
 Now the bell is ringing, *Pull bell cord with closed fist*  
 Now the whistle blows *Hold fist near mouth and blow*  
 What a lot of noise it makes, *Cover ears with hands*  
 Everywhere it goes! *Stretch out arms*

**FELT SONG: Driving Round in my Little Red Car**

*To the tune of Bumping Up and Down in my Little Red Wagon*  
 Driving round in my little red car (x3) *Mime driving*  
 Zoom, zoom, zoom, zoom, zoom!  
*Continue the song with other colours*



*“We travelled by plane, train, ship, and car! On our vacation we heard many different languages. Some of you even speak more than one language! (you can ask audience members to share what languages they speak) Our next book is in English and in Spanish.”*

**BOOKS:**

**Green Is a Chile Pepper** by Roseanne Greenfield Thong

**SONG: Yo Te Amo**

Yo te amo, yo te amo, all day long I'll sing this little song to you!

Yo te amo, yo te amo. Darling I love you!

*The song can be repeated by saying “I love you” in different languages (including ASL)*

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*

Say goodbye, say goodbye! *Wave with the other hand*

Now it's time to say goodbye

We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

## Programs – Younger Kids (ages 5-8), Theme 2: Hello World – Travel and moving, world languages, international celebrations

Prepared by: Jenna Grose, Vancouver Public Library

**SUPPLIES:** assorted household and other items, speakers to play music, white paper, crayons/pencil crayons/markers, pencil/eraser. Additional crafting supplies for collage (ex. magazines, pipe cleaners, construction paper) can be used for the trip planning activity.

### WELCOME AND INTRODUCTION:

Introduce yourself, land acknowledgements, and general housekeeping rules and information. Have each person say their name, which grade they're going into, whether they speak any additional languages, and what their favourite way to celebrate a holiday is. Describe the plan for today's program.

### STORY:

Here are a few potential titles for to get you started.

Stories about travelling	Stories about moving
<ul style="list-style-type: none"> <li>• <b><i>On the Trapline</i></b> by David A. Robertson and Julie Flett</li> <li>• <b><i>Carson Crosses Canada</i></b> by Linda Bailey and Kass Reich</li> <li>• <b><i>Ship in a Bottle</i></b> by Andrew Prahin</li> <li>• <b><i>Penguin's Big Adventure</i></b> by Salina Yoon</li> <li>• <b><i>Are We There Yet?</i></b> by Dan Santat</li> <li>• <b><i>The Wanderer</i></b> by Peter Van Den Ende</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>A New Kind of Wild</i></b> by Zara Gonzalez Hoang</li> <li>• <b><i>Goodbye, Friend! Hello, Friend!</i></b> by Cori Doerrfeld</li> <li>• <b><i>Home is In Between</i></b> by Mitail Perkins and Lavanya Naidu</li> <li>• <b><i>Grandfather's Journey</i></b> Allen Say</li> <li>• <b><i>Dreamers</i></b> by Yuyi Morales</li> </ul>

### ACTIVITY: PACKING LIGHT

Brainstorm different travel activities or places to visit as a group (ex. skiing in the mountains, kayaking in the ocean, local landmarks or activities familiar to the group). Write the options onto small pieces of paper. Have each child choose randomly and keep their choice a secret. Then, ask them to find or draw five items they would pack for the trip. If using items, have a mix of practical and unusual ones to choose from (ex. sunglasses, mittens, spyglass, tape). After participants have drawn/chosen their items, have them share their choices and see if others can guess where they are going *before* they reveal what they place they chose.

Alternative activity: Have participants sit in a circle. Choose a destination. Start the game by saying “I’m going to [destination] and I’m going to bring...” The next person repeats the statement and adds an item of their own. The game ends when someone can’t repeat all the items. (Adapt by allowing multiple tries or pairing up participants.)

**MOVEMENT BREAK:**

Play world music or songs about travelling for a freeze dance. Include hand movements to replace/add to a dance for children with mobility equipment.

**ACTIVITY: PLAN YOUR TRIP**

Participants plan a trip that they’d like to take or recreate one they’ve already been on. They can choose to write or draw (or create through other artistic means as feasible at your library – ex. collage, sculpture).

Prompts:

- Where would you like to go?
- How will you get there?
- Who would you go with?
- What will you eat?
- Where will you sleep?
- What activities will you try?

Consider providing examples of travel destinations. They can be international or local places such as a nearby museum or a park.

**CLOSING:**

Participants share the trips they have designed with each other.



## Programs – Older Kids (ages 9-12), Theme 2: Hello World: Travel and moving, world languages, international celebrations

Prepared by: Janine Chow, Fraser Valley Regional Library

### **INTRODUCTION: WAYS TO SAY HELLO!**

Create teams: 9-12 year olds could get rowdy and loud, but it would be fun if there were teams.

YouTube – gonoodle video of 15 ways to say “hello!”, runs 3:51 minutes, can be stopped to practice together, after practicing participants could play a guessing game back and forth – ie. participant or team says “Japanese” and first one with hand up or from opposite team can say “Konnichiwa” or vice-versa “Bonjour” correct guess would be “French”

[https://www.youtube.com/watch?v=nnVmsWlh\\_d0](https://www.youtube.com/watch?v=nnVmsWlh_d0)

- Hello (phonetic sp) Language
- Bonjour (BONE-JURE) French
- Bok (BOHK) Croatian
- Hej (HI) Danish
- Ni-Hao (NEE\_HOW) Chinese
- Habari (HA-BA-REE) Swahili
- Ahoj (A-HOY) Slovak
- Ciao (CHOW) Italian
- Pevyet (PREEV-YET) Russian
- Konnichiwa (KO-NEE-CHEE-WA) Japanese
- Assalamu Alaikum (A-SA-LAMOO A-LA-YI-KOOM) Arabic
- Hei (HEY) Finnish
- Salve (SAL-WAY) Latin
- Diadhuit (JEE-AH-GWICH) Irish
- Shalom (SHA-LOME) Hebrew
- Sawubona (SOW-BO-NA) Zulu

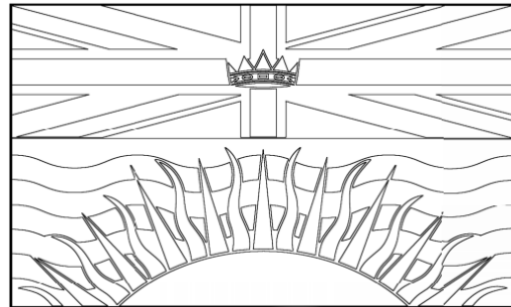
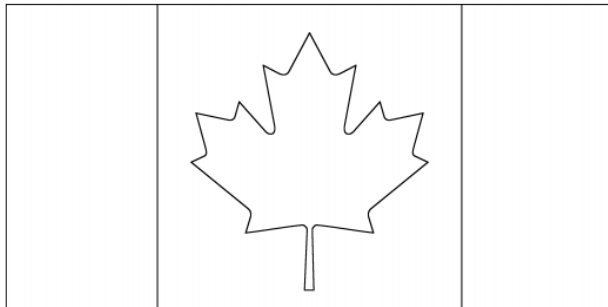
### **POSTCARD CRAFT:**

Postcards could easily be prepped and printed 4 per 8.5x11 cardstock, double-sided. Participants can colour, paint, melt wax crayon, collage, glitter, there are so many options. A postcard that can be taken home or posted around the library space for decorative purposes. Old travel magazines can be cut apart to create a collage. Templates can be found below.

**INTERNATIONAL CELEBRATION CRAFT:**

Discuss international celebrations. Select one celebration and either:

1. Create a flag for the country/region (eg. Canada or BC Day). Go to <https://www.freeprintableflags.com/> which follows theme of places and also ties in with stat holidays in BC through the summer. Participants can colour flags. Site is searchable. If there's a computer that is accessible and attached to a printer, facilitator could print flags on demand. Or if program requires pre-registration participants could be asked if there is flag they would like and it could be printed beforehand.



2. Use other craft ideas from the monthly holiday list at <https://web-holidays.com/> . For example, July 29 is International Tiger Day. There are activity details on the site that could be used to tie into the selected holiday.

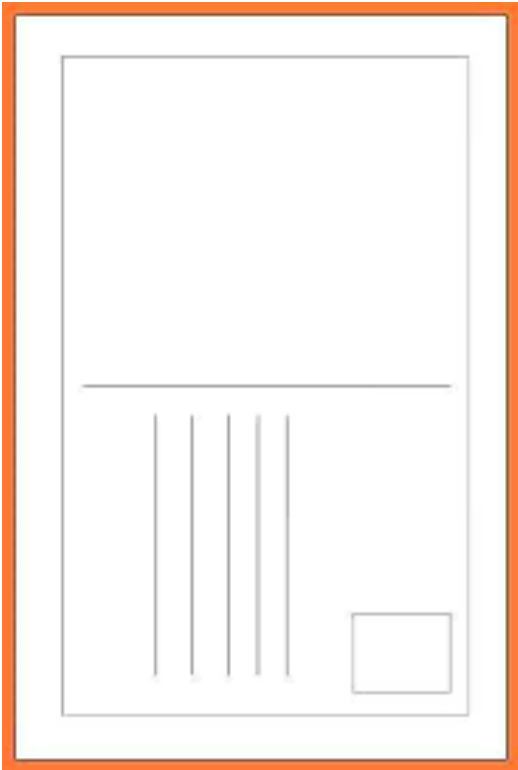
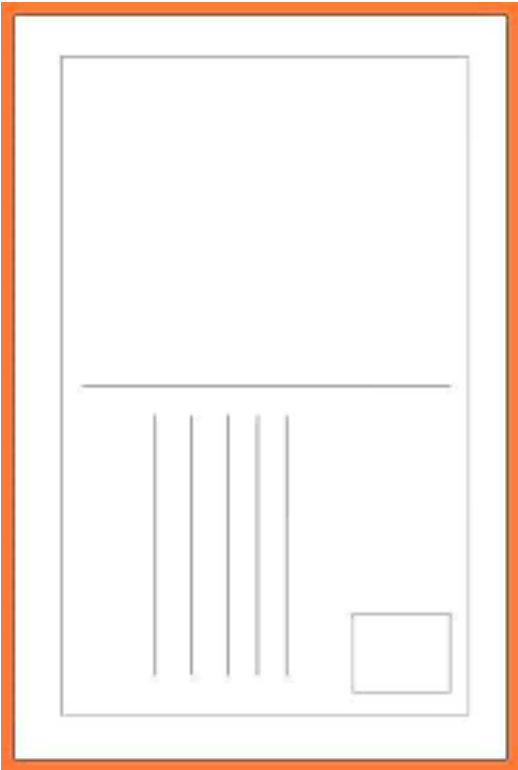
It is recommended to pre-select these monthly holidays to ensure that they are not linked to specific religions and diminishing people's spiritually significant days. It would be best to pick funny days i.e "International Cookie Day".

**BOOKS ON DISPLAY:**

Display books about travel and the world, international celebrations, and world languages. Books will vary by library. eg. *Around the World in Eighty days* by Jules Verne (multiple reading levels)

Book could be related to libraries in other countries:

- ***Biblioburro: A True Story From Columbia*** by Jeanette Winter
- ***The Library Book: the Story of Libraries from Camels to Computers*** by Maureen Sawa; illustrated by Bill Slavin
- ***Library on Wheels: Mary Lemist Titcomb and America's First Bookmobile*** by Sharlee Glenn



Postcard templates: <https://legaldbol.com/free-printable-4x6-postcard-template/86-free-printable-4x6-postcard-template-for-ms-word-by-free-printable-4x6-postcard-template/>

## Storytime – Theme 3: Dream Team – Sports, organized group activities and games

Prepared by: Fiona Watson and Corene Maret Brown, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. Instead of stomping or jumping.

### **WELCOME SONG: I Wake Up My Hands**

*To the tune of The Wheels on the Bus*

I wake up my hands with a clap, clap, clap.

A clap, clap, clap.

A clap, clap, clap.

I wake up my hands with a clap, clap, clap.

Then I wake up my hands no more.

*Other verses: Feet with a stomp, bum with a bounce, head with a nod.*

### **ACTION SONG: Exercises**

Exercises! Exercises!

Let's all do our exercise!

Let's stretch our arms out!

*Take the time to have the kids stretch their arms, legs, touch their toes, and stretch out their tongues!*

### **ACTION SONG: This Is The Way We Bounce the Ball**

*To the tune of Here We Go Round the Mulberry Bush*

This is the way we bounce the ball, *Mime bouncing a basketball*

Bounce the ball, bounce the ball.

This is the way we bounce the ball,

When we play basketball.

*Continue with different actions for different activities. For example:*

This is the way we twirl around...

When we do ballet.

This is the way we kick the ball...

When we play soccer.

This is the way we throw the ball...

When we play football.

This is the way we swing the bat...

When we play baseball.

### **BOOKS:**

*I Really Want to Win!* by Simon Philip or *Swimmy* by Leo Lionni

**FELT MATCHING GAME:**

*Cut out 6 different coloured squares of felt and make 3 different pairs of sports balls. Hide the sports balls behind the felt squares and let the kids take turns trying to make a matching pair. When they find a match, you can sing the associated song.*

**FINGERPLAY: Five Little Footballs**

Five little footballs trying hard to score. *Hold up 5 fingers*  
 One makes a touchdown. *Lift both arms above your head in a V*  
 Hear the crowd roar! *Cheer and lower one finger*  
 Continue with Four little footballs, three little footballs...etc.

**SONG: Baseball Player**

*To the tune of Frère Jacques*  
 Baseball player, baseball player  
 Swing the bat, hit the ball *Pretend to swing a bat*  
 Run around the bases, run around the bases *Run in place*  
 Homerun, homerun! *Cheer and clap*

**SONG: Take Me Out to the Ball Game**

Take me out to the ball game!  
 Take me out to the crowd.  
 Buy me some peanuts and Cracker Jack  
 I don't care if I ever get back  
 Cause it's root, root, root for the home team  
 If they don't win it's a shame  
 For it's one! Two! Three! And You're Out  
 At the old ball game.

**RHYME: Bounce the Tennis Ball!**

Bounce the tennis ball, bounce the tennis ball  
 On the ground, against the wall!  
 Bounce it low, bounce it high!  
 Bounce it right up to the sky!  
 Bounce the tennis ball, bounce the tennis ball!  
 On the ground, against the wall!  
 Bounce it here, bounce it there!  
 Bounce it outside anywhere!

**BOOKS:**

**Up the Creek** by Nicholas Oldland or  
**Find Fergus** by Mike Boldt

**ACTION SONG: We're Getting Lots of Exercise**

*To the tune of the Farmer in the Dell*  
 We're jumping up and down, we're jumping up and down

We're getting lots of exercise, we're jumping up and down  
We bend and touch our toes, we bend and touch our toes  
We're getting lots of exercise, we bend and touch our toes  
We stretch up to the sky, we stretch up to the sky  
We're getting lots of exercise, we stretch up to the sky.

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*  
Say goodbye, say goodbye! *Wave with the other hand*  
Now it's time to say goodbye  
We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

## Programs – Younger Kids (ages 5-8), Theme 3: Dream Team – Sports, organized group activities and games

Prepared by: Jane Whittingham, Vancouver Public Library

**SUPPLIES:** Worksheet/poster paper, art supplies, mini pompoms/marshmallows for mini soccer activity.

### **WELCOME, INTRODUCTION AND ICE BREAKER:**

Welcome to our Summer Reading Club program! My name is \_\_\_\_\_. [Include land acknowledgements and general housekeeping rules and information].

Today, we're going to be celebrating the wild world of sport! Here are a few silly sports jokes to get us started.

- Q. What kind of stories do basketball players tell? A. Tall tales!
- Q. What animal is the best at playing baseball? A. A bat!
- Q. Why are basketball players such messy eaters? A. They always dribble!

**Icebreaker:** This or That! Give students two sports-themed options (hockey or soccer, football or basketball, swimming or skating, etc.). If they prefer the *first* option, they move to the *left* side of the program space. If they prefer the *second* option, they move to the *right* side. If they like *both options* equally, they stand in the *middle*. Call on kids to introduce themselves and explain why they're standing where they are!

Be mindful of children with mobility issues. Consider adding the option to raise your hand to share and introduce yourself rather than moving around the room.

### **STORY:**

There are lots of great picture books about sports, including nonfiction biographies of famous athletes or sports figures. Here are a few potential titles to get you started:

<ul style="list-style-type: none"> <li>● <b><i>Hoop Genius: How a Desperate Teacher and a Rowdy Gym Class Invented Basketball</i></b> by John Coy</li> <li>● <b><i>Take Me Out to the Yakyu</i></b> by Aaron Meshon</li> <li>● <b><i>The William Hoy Story: How a Deaf Baseball Player Changed the Game</i></b> by Nancy Churnin</li> <li>● <b><i>How to Solve a Problem: The Rise (and Falls) of a Rock-Climbing Champion</i></b> by Ashima Shiraishi</li> </ul>	<ul style="list-style-type: none"> <li>● <b><i>Mighty Jackie: The Strike-Out Queen</i></b> by Marissa Moss</li> <li>● <b><i>Take me Out to the Ballgame</i></b> by Jack Norworth</li> <li>● <b><i>Pele: King of Soccer</i></b> by Monica Brown</li> <li>● <b><i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i></b> by Kathleen Krull</li> </ul>
---	--

**ACTIVITY:** [Choose Multiple Activities for a Longer Program]

## Option 1

- Play sports charades! Write the names of different sports on slips of paper. Depending on the size of your group, you can break children into teams, and have them take turns guessing which sport their teammate is acting out.
- Alternatively, the facilitator can act out different sports, and participants can guess!

## Option 2

- Play Simon Says with sports activities. Simon Says Pretend To...Swim! Run! Skate! Golf! Swing a baseball bat! Etc. (consider modifying movement for children with mobility issues i.e. hand or face movements)

## Option 3

- Mini soccer! Mark out tiny goal posts using masking tape/rulers/books. Use mini marshmallows/mini pompoms/crumpled pieces of paper as tiny soccer balls. In teams or individually, have kids use their fingers to “kick” the balls. Keeping track of goals scored is great math practice! For added challenge, have kids move further and further back from the goal.
  - Extension activity: Have groups pick a team name and design a team logo/mascot.

**CRAFT:**

Start with a brainstorming activity – ask kids to name as many different sports as they can. Talk about what equipment those sports need – hockey needs a puck and sticks, soccer needs a ball, baseball needs a bat and a ball. Talk about what people wear to play those sports – how is hockey different from gymnastics, or swimming different from soccer?

Working alone or with a partner/group, have kids imagine their own sport – what would it be called? How would it be played? What equipment would be needed, and what would a player wear? Use the worksheet below, or have kids write their answers on large pieces of paper for display. If desired, have children present their amazing new sports to the group!

If running in Zoom, break kids into smaller breakrooms to plan their imaginary sports.

If you have large sheets of paper, have kids trace an outline of one of their group members, and draw a uniform for their imaginary sport!





**DESIGN A SPORT!**

**SPORT NAME:**

**NUMBER OF PLAYERS:**

**EQUIPMENT NEEDED:**

**HOW TO PLAY:**

**DRAW A PLAYER/TEAM:**

**CLOSING:**

Thank kids for coming. Promote upcoming SRC programs, and remind kids to register for SRC if they haven't already.

## Programs – Older Kids (ages 9-12), Theme 3: Dream Team – Sports, organized group activities, and games

Prepared by: Francie Willumsen, Fraser Valley Regional Library

### **PROGRAM OVERVIEW:**

This program includes a selection of items, including games, activities, and a craft, designed to get kids moving, through exercise; connect, through social interaction, gain leadership skills, and build self-esteem, fostering overall wellness.

*\*Make sure to be aware of differences in mobility and ability for children involved, and find ways to adapt the activities.*

### **Ice Breaker – Two Truths and a Lie (15-20 minutes)**

A fun, and creative way to connect, share, and get to know one another. Play with a smaller group 10-15, or divide into 2 groups.

Each participant shares their name and two truths and one lie about themselves and the group has to guess which fact is the lie.

### **Games - A Selection – choose one or two (15 minutes per game)**

### **FIND THE LEADER:**

Have one person be “it” and then leave the room. Next, select a leader to lead everyone in a silly dance — encourage them to be as silly as possible and change moves often. When “it” returns, start the music. Everyone should do their best to follow the leader’s moves while trying not to look directly at them. If “it” can figure out who the leader is before the end of the song, then leader becomes “it” and you start over. (This can be played indoors, or outdoors. If played outdoors, the initial “it” can hide behind a tree, or a building, etc.)

### **UNDER OVER (OPTIONAL):**

*Think about participants abilities and safety/space before considering this activity*

The leader stands in the middle, with the kids standing in a circle around them. The leader then swings an object through the circle, either up high or low down. The goal is for the kids to duck if the object is up high or jump over it if it’s at foot-level. Be sure to get the kids to spread out so that you can alternate going high or low. Anyone who trips over or gets hit is out.

Can do this activity indoors or outdoors. Best to use a long pool noodle for safety, and not swing too hard. Also may want to divide the group in half and have 2 leaders, 2 pool noodles, etc.

For more games ideas check out *Unbored Games Serious Fun For Everyone* by Joshua Glenn & Elizabeth Larsen

### **ACTIVITY - BUILDING MARBLE RUNS:**

Supplies needed – shoebox, or lid, popsicle sticks, marbles, glue

Have kids get into small groups of 2-3, or 2-4, and design their own marble runs. Allow 10 min. for the glue to dry, and have them test out the different runs, to determine the fastest, slowest, longest, etc. (Be sure to let the kids know they only need minimal glue for the popsicle sticks to stick properly)



For more activity ideas check out *101 Kids Activities That Are The Bestest, Funnest Ever!* by Holly Homer & Rachel Miller

### **ACTIVITY/CRAFT – FOLIAGE FACES:**

Connect with the beauty of nature, and bring peace and enjoyment to everyone. Walk in a park, or the backyard as a group. Collect foliage, leaves, twigs, etc., to create a masterpiece. Can be faces or another design.

**Foliage Faces** <https://www.beafunmum.com/2014/05/nature-craft-foliage-faces/>

## **HOST A DANCE PARTY:**

Dance, they say, is a universal language. By hosting a dance party, you will be encompassing all of the physical, mental, and emotional benefits of dance.

What to include? A good playlist, festive simple decorations, snacks

Where? Can take place in a library meeting room, any large room, or outdoors

### **Dance Options**

#### **Remote Control Dance**

Similar to buttons on a DVD player: Play, fast forward, rewind and pause. You can use those commands while the kids dance to whatever music you play. The last person to pause when you tell them to is out.

#### **Freeze Dance**

Be the DJ or designate a kid to do the job. Turn on the music and get everyone dancing, how they choose. Then when the music pauses, so should the dancing. Anyone who keeps dancing when the music stops, is out on the game until the next song starts.

#### **Animal Dance**

Think of an animal... how would they dance? For ex. a kangaroo? A pig? A monkey? You can either have everyone dance as the same animal and keep changing it up, or you can encourage them to dance as their favorite animals (without making the noise) and try to guess.

#### **Emoji Dance**

Have a versatile playlist ready to go. Explain to the kids, they will be dancing in a way that expresses the emotion of the song. Use all types of songs, including happy, energetic songs.

For more dance ideas - <https://www.scarymommy.com/dancing-games-for-kids/>

## Storytime – Theme 4: Great Outdoors – Exploring our connection to the environment, the natural world

Prepared by: Corene Maret Brown and Fiona Watson, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. Instead of stomping or jumping.

### **WELCOME SONG: When Birds Wake Up in the Morning**

When birds wake up in the morning,

They always say “Good day!” (x2)

“Tweet, tweet, tweet, tweet,” that is what they say.

They say: “Tweet, tweet, tweet, tweet!”

That is what they say!

*This is a great song to do with puppets or felt and you can continue adding more animals from your local environment.*

### **ACTION SONG: Way Up High in the Apple Tree**

Way up high in the apple tree *Hold up two hands*

Two shiny apples smiled at me

So I shook that tree as hard as a could *Mime shaking a tree*

Down came the apples “*Fall*” to the ground

And mmmmm they were good! *Pretend to eat apple and rub belly*

Way up high in the apple tree *Hold up two hands*

Two shiny apples smiled at me

*Repeat with new fruit. This can also work as a felt story.*

### **ACTION SONG: Nut Tree**

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 your 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

The leaves fly off and whirl around *Curl into a ball*

And nuts go tumbling to the ground

Small, brown, hard, round

### **BOOK:**

**I Hear You Forest** by Kallie George or **Because of an Acorn** by Lola M. Schaefer

**ACTION SONG: If You're Ever in the Forest**

*To the tune of Did You Ever See a Lassie?*

If you're ever in the forest, *Sway or tap to the beat*

The forest, the forest,

If you're ever in the forest,

You might see some deer—

A young one and an old one,

And some that can quickly run. *Run in place*

If you're ever in the forest,

You might see some deer.

*Continue with:*

You might see some rabbits.—

They hop here, and they hop there, *Jump like a rabbit*

they hop, hop, hop everywhere.

You might hear some birds.

A tweet here, and a tweet there,

they are flying around everywhere. *Fly like bird*

You'll surely see lots of trees.

There are tall ones and short ones, *Stretch high, and then get low*

and young ones and old ones.

If you're ever in the forest. You surely see lots of trees!

**FELT/PUPPET SONG: There's Something in the Woods!**

*You can use felts or puppets to bring out as the children guess what animal it is from the hints*

There's something in the woods that I can't really see. *Hands around eyes like binoculars*

There's something in the woods. Now what can it be? *Hold up hands, shrug shoulders in question*

*Repeat above rhyme before giving each clue...*

I'm an animal who's who has long ears and goes: "Hop, hop, hop." (Rabbit)

I'm an animal who says "Who, who," at night. (Owl)

I'm an animal who's red, furry, has a big bushy tail. (Fox)

I'm an animal who's small, has a big, bushy tail and loves to eat nuts. (Squirrel)

I'm an animal who's tiny and makes very quiet: "Squeak!" (Mouse)

I'm an animal who's big, brown and furry and who roars. (Bear)

**BOOK:**

***Bear Came Along*** by Richard T. Morris **or** ***We All Play*** by Julie Flett

**SONG: The Bear Went Over the Mountain**

The bear went over the mountain! (x3)

To see what they could see!

But all that they could see (x2)

Was the other side of the mountain (x3)

Was all that they could see!

*This is a great song to incorporate ASL for bear, mountain, and see.*

**SONG: If You're a Bear and You Know It**

If you're a bear and you know it growl like this "Roar! Roar!"

If you're a bear and you know it growl like this "Roar! Roar!"

If you're a bear and you know it then your growl will surely show it

If you're a bear and you know it growl like this "Roar! Roar!"

*Additional verses can continue with various local animals that can be seen in your environment.*

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*

Say goodbye, say goodbye! *Wave with the other hand*

Now it's time to say goodbye

We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*



Programs – Younger Kids (ages 5-8), Theme 4: Great Outdoors – Exploring our connection to the environment and the natural world  
Prepared by: Sarah Bagshaw, Vancouver Public Library

**SUPPLIES:** Paper (single sheets or large roll of newsprint roll end or butcher's brown paper), crayons or markers, cardboard box, paper plates, wooden skewers, putty or modeling clay, paint and paintbrushes,  
Items collected from nature: rocks, shells, pinecones, flowers, seed heads, bark, twigs, leaves etc.

**WELCOME, INTRODUCTION AND ICE BREAKER:**

Welcome to our Summer Reading Club program! My name is \_\_\_\_\_. [Include land acknowledgements and general housekeeping rules and information].

If virtual, introduce co-host, give instructions for renaming and offer to do that for those that are having trouble. A fun option would be to have them rename themselves as their favourite animal!

**Possible Icebreakers:**

**In-Person**

- **Sound Off.** Make cards with the name and picture of one animal on each. Make two cards for each animal. Hand out a card to each participant, making sure that pairs of animals are distributed. Arrange the participants in a circle. Explain that they are to make the sound of the animal on their card to find the other animal of their species. No talking is allowed. Once they find their partner, they are to stand by them. Participants can also close their eyes (if comfortable doing so) and/or groups of more than two animals can be produced by making more cards for each animal. You can also tailor this icebreaker to your area by picking animals found in the local habitat.
- **Four Corners.** Hang 4 signs in each area with the numbers 1 through 4 on them. You will read a list of 4 options and each participant must move to the corner that matches them – no standing in the middle! Each person can introduce themselves to someone new when they are in each corner.
  - Possible Lists:
    - Do you like to: 1 – Swim / 2 – Hike / 3 – Bike / 4 – Camp
    - Your favourite creature: 1 – Flies / 2 – Runs / 3 – Swims / 4 – Crawls
    - Have you visited: 1 – The Ocean / 2 – The Mountains / 3 – The Prairies / 4 – The Forest
    - Do you like: 1 – Snow / 2 – Sun / 3 – Rain / 4 – Wind

- What do you like to do out in nature: 1 – wander with my family / 2 – sit and look and listen / 3 – collect things and study them / 4 – play with friends

You can also ask for suggestions from children to create your four groups. This ensures children have actually participated in all the activities before.

### Virtual

- **Chat & Share.** Participants share their favourite wild animal, their favourite place to visit outside in nature, and what place in nature they would love to visit from anywhere around the world if they could. This can be done taking turns, or whoever raises their hands. Some might prefer to type in the chat too.

### STORY:

There are lots of great picture books about the natural world, the environment, and our relationship to it.

Here are a few potential titles to get you started.

Books to consider reading for story portion:	Books to consider for display:
<ul style="list-style-type: none"> <li>• <b><i>Day with Yahah</i></b> by Nicola I. Campbell &amp; Julie Flett (BC)</li> <li>• <b><i>The Collectors</i></b> by Alice Feagan</li> <li>• <b><i>Wild Berries</i></b> by Julie Flett (BC)</li> <li>• <b><i>The Not-so Great Outdoors</i></b> by Madeline Kloepper (CAN)</li> <li>• <b><i>We Are Water Protectors</i></b> by Carol Lindstrom &amp; Michaela Goade</li> <li>• <b><i>Finding Wild</i></b> by Megan Wagner Lloyd</li> <li>• <b><i>Because of an Acorn</i></b> by Lola M. Schaefer</li> <li>• <b><i>Fatima's Great Outdoors</i></b> by Ambreen Tariq &amp; Stevie Lewis</li> </ul>	<ul style="list-style-type: none"> <li>• Dianna Hutts Aston series. <b><i>An Egg is Quiet</i></b> etc.</li> <li>• <b><i>I Like the Outdoors: What Jobs Are There?</i></b> By Carron Brown &amp; Roberto Blefari</li> <li>• <b><i>Curious Kids Nature Guide: Exploring the Amazing Outdoors of the Pacific Northwest</i></b> by Fiona Cohen &amp; Marni Fyelling (BC)</li> <li>• <b><i>The Hike</i></b> by Alison Farrell</li> <li>• Kate Messner's <b><i>Over and Under</i></b> series</li> <li>• <b><i>Get Outside: The Kids Guide to Fun in the Great Outdoors</i></b> by Jane Drake, Ann Love, &amp; Samantha Swenson (CAN)</li> <li>• <b><i>Wildflowers</i></b> by Libby Romero (National Geo Kids Ultimate Explorer Field Guide) or any other nature field guides</li> <li>• <b><i>Kids Guide to Camping: All You Need to Know About Having Fun in the Outdoors</i></b> by Cherie Winner</li> </ul>

**ACTIVITY:** [Choose Multiple Activities for a Longer Program]

Even in a town or a city, we live in an environment that is part of the natural world. We can find and connect with nature in different places like:

- Your yard or balcony
- The school yard
- A community garden
- A local park

**Option 1: Drawing Your Nature Place**

Using large sheets of paper pinned to the wall OR individual sheets of paper, have children illustrate their favourite nature place and what is there. They could also draw a place they wish they could visit.

Share and discuss elements of these nature places and why they like them so much or why they are important.

**Option 2: Nature Memory Game**

A tray of things from nature that you put out covered with a cloth. When the cloth is removed the participants have a set amount of time to look at the objects and try to remember them (Virtual version: Can screen share a photo of the tray's contents). Use items collected from nature: rocks, shells, pinecones, flowers, seed heads, bark, twigs, leaves etc.

**Option 3: Guess What It Is**

Participants reach into a box and feel what is there then try to guess what the item is. Use items collected from nature: rocks, shells, pinecones, flowers, seed heads, bark, twigs, leaves etc. Cardboard box has a hole cut in the side or top that a hand could reach through, but not see through. (Virtual version: Use zoomed in photos of things from nature that are screen shared and have participants try to guess what it is).

*Ensure that all items (most especially flowers and leaves) are safe to touch for children with skin allergies, etc.*

**Option 4: Habitats**

Show an images of a type of habitat around your area. Then show images of very different creatures, including some that actually live in that habitat, and have participants pick out which creatures live there. (Virtual version: share images on screen as a collage with numbers beside each creature and have participants share which creatures they think live there by shouting out the numbers).

### Option 5: **Scavenger Hunt**

Have participants search for scavenger hunt items around your location if safe OR send out the list ahead of time and have participants bring in items from the list to share. Here are some possible nature scavenger hunt lists:

- <https://rhythmsofplay.com/signs-of-summer-scavenger-hunt/> Need to scroll down for the list.
- <https://www.freekidscrafts.com/summer-scavenger-hunt/summer-scavenger-hunt/> This list has images as well.

### **Virtual:**

- **Who Would Win?** Can screen share 2 pictures of different wildlife and ask the participants who would win if they had a fight (you can make this be a war of words rather than a “physical” fight!), which animal is the fastest, or which animal has the longest tail? Participants can respond with their choice AND why.

### **CRAFT:**

#### **Create a Sundial**

- <https://www.greenkidcrafts.com/paper-plate-sundial-craft/> I suggest using wooden skewers instead of straws to avoid using non-biodegradable plastic.
- <https://www.pbs.org/parents/crafts-and-experiments/diy-sundial>

#### **Rock Painting**

- <https://mothernatured.com/nature-crafts/nature-crafts-for-kids/> Lots of stick, leaf, wood and rock crafts to choose from. Need to scroll down for rock painting ideas.

### **CLOSING:**

Opportunity to share with the group anything that has been created before leaving.

Thank everyone for attending. Share any upcoming programs that might interest them. Promote the following weeks SRC theme and encourage everyone to continue reading, creating, and challenging themselves.

Participants can say goodbye in their favourite animal’s language for fun!

Programs – Older Kids (ages 9-12), Theme 4: Great Outdoors:  
Exploring our connection to the environment, the natural world  
Prepared by: Erin Atkinson, Fraser Valley Regional Library

### **INTRODUCTION: ICEBREAKER GAMES**

- **Sound Off** - Write out cards with the name of one animal on each. Make two cards for each animal. Hand out a card to each participant, making sure that pairs of animals are distributed. Arrange the participants in a circle. Explain that they are to make the sound of the animal on their card to find the other animal of their species. No talking is allowed. Once they find their partner, they are to stand by them. Groups of more than two animals can be produced by making more cards for each animal.
- **Guess My Name** - Ask the participants to make a list of ten words to describe an animal of their choice on a sheet of paper. They then tape the sheet of paper to themselves and move about the room, reading each other's lists. They introduce themselves to each other and try to guess what animal each list describes. Children can also read their own lists aloud to one another as an option for those who are visually impaired or have trouble reading.

### **ACTIVITY: NATURE SCAVENGER HUNT**

This activity ideally would take place outdoors but can be adapted into at-home or take-and-make activities. Print the attached document or modify it to better suit your library. Ensure that all items on the list are safe and can be found around your library environment or intended space. If you want to reuse the list for future programs, laminate the list and use dry erase markers. Scavenger hunts are ideal for teaching children to enjoy and appreciate nature. After the activity is over, gather the group together and reflect on what they found.

- Which item was their favourite?
- Which was the most difficult to find?
- Which did you find first?

### **BOOK SUGGESTIONS:**

- **Curious Kids Nature Guide: Explore the Amazing Outdoors of the Pacific Northwest** by Fiona Cohen
- ***Nature: 25 Outdoor Adventures for Kids to Explore, Discover, and Awaken Their Curiosity*** by Ainsley Arment
- ***On Our Nature Walk: Our First Talk about Our Impact on the Environment*** by Jillian Roberts
- ***The Lost Words*** by Robert MacFarlane
- ***The Wonders of Nature*** by Ben Hoare

## Storytime – Theme 5: Together, Apart – Internet and phone technology, long-distance communication

Prepared by: Corene Maret Brown and Fiona Watson, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. Instead of stomping or jumping.

*For this storytime, you will need to put your books in a box/wrap them to be “delivered” and prepare five letters or postcards for the various animals with clues as to who they are for (see the sample postcard attached). You can also set up a felt board with a cat, elephant, rabbit, monkey and shark and have the kids guess which letter is for which animal friend.*

### **WELCOME SONG: Well, Hello Everybody!**

Well, hello everybody can you rub your tummy? *Wave and then rub your stomach*  
Rub your tummy, rub your tummy!

Well, hello everybody can you rub your tummy? *Wave and then rub your stomach*  
Rub – your – tummy!

*Repeat with different actions: Wave your hand, jump up and down, balance on one leg, make a roar, etc.*

*“Today we will be postal workers and help deliver all the mail to our animal friends.”*

### **SONG: Little Letter Carrier**

*To the tune of “Bumping Up and Down In My Little Red Wagon”*

I carry, carry all the letters

Carry, carry all the letters

I carry, carry all the letters

I like nothing better!

I run, run, run with my letters

I run, run, run with my letters

I run, run, run with your letter

I like nothing better!

*Can repeat verse with different actions: hop, spin, march, jump, drive, speed, or other suggestions from the audience.*

*“The first delivery is for the storytime kids! You can see the address [read address] and our name. Let’s open it up. It’s a book to read about how nice it is to receive a letter!”*

### **BOOK:**

**A Letter for Leo** by Sergio Ruzzier

**LETTER DELIVERY SONG: A-tisket, A-tasket**

*You can repeat this song every time that you deliver a letter*

A-tisket a-tasket

A green and yellow basket

I wrote a letter to the [insert animal]

Let's go and give it to them!

Let's give them their letter!

Let's make their day much better

Let's give them their letter

With a one, two, three CLAP!

*"Our first postcard has (for example) a picture of some yarn. Who could that be for? The cat! Yes! The yarn is all tangled, so let's wind it up!"*

**SONG: Wind the Yarn Up!**

Wind the yarn up! Wind the bobbin up! *Spin your hands*

Pull, pull, clap! Clap! Clap! (x2) *Pull hands apart and clap three times and then repeat the first two lines*

Point to the ceiling, point to the floor *Point in the said directions*

Point out the window, point at the door

Clap your hands together 1 – 2 – 3! *Clap three times.*

Next time let's go even more quickly!

*Continue to repeat the song until you have gone as fast as you can and end with "Next time let's just go to sleep!"*

*"Our next letter is for elephant and their friends!"*

**FELT SONG: One Elephant on the Phone Call!**

One elephant on the phone (or Zoom call)

Chatting with a friend!

Ring, ring *Make a ringing noise*

"Pppffttt! Pppffttt!" *Elephant noise*

Come on in! *Wave hand invitingly*

*Repeat with an ever-increasing number of elephants until five and end with "Goodbye friends!"*

*"Our next letter is for the rabbit on the moon!"*

**ACTION SONG: Zoom Zoom Zoom**

Zoom, zoom, zoom *Slide hands together in a clapping motion*

We're going to the moon (x2)

If you want to take a trip *Mime climbing a ladder*

Climb aboard my rocket ship

Zoom, zoom, zoom *Slide hands together in a clapping motion*

We're going to the moon

In 5, 4, 3, 2, 1 – BLAST OFF! *Count down with fingers and end with a jump or stretch*

**SONG: Five Little Monkeys**

Five Little Monkeys Jumping on the bed! *Extend five fingers and bounce them on the other hand*

One fell off and bumped their head! *Scratch head*

Someone called the doctor and the doctor said: *Mime making a phone call and hold phone up to ear*

“No more monkeys jumping on the bed!” *Waggle finger*

*Continue until you are on your last monkey and end with “Put those monkeys straight to bed!”*

**BOOK:**

*Dear Dragon* by Josh Funk or *I Wrote You a Note* by Lizi Boyd

**SONG: Baby Shark**

Baby shark, do-do doot-doot

Baby shark, do-do doot-doot

Baby shark, do-do doot-doot,  
doo

*Repeat with Nini Shark, Grandy Shark, and any other variations of shark that the audience suggests.*

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye

*Wave with one hand*

Say goodbye, say goodbye!

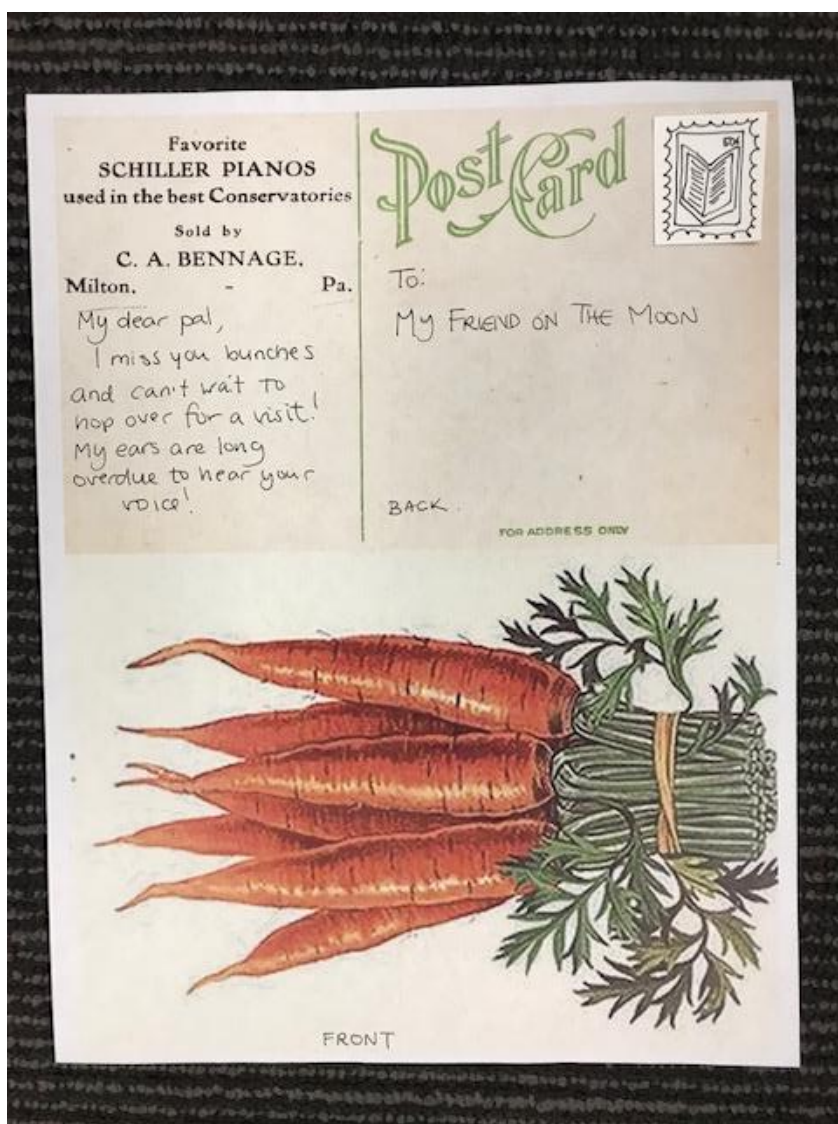
*Wave with the other hand*

Now it's time to say goodbye

We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

**Sample postcard to the right**





## Programs – Younger Kids (ages 5-8), Theme 5: Together Apart - Internet and phone technology, long-distance communication (letters, postcards)

Prepared by: Suzy Arbor, Vancouver Public Library

### **SUPPLIES:**

- Cardstock for printing postcard templates, paper and envelopes
- Pens, pencils, markers etc.
- Plastic cups and string
- Materials for faraday box demonstration: 2 cell phones, freezer bag, metal tin with lid, large pot, aluminum foil

### **WELCOME, INTRODUCTION AND ICE BREAKER:**

#### **Possible Icebreakers:**

##### **In-Person**

##### **Telephone**

Have kids set in circle or stand in a long line. Begin with a sentence in the ear for the first participant. As each participant whispers into the ear of the next participant. (Do this in a large circle and try to read each other's lips instead of whispering if physical distancing is necessary or if children feel overstimulated having someone whisper in their ear.)

##### **Mirrors**

Divide your group into pairs. Each partner says their name and month of their birthday. The partner whose birthday is coming up soonest is the leader. That partner moves in a certain position, and the other partner must imitate the pose.

##### **Group Story (use for virtual or in person)**

Group story: each person takes a turn adding a sentence to a story, when they've said their portion, they name the next person to give a sentence. (Start with the prompt: "I wrote you this letter because I wanted to tell you...")

**STORY:**

<p><b>Books to consider reading for story portion:</b></p> <ul style="list-style-type: none"> <li>• <i>The Day the Crayons Quit</i> by Drew Daywalt</li> <li>• <i>Drawn Together</i> by Minh Le</li> </ul>	<p><b>Books to consider for display:</b></p> <ul style="list-style-type: none"> <li>• <i>Alexander Graham Bell Answers the Call</i> by Mary Anne Fraser</li> <li>• <i>Phones Keep Us Connected</i> by Kathleen Weidner Zoehfeld</li> <li>• <i>Pen Pals</i> by Alexandra Pichard</li> <li>• <i>Dear Primo</i> by Duncan Tonatiuh</li> <li>• <i>Snail Mail</i> by Samantha Berger</li> </ul>
--	--

**ACTIVITIES:** [Choose from the following activities]

(If you are doing a virtual program prepare packages ahead of time that kids can pick up with postcard templates, paper, envelopes and material for string phone experiment)

**Letter Exchange**

Arrange ahead of time to have a letter exchange with another branch of your library system or a school in the neighbourhood. Set up tables with supplies where kids can write a letter or draw a picture. Optional: build a mailbox out of cardboard for kids to stick their letters in when they are done. Then send them or drop them off at the other location and pick up the letters/cards from the other group. Display cards and letters in your library for everyone to see.

**Design a Postcard for the Place You Live**

Lots of us have been spending more time in our own communities lately and discovering wonderful things about the place where we live. If you were someone travelling here what do you think would stand out? Create a postcard that represents the place where you live. You can include some example images of things in the neighbourhood for inspiration.

**Virtual Vacation! / Virtual Visitors!**

Invite someone you know who lives far away to a virtual visit with your group of kids. Or connect with a library in another place and ask if they would like to do an exchange. Set up a Zoom meeting with this person for the day of your program. Before you join the zoom meeting ask kids to brainstorm questions they might ask this person about the place that they live. You can show the group pictures of this place beforehand.

**Optional Science Demonstration - Faraday Box**

From: Kuskowski, Alex. *Super Simple Telephone Projects: Inspiring and Educational Science*. Minneapolis, Abdo Publishing, 2016 (p. 28)

Cell phones use radio waves. Blocking the waves is easy. It's not magic. It's science!

Materials: 2 cell phones, freezer bag, metal tin with lid, large pot, aluminum foil

Instructions:

1. Put one phone in the freezer bag. Zip the bag closed.
2. Put the phone in a metal tin (for example a tea tin), put the lid on the tin.
3. Put the tin in the pot
4. Cover the pot with aluminum foil
5. Use the second phone to call the phone in the pot.

How does it work? The phone is inside two metal containers. The metal stops the radio waves from getting through. The phone inside will not ring.

### **Create a String Phone**

- [https://www.teachengineering.org/activities/view/cub\\_sound\\_lesson02\\_activity1](https://www.teachengineering.org/activities/view/cub_sound_lesson02_activity1)
- <https://stemie.fpg.unc.edu/discovery-play-activities-your-young-child-string-telephone> This site includes adaptations of this activity for kids who have low motor control and/or hearing impairment.

## Programs – Older Kids (ages 9-12), Theme 5: Together Apart: Internet and phone technology, long distance communication

Prepared by: Danay, Fraser Valley Regional Library

### INTRODUCTION:

This week's theme is Together Apart: Internet and phone technology, long distance communication (letters, postcards). Kids will pretend they are away at camp and have several camp activities. The plan has 4 parts: Write a Mad Libs Letter, Play Camping Charades, Friendship Bracelet Craft, and an Annotated Booklist.

### ACTIVITY #1: WRITE A MAD LIBS LETTER

#### Facilitator instructions:

Ask the group to pretend they're away at camp and it's time to write a letter home. Split kids into pairs of 2. Give each pair the 2 letter templates. Without showing their partner the letter, each kid asks their partner for the corresponding adjective/noun/verb etc. to fill in the blanks. When done, each group can read their letters aloud.

Dear NAME OF SOMEONE YOU KNOW,

I had such a ADJECTIVE morning at camp NOUN today that I had to tell you about it! I knew something was ADJECTIVE from the second I woke up. I heard a ADJECTIVE sound coming from PLACE just outside the tent. It sounded like a NOUN was ING-VERB. I had to investigate, so I ADVERB put on my PIECE OF CLOTHING and grabbed my battery-operated NOUN. When I poked my head out of the tent, you won't believe what I saw! It was a huge ADJECTIVE LIVING THING, at least NUMBER feet tall and NUMBER pounds! It was ING VERB all of our PLURAL NOUN. I tried to VERB to scare it away but that only made it EMOTION. That's when it turned and started to ADVERB VERB me. I nearly jumped out of my BODY PART ! I PAST TENSE VERB so loudly it made it VERB and run off into the PLACE IN NATURE.

That's when my friend NAME OF A FAMOUS PERSON OR MOVIE CHARACTER woke up. I told them what had happened and they said " EXCLAMATION OF SURPRISE " and pulled out their ADJECTIVE OBJECT from their backpack. They told me I should always carry one just like it for protection. Next time I'll be ADJECTIVE !

Sincerely YOUR NAME

\*Before assigning the activity, go over the different parts of speech (adjectives, verbs, and nouns) with the children to ensure all children are familiar with the grammar.

Materials:

- 2 letter templates for each pair of kids
- A pen/pencil for each kid

### **ACTIVITY #2: CAMPING CHARADES**

Materials needed:

- Charade template cut into squares
- Container to draw from

#### **Facilitator instructions:**

1. Start with a discussion to get kids thinking about how communication works (optional): We have many ways to talk to our families and friends, like talking face-to-face, using phones, the internet, and writing letters.
  1. What's your favorite way to communicate?
  2. How do you think people communicated before there was internet? Before phones?
  3. How do you think people will communicate with each other 100 years from now?
  4. What would you do if you couldn't speak for a whole year? How would you communicate?
2. Print and cut out the squares below. Each square represents a camping activity or animal. Have kids pick a square at random and act it out without making a sound until the other kids guess what it is.

<b>Bat</b>	<b>Hiking</b>	<b>Building a Campfire</b>	<b>Making s'mores</b>	<b>Bear</b>
<b>Squirrel</b>	<b>Setting up a tent</b>	<b>Chopping wood</b>	<b>Fishing</b>	<b>Beaver</b>
<b>Star gazing</b>	<b>Swimming</b>	<b>Raccoon</b>	<b>Drinking hot chocolate</b>	<b>Playing cards</b>
<b>Owl</b>	<b>Swatting mosquitoes</b>	<b>Archery</b>	<b>Wolf</b>	<b>Birdwatching</b>

Blowing Out a Candle	Frog	Washing dishes	Taking photos	Turtle
Snake	Paddling a canoe	Building a sandcastle	Playing guitar	Smelling a flower

### **ACTIVITY #3: FRIENDSHIP BRACELET CRAFT**

Materials needed:

- Embroidery thread or thin string in 3 different colors 30 in (70cm) long
- Tape

Instructions:

1. First, tie three strings together with a knot at the top. Leave about 2" in. of extra string above the knot so you can use it to tie the bracelet later.
2. Next, hold your strings together (or tape them to a flat surface) and twist them clockwise. Keep twisting them until the twist is 17" in. long, with the extra string under it not twisted.
3. Hold the end of the twist with one hand (not including the extra string below it), and put a finger from your other hand in the middle of the twist and fold the twist in half.
4. Hold the top knot and extra strings on the bottom together. Take your finger out of the twist and the twist will twist around itself. If the twist around itself kinks or stops, lightly pull on the looped end of the bracelet where you had your finger before. Don't pull too tightly, or it will mess up the bracelet.
5. Tie the extra ends with a knot at the top of the bracelet. To put on the bracelet, open the loop (on one end of the bracelet) and pull the loose strings through it.

Instructions and video can be found at: <https://friendship-bracelets.net/tutorials/517>

### **ANNOTATED BOOKLIST**

Social media, technology, and middle school can be a crazy mix. Sometimes it helps to get away from it all! Feel free to pitch a tent in your backyard or build a fort in your living room and check out these books all about the world of social media, friend groups, and what happens when communication goes wrong.

#### ***Posted by John David Anderson***

When cell phones are banned at their school, Frost and his friends start communicating through sticky notes left all over the school before other kids start following their example, triggering a wave of bullying activities in the wake of a new girl's arrival.

***Count Me in: A Novel* by Varsha Bajaj**

Told from two viewpoints, sixth-graders Karina and Chris use social media to stand up to racism in Houston, Texas, after an attack puts Karina's Indian American grandfather in the hospital. It's an uplifting story, told through the alternating voices of two middle-schoolers, in which a community rallies to reject racism.

***Awkward* by Svetlana Chmakova**

After shunning Jaime, the school nerd, on her first day at a new middle school, Penelope Torres tries to blend in with her new friends in the art club, until the art club goes to war with the science club, of which Jaime is a member.

***New Kid* by Jerry Craft**

Perfect for fans of Raina Telgemeier and Gene Luen Yang, *New Kid* is a timely, honest graphic novel about starting over at a new school where diversity is low and the struggle to fit in is real.

***TBH, This Is So Awkward* by Lisa Greenwald**

Told entirely in text messages, emails, and notes, best friends Prianka, Gabby, and Cecily find their friendship tested by busily planning a spring fair, bullying, and boys.

***You Go First* by Erin Entrada Kelly**

Charlotte, twelve, and Ben, eleven, are highly-skilled competitors at online Scrabble and that connection helps both as they face family issues and the turmoil of middle school.

***Restart* by Gordon Korman**

The amazing New York Times bestseller about what you can do when life gives you a second chance. Chase's memory just went out the window. Chase doesn't remember falling off the roof. He doesn't remember hitting his head. He doesn't, in fact, remember anything. He wakes up in a hospital room and suddenly has to learn his whole life all over again!

***Invisible Emmie* by Terri Libenson**

The lives of two middle school girls, one a quiet artist, the other a popular overachiever, intersect on a day shaped by a misdelivered note, crushes, humiliations, boredom and drama.

## Storytime – Theme 6: All Kinds of Families – Families and family celebrations

Prepared by: Corene Maret Brown and Fiona Watson, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. Instead of stomping or jumping.

### **WELCOME SONG: Bread and Butter**

Bread and butter, marmalade and jam! *Clap on the beat*

Let's say hello as fast we can! *Say hello as fast as you can with a quick wave*

*Repeat with slow, big/small, loud/quiet, long/short, and any other ways to say hello!*

### **SONG: Old MacDonald Had a Family**

Old MacDonald had a family, ee-i-ee-i-oh.

And in their family they had a cousin, ee-i-ee-i-oh.

With a wave, wave here,

And a wave, wave there.

Here a wave, there a wave,

Everywhere a wave, wave.

Old MacDonald had a family, ee-i-ee-i-oh.

*Repeat adding different family members and actions. You can also take suggestions from the audience.*

And in their family they had a nibbling/hug, hug.

And in their family they had a grandy/kiss, kiss.

And in their family they had a nini/clap clap

*Nibbling is a non-gendered term for niece/nephew, grandy is a non-gendered term for a grandparent and nini is a non-binary term for a parent.*

*Another option is to use different languages to say family members (i.e. cousin, parent, etc.)*

### **SONG: If You're Ready for A Story**

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

If you're ready for a story, if you're ready for a story

If you're ready for a story clap your hands!

Nod you head, rub your tummy, freeze

### **BOOK:**

***Families, Families, Families*** by Suzanne Lang and Max Lang **OR** ***Love Makes a Family*** by Sophie Beer

### **ACTION SONG: Let's Do A Dance for Family**

*To the tune of "Here We Go Round the Mulberry Bush"*

Let's do a dance for family;

Dance, dance, dance, dance, dance, dance



Let's do a dance for family

Dance, dance, dance

*Repeat with other verses:*

Let's clap out hands for family; clap, clap, clap

Let's stomp our feet for family; stomp, stomp, stomp

Let's do a twist for family; twist, twist, twist

Let's jump around for family; jump, jump, jump

Let's say hooray for family; hooray, hooray

### **SONG/FELT STORY: One Little Bird**

One little bird in one little tree.

And they were all alone and didn't want to be.

So they flew far away over the sea,

And brought a new member for their family.

Oh there were two little birds in one little tree.

And they were all alone and didn't want to be.

So they flew far away over the sea,

And brought a new member for their family.



*You could incorporate words for "family" in other languages here. This song works well as a felt story or using puppets.*

*You can continue adding more birds or other animals to the family.*

### **SONG: Five in the Bed**

There were five in the bed and little one said: "Roll over! Roll over!"

So they all rolled over and one fell out! Plop!

*"How many are left in the bed? 1 – 2 – 3 – 4."*

*Continue the song until there is one in the bed and they say "Finally! Space at last!"*

### **ACTION: Give a Hug**

Roar like a lion, growl like a bear,

Give \_\_\_\_ a hug, show them you care.

*(insert a family member to give a hug to)*

Hop like a bunny, flap like a bird,

Quiet as a mouse now, don't say a word.

*Repeat the rhyme, changing out who you're giving a hug to (sibling, parent, grandparent, etc.).*

*Consider replacing (or adding to) hugs with actions such as high-fives or fist-bumps for kids who don't feel comfortable hugging. Or incorporate a line about needing consent for hugs.*

### **BOOK:**

**Families, Families, Families** by Suzanne Lang and Max Lang or **Love Makes a Family** by Sophie Beer

**SONG: Down by the Bay**

*This is a call and response song with each line being repeated.*

Down by the bay

Where the watermelons grow,

Back to my home

I dare not go.

For if I do,

My brother will say,

"Have you ever seen a duck driving a truck, down by the bay?"

*Repeat the song with a different family member and a different rhyming combination each time.*

...my grandy/cousin/etc will say: "Have you ever seen a cow taking a bow".

...my cousin will say, "Have you ever seen a pig dancing a jig."

**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*

Say goodbye, say goodbye! *Wave with the other hand*

Now it's time to say goodbye

We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

## Programs – Younger Kids (ages 5-8), Theme 6: All Kinds of Families – Families and family celebrations

Prepared by: Jenny Zhang, Vancouver Public Library

### **WELCOME, INTRODUCTION AND ICE BREAKER:**

Welcome to our Summer Reading Club program! My name is \_\_\_\_\_. [Include land acknowledgements and general housekeeping rules and information].

Today, we're going to be talking about all kinds of families and all the special things people do to celebrate with their families!

### **Icebreaker: Family Scavenger Hunt!**

Read out each statement. Ask kids to raise their hands, stand up and strike a pose, or make a silly face every time the statement is true for them:

- I do not have any brothers or sisters
- I live with only one parent/guardian
- I have more than three brothers or sisters
- I live with two parents/guardians
- I live with a grandmother and grandfather
- I have a stepmother or stepfather
- My family comes from a country outside Canada
- At least two people in our family are different races
- I live with people who love me
- I think my family rocks!
- I have a dog/cat/fish/dinosaur as a pet!

\*You can give examples of what different kinds of families (including found families) look like before the activity and aid this visually with a felt board.

### **STORY:**

There are many great books about different kinds of families and things that people do to celebrate together. Here are a few suggestions to share:

- *Our Favorite Day of the Year* by A.E. Ali
- *Around the Table that Granddad Built* by Melanie Hauiser Hill
- *This is How We Do It* by Matt Lamothe
- *Saturday* by Oge Mora
- *A Family is a Family is a Family* by Sara O'Leary
- *The Family Book* by Todd Parr
- *The Keeping Quilt* by Patricia Polacco
- *Families Around the World* by Margriet Ruurs
- *We are Grateful: Otsaliheliga* by Traci Sorell

**DISCUSSION:**

- Families come in all sorts of shapes and sizes! Who's in your family or chosen family? (Brothers and sisters? Uncles and aunties? Cousins? Grandparents? Great Grandparents? Just 2 people?)
- What holidays do you celebrate with your family? (Birthdays? Christmas? Diwali? Eid, Hanukkah, weddings, Lunar New Year?)
- What are your special traditions?
- How do you show someone you care for them? (Give a hug? Tell them what you like about them?)

You can have the children sit in a circle and incorporate a "talking item" (i.e a ball) for each child to hold while they share. This encourages everyone to participate and prevents interruptions.

**DANCE BREAK:**

**Freeze dance:** Play a song (such as *We are Family* by Sister Sledge). Everyone dance as the music plays. When the music stops, each player must freeze immediately and hold that position until the music begins again.

You can include props such as a ribbon to twirl and/or alternative actions like jumping up and down for children who don't feel comfortable dancing.

**ACTIVITY:**

Have the following map printed out on a large (11" x 17") piece of paper. Talk about where participants come from, as well as where their family or chosen family members come from and where they live (if known). Have participants place a sticker on the map with their names next to it. Admire all the places where everyone's families come from!



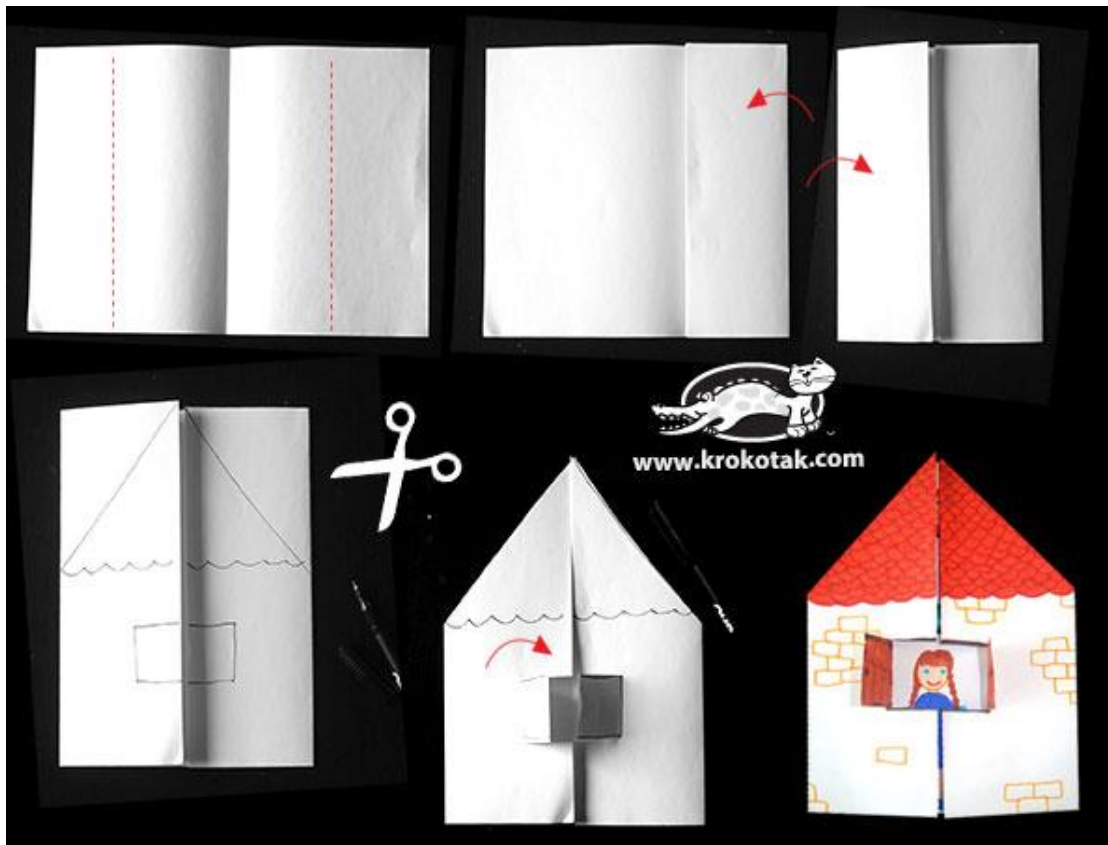
[https://m.media-amazon.com/images/I/81piyRvhmCL.AC\\_SL1500.jpg](https://m.media-amazon.com/images/I/81piyRvhmCL.AC_SL1500.jpg)

## **CRAFT:**

### **Option 1: Paper house craft**

Demonstrate how to fold and cut a paper house using the following image or [video](#). Have kids draw their family/chosen family doing their favourite activity together or an activity that they *wish* they're family could do together.

Include precut houses for children with limited motor function and mobility issues.



### Option 2: Coat of arms (see Appendix for template)

Each person might have a different definition for family, and its own way of speaking, hobbies, number of members and place to live. Use this activity as a way for kids to show the world the identity of their family or chosen family in the form of a coat of arms.

In the first box, write the first letter of their last name in “fancy” handwriting. In the second box, draw an animal that represents their family. In the third box, design a family flag consisting of colors and shapes they choose to represent their family. In the fourth box, draw a picture of something that their family likes to do together.

### Option 3: Make a family tree paper quilt

Quilts often tell stories and encourage bonding among family members, friends, and communities. Create a tree by gluing down a long brown piece of paper along the center of paper for the tree trunk. Add other smaller pieces of brown paper to make branches and limbs. Kids can cut the brown strips to any size they want. Add the names to your family tree. Include quilt-like details to gluing on colored squares in any pattern or fashion you’d like.



#### Option 4: Create your own family traditions books

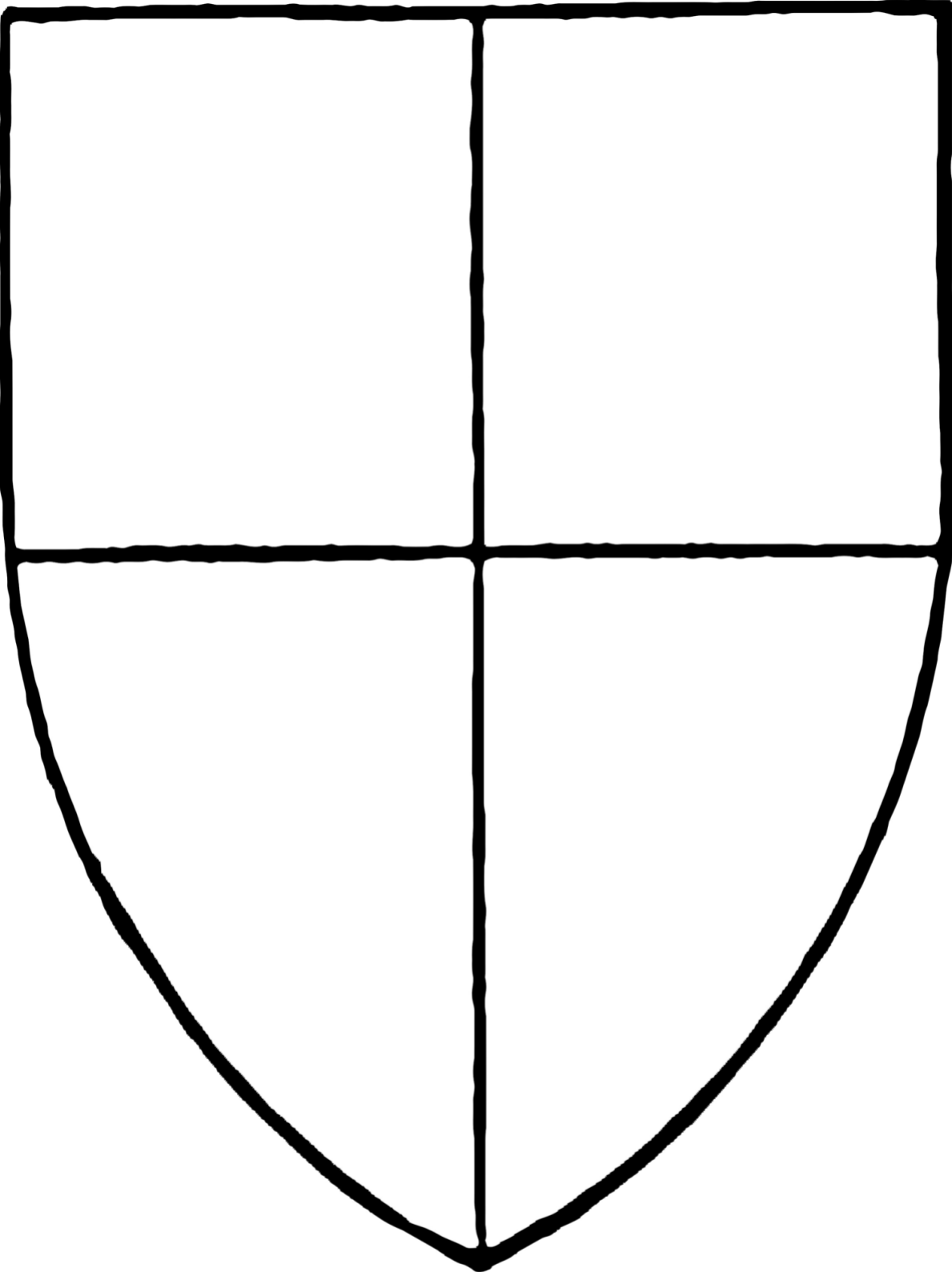
Everyone comes from a different type of family and has different family traditions. Draw pictures and write about your family/chosen family doing your favourite things together. They can be anything you like: Sunday Storytime, playing games, celebrating holidays, baking together, or eating your favourite meal together.

Make a cover for the booklet: Have them write “My Family Traditions” on the cover and decorate it. Using a hole puncher, make holes on the left side of the pages and tie pieces of string through them to assemble the pages. As they are working, ask what is going on in each picture. Encourage kids to share their book with their family members and add to their book.

#### **CLOSING:**

Thank kids for coming. Promote upcoming SRC programs, and remind kids to register for SRC if they haven't already.

APPENDIX:





## Programs – Older Kids (9-12), Theme 6: All Kinds of Families: Families and Family Celebrations

Prepared by: Shelby Deglan, Fraser Valley Regional Library

### **ACTIVITY: FAMILY FUN BINGO SHEET**

Encourage families to spend time together with a Family Fun Bingo sheet. Children take home a Bingo sheet to complete at home and in their community. The Bingo squares include common, low-barrier family activities.

See attached Bingo Sheet below.

### **ACTIVITY: FAMILY PICTURE FRAME**

Frame a family photo! This craft can be delivered as an in-library craft session, a craft table with supplies, or a 'Take and Make' bag for children to create at home.

#### **Materials:**

- 18 colourful popsicle sticks
- Liquid glue
- Ribbon or string
- Any additional decorations (glitter, buttons, letters, gems, etc.)
- A photo or drawing of family/friends



#### **Step-by-Step Instructions:**

<https://www.squiglyplayhouse.com/ArtsAndCrafts/Crafts/PopsicleStickFrame.html>

(Short on popsicle sticks? Consider making the backing out of coloured paper instead of sticks.)

### **ACTIVITY: FAMILY GRATITUDE JAR**

A gratitude jar is a container filled with notes of gratitude. Every day, add notes of gratitude to their jar. Later, take notes out to read and remember. A family gratitude jar is much the same, but all notes of gratitude should be about the child's family. For example, "I am grateful for my Dad because he drives me to piano lessons". This is most suitable as a take home activity, as each family will want to fill their jar with notes from their own family members.

#### **Materials:**

- A mason jar with a lid.
- Strips of coloured paper large enough to write a full sentence.

#### **How to use:**

On a strip of paper, children write why they are grateful for their family and specific family members (pets, too!). Encourage other family members to participate and write

notes of gratitude about their child/children. Repeat this every day until the jar is full of notes.

### **ADDITIONAL CRAFT: 'STAINED GLASS' JAR**

Create a gratitude jar that is colourful inside and out with a 'stained glass' technique using tissue paper.

#### **Additional Materials:**

- Colourful tissue paper, cut into pieces
- Mod Podge (or a mixture of one part liquid glue and one part water)
- Paint brush or sponge



#### **Step-by-Step Instructions:**

<https://www.fun365.orientaltrading.com/project/confetti-mason-jar-lanterns>

### **ALTERNATE IN-LIBRARY ACTIVITY: FAMILY GRATITUDE DISPLAY**

Turn the jar into a shared, visual display in the library. Set up a station for children write notes of gratitude about their family. Display the notes on a wall or board. Children can read each other's notes and learn what all kinds of families are grateful for. Consider providing children with prompts for their notes of gratitude. For example, "I am grateful for my \_\_\_\_\_ because \_\_\_\_\_".

### **ANNOTATED BOOK RECOMMENDATIONS:**

***A Place to Hang the Moon*** by Kate Albus

Set in World War II, three orphaned siblings bounce from place to place in search of a new home.

***I Can Make This Promise*** by Christine Day

When Edie's Native American mother was adopted by a white family long ago, the connection to her heritage was lost. In this story, Edie learns about her family's past, her Native American heritage, and her self-identity.

***We Dream of Space*** by Kelly Erin Entrada

Set in 1986 leading up to the launch of Challenger, three siblings navigate personal struggles and complicated family relationships.

***All You Knead is Love*** by Tanya Guerrero

Alba leaves her abusive home in New York to live with Abuela Lola in Barcelona. A story about found family and bread making.

# FAMILY FUN BINGO

To play, complete the activities on the sheet. Check off activities until you've made a horizontal, vertical or diagonal line, or each of the four corner squares.

Watch a movie together	Stretch or do yoga together	Visit the library together	Eat a healthy snack together	Try something new together
Get together with extended family (virtual visits count!)	Celebrate a birthday	Go swimming together	Borrow a library book	Play a card or board game together
Go for a walk together	Listen to an audio book together	FREE  SPACE	Log reading on your SRC reading log	Have a staring contest
Cook or bake together	Take part in an SRC activity at your library	Take a family picture (or draw one)	Read together	Read to someone younger than you
Do arts and crafts together	Write a letter to a family member	Put on some music and dance together	Spend an afternoon at the park together	Go stargazing together

## Storytime – Theme 7: Let's Play Together – Working together, cooperation, and teamwork

Prepared by: Corene Maret Brown and Fiona Watson, Port Moody Public Library

\*Consider who is in your audience and modify actions within song appropriately. For example, children who are using mobility equipment like wheelchairs can “pat your knees, nod your head”, etc. Instead of stomping or jumping.

### **WELCOME SONG: The More We Get Together**

The more we get together, together, together  
The more we get together, the happier we'll be  
For your friends are my friends  
and my friends are your friends  
The more we get together, the happier we'll be

The more we read together, together, together  
The more we read together, the happier we'll be  
Read big books and small books  
Read short books and tall books  
The more we read together, the happier we'll be

*Notes: This is a great song to incorporate ASL. There are [YouTube tutorials with the signs](#).*

*“Welcome everyone! Today we are going to work together to do storytime as a team! Firstly, we are going to do some exercises!”*

### **WARM UP: Let's Move Together**

Let's clap our hands together, together, together  
Let's clap our hands together  
Because it's fun to do

*Repeat song with tap your legs, stretch your arms, jump all together, wiggle your toes, etc.*

*“Excellent! We are all warmed up now and let's work together to give away all of the presents to our animal friends. But! They only want a present that rhymes with their name. What on the felt board rhymes with cat? Hat! That's right!”*

**FELT GAME: It's So Much Fun to Share**

*To the tune of "The Farmer in the Dell"*

It's so much fun to share!

It's so much fun to share!

I have a hat

I'll give to cat!

It's so much fun to share!

*You can repeat the game with box/fox, log/dog, boat/goat, wig/pig, chair/bear, or any other felt animal/object combination that you have.*

**BOOK:**

***Bear Can't Sleep*** by Karma Wilson **or** ***Hooray for Hat*** by Brian Won

*"Let's work together to make some soup!"*

**ACTION SONG: Pea Soup**

One little pea jumped into the pot *Hold up one finger*

And leaned to the left until the pot got hot! *Lean to the left*

Two little peas jumped into the pot *Hold up two fingers*

And leaned to the right until the pot got hot! *Lean to the right*

Three little peas jumped into the pot *Hold up three fingers*

And stretched up to the sky until the pot got hot! *Stretch up*

Four little peas jumped into the pot *Hold up four fingers*

And curled into a little ball until the pot got hot! *Make yourself small*

Five little peas jumped into the pot *Hold up five fingers*

And jumped around until the pot got hot! *Jump around or make a finger bunny and hop it around*

Finally, the soup got so very, very hot

That the five little peas hopped out of the pot! *Make a big jump or big clap*

**FINGERPLAY: Five Big Peas**

Five big peas in a peapod pressed! *Hold up five fingers and then make a fist*

One grew, two grew, and so did all the rest! *Hold up one finger at a time*

They grew and they grew and they didn't stop! *Make expanding hand motion, bigger and bigger*

They grew and they grew until they popped! *Keep expanding hands until you clap on "pop"*

**ACTION SONG: Stir the Soup**

*To the tune of "Row, Row, Row Your Boat"*

Stir, stir, stir the soup *Stir imaginary pot*

Stir it all day long!

Add some [insert food or object]

Take a taste *Take a big slurp and react accordingly*

Soup will make us strong! *Flex arms*

*This is a great song to do with props (a big soup pot and a ladle) or as a felt. You can also take suggestions from the children – the sillier the better!*

**BOOK:**

**Bilal Cooks Daal** by Aisha Saeed or **Hot Pot Night** by Vincent Chen

**SONG/FELT: Rainbow Soup**

*This can work as a felt story or with a real soup pot. Put the colour arcs inside before you begin and pull them out one by one!*

*You can start by asking the audience to name a red food, then an orange food, yellow, etc.*

Put some [food] in a pot *Pretend to put the food into the pot*

Stir it, stir it, stir it a lot *“Stir”the put*

Pour it out! Now what do you see? *Pull out the colour arc*

The prettiest [colour] you ever did see!

*Repeat with the colours of the rainbow until violet and then you have “prettiest rainbow you ever did see!”*



**FAREWELL SONG: Now It's Time to Say Goodbye**

Now it's time to say goodbye *Wave with one hand*

Say goodbye, say goodbye! *Wave with the other hand*

Now it's time to say goodbye

We'll see you all next time!

*You can repeat this song replacing goodbye with a farewell in other languages (including ASL) and if you'd like to modify your farewell song/routine, check out Jbrary for more ideas: [Hello and Goodbye Songs](#).*

Programs – Younger Kids (ages 5-8), Theme 7: Let's Play Together – Working together, cooperation, and teamwork  
Prepared by: April Ens, Vancouver Public Library

**SUPPLIES:** Blank paper, colouring and/or drawing supplies, ball of string

**WELCOMING MESSAGE AND INTRODUCTIONS:**

Welcome to our Summer Reading Club program! My name is \_\_\_\_\_. [Include land acknowledgements and general housekeeping rules and information].

Today is all about teamwork and being creative together. We're going to read some stories, create some stories, and make some art together.

**ICE BREAKER: UNTANGLE THE SPIDERS WEB**

Sit in a circle, with the leader holding a ball of string. Each person will be invited to share their name, and to come up with a colour that can describe how they're feeling. For example, my name is \_\_\_\_\_ and I'm feeling an excited orange today. After giving the answer, the participant holds onto an end of the string, and rolls the ball to another person in the circle who has not introduced themselves yet.

Roll the ball until each participant has had a chance to answer. By now a web should have been created around the circle. The final person is given the task of following the string over and under around the group until the web is unwoven. Invite everyone to make suggestions, like moving over or under a piece of string, or to trade off with the web solver if they want help.

\*Remember to be mindful of any participants with mobility challenges

**ACTIVITY: MIRROR MIRROR**

Continue to sit or stand in a circle, and ask participants to mirror your pose or facial expression.

*We're going to try matching each other like we're looking in a mirror. If I hold up my left hand, you hold up your right hand to mirror me. Our bodies are all different so we may not be able to fully mirror each other.*

Invite kids to take a turn as the leader, modelling a pose or expression for the group to mirror. This can also be played with partners or small groups.

For a more challenging version, stand in a circle and ask everyone to think up a pose. On a count of three, everyone strikes their pose. Ask everyone to choose one other

person to copy, and change their pose to match them. Will the whole group end up in the same pose?

### **ACTIVITY: READ A STORY**

Choose a book to read or folktale to tell about teamwork or cooperation. There are many options. Here are some suggestions:

- ***Awâsis and the World-famous Bannock*** by Dallas Hunt
- ***The Little Red Fort*** by Brenda Maier
- ***Can I Play Too?*** by Mo Willems
- ***Walk on the Wild Side*** by Nicholas Oldland
- ***Princesses vs Dinosaurs*** by Linda Bailey
- Any version of the folktale, ***Stone Soup***

### **OPTIONAL ACTIVITY: OBSTACLE COURSE CHALLENGE**

Pair up participants. One keeps their eyes open and guides the other around the program space. The 2<sup>nd</sup> has their eyes closed. Then switch.

Optional Challenge: Use tape to create a maze or pathway on the floor for the participants to guide each other through.

### **ACTIVITY: CREATE A STORY**

*We're going to make up our own story together! Each person will add a sentence or two to the story then pass it to the next person. We'll see how far we get!*

Begin with a story prompt such as "Once, there was a lonely dragon..." or "Once there was a kid named Tomato." Come up with a plan for if the kids get stuck, such as pulling interesting word prompts out of a hat, rolling a story dice, or asking the group for suggestions. Tell the story until each person has had at least one turn.

### **ACTIVITY: SHARED DRAWING GAME**

We are going to make drawings together! I'll be giving each of you a piece of paper folded into 3 sections. Each of you will begin by drawing the head of a person, animal, or character in the top fold of the page. Draw the neck a little bit over the fold, to give the next person a place to connect their drawing to, then fold your top section back to hide the rest of the drawing. Pass it to the next person. The second person will draw the middle part of the creature, then fold it down to hide both top sections, and pass it along to the third person who draws the bottom part of the creature.

Think about: How many eyes will your creature or character have? Will it have clothes, scales, or fur? Will you add arms, wings, a tail? After we've all taken a turn drawing, we'll unfold the pages and see what we have!



This activity can be done all at the same time, with a set amount of time per section and the children passing their completed drawings along in a circle, or among a group of three. It can also be done as an activity station where one child draws their section(s), then leaves it at the art station for the next participants to add to.

For inspiration, see the ***Children's Museum of the Arts:***

<https://cmany.org/blog/view/how-to-the-drawing-game/>

Supplies:

- Blank paper, folded into thirds
- A selection of drawing or colouring materials (consider having larger crayons and/or markers for children with lower muscle tone)

## Programs – Older Kids (ages 9-12), Theme 7: Let's Play Together – Working together, cooperation, and teamwork

Prepared by: Tal Wieczorek, Fraser Valley Regional Library and Madeline Ewanyshyn, BC SRC Provincial Assistant

### **ACTIVITY #1: SORTING ICE BREAKER**

#### **Instructions**

1. Have the children break out into two separate groups.
2. Children in Group #1 will remain at the front of the room/area, waiting. Group #2 will decide how to sort the children in Group #1. This could include:
  - By height
  - By the colour of their hair
  - Alphabetically by first name
  - By age (if known)
3. Group #2 will then ask Group #1 to stand in the decided order, without telling them what that order means.
4. Group #1 has to guess how they've been sorted.

This activity will require kids to use critical thinking and share ideas with one another.

### **ACTIVITY #2: DRAWING CHALLENGE: COMMUNICATION SKILLS**

#### **Materials:**

- Paper
- Pencils or Crayons
- A flat surface
- Ears

#### **Instructions:**

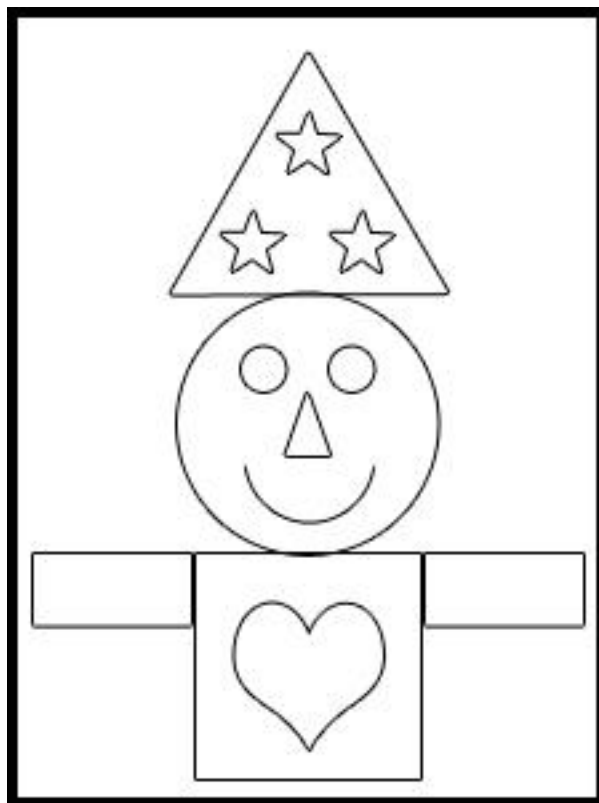
1. Have each player partner up with another player. Give each person a piece of paper, a writing utensil, and a clipboard. Tell the players to sit back-to-back with their partners.
2. Explain that one person (the Artist) will draw a picture using only simple shapes and lines. The other player (the Apprentice) cannot look while he is doing it.
3. When the Artist is done, he must give the Apprentice verbal directions on how to draw his picture. The Artist may not look at the Apprentice's work while he is drawing.
4. When the Apprentice is finished, the two players compare their drawings. They can then switch roles and play again!

#### **Examples:**

- Draw a medium-sized circle in the middle of your paper.

- Draw a medium-sized square below the circle but have the top of it touch the bottom of the circle.
- Draw a medium-sized heart in the square.
- Draw two smaller rectangles, one on each side of the square. They should go the wide way not the tall way and they should touch the sides of the square. Also, the top of each rectangle should line up with the top of the square.
- Draw a medium-sized triangle above the circle. The bottom of the triangle should touch the top of the circle.
- Draw three small stars anywhere inside the triangle.
- Draw a small triangle in the center of the medium-sized circle.
- Draw an arc that curves up below the small triangle.
- Draw two small circles above the small triangle, one slightly to the right and one slightly to the left.

In the end, your picture should look something like this!



<https://www.homeschoolwithlove.com/2013/11/07/draw-picture-game/>

**ACTIVITY #3: SNOWBALL WRITING****Materials:**

- Paper
- Pencils or Crayons
- A flat surface

**Instructions:**

1. Give one child a piece of paper and ask them to start a story, establishing at least one character and a setting. You can set a timer or ask the child to only write a specific amount of words to keep the other children from getting impatient or bored.
2. When completed, the child will (lightly) crumple up his story and throw it in the direction of another child. This child will un-crumple this “snowball” and use it to continue the story on a separate piece of paper.
3. Repeat until the story is finished.

Encourage children to be gentle when throwing the paper. An alternative option is to tell the stories aloud, with each child continuing a new part.

**ANNOTATED BOOK RECOMMENDATIONS**

***Harbour Me*** by Jacqueline Woodson

Six children come together in an emotionally vulnerable way, discussing their issues such as racial profiling and immigration.

***Strange Birds: A Field Guide to Ruffling Feathers*** by Celia C. Pérez

Four unique girls team up in a small Florida town to form their own Scout troop.

***Finding Orion*** by John David Anderson

After the death of their strange grandfather, the Kwirk family begrudgingly works together to hunt for clues left in his will.

***Ancestor Approved: Intertribal Stories for Kids*** by Cynthia L. Smith

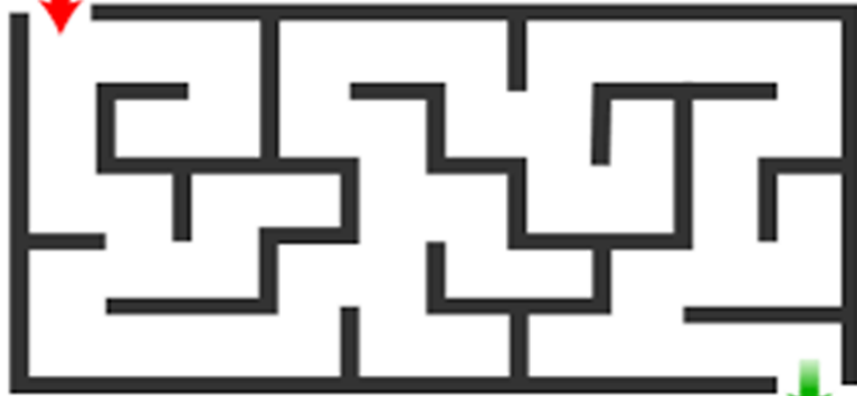
A collection of short stories and poems that interweave its Indigenous characters and narratives, as everyone gathers at the Dance for Mother Earth Powwow in Ann Arbor, Michigan.

# BC SRC 2022: All Together Now

Activity Sheet, Theme 1: Community Connections: My neighbourhood, friends, school, and community helpers

Prepared by: Joy Sodhi, Surrey Libraries

Help the Mail Carrier deliver the letter in your neighbourhood!  
Start at the letter and draw a line until you get to the mailbox.



## JOKES

**Q: Why was the school library so tall?**

A: Because it had so many stories

**Q: Why are Canadian students so smart?**

A: They get a lot of *Ehs*.

**Q: Where are library books made?**

A: A fact-ory

## BOOK RECOMMENDATIONS

Here are some titles that might be at your library. Ask staff for other recommendations!

- ***Capybara Is Friends with Everyone*** by Maddie Frost
- ***This is a School*** by John Schu
- ***Helping Hospital : A Community Helpers Book*** by Lindsay Ward

## OUTDOOR ACTIVITY SUGGESTION

Help an adult in the yard and help the environment by composting!

Pull weeds, and pick up leaves and put them in your compost bin or green waste bin.

Getting all the weeds out of the ground will benefit the fruits, vegetables and flowers in the garden.

Happy weeding!

## SOURCES

Joke 1 *Chuckle Squad: Jokes about classrooms, sports, food, teachers, and other school subjects* by Michael Dahl

Joke 2 *Laugh out Loud Canadian Jokes* by Stella Partheniou Grasso

Joke 3 *Laugh out Loud A+: Jokes for Kids* by Rob Elliott

Maze image credit: [https://commons.wikimedia.org/wiki/File:Maze\\_simple.svg](https://commons.wikimedia.org/wiki/File:Maze_simple.svg)

Compost Credit: <https://learn.eartheasy.com/guides/composting/>

All pictures are Creative Commons.

# BC SRC 2022: All Together Now

Activity Sheet, Theme 2: Hello World: Travel and moving, world languages, international celebrations

Prepared by: Sarah Cryderman, Surrey Libraries

## COUNTRY MATCH



Draw a line to match these greetings to the countries they're spoken in! Search for the possible answers online.

Hello!	Bonjour!	Hola!	Jambo!	Kon'nichiwa!	Sata srī akāla!
English	French	Spanish	Swahili	Japanese	Punjabi

## JOKES

What building in your town has the most stories?

Answer: The public library.

How do we know that the ocean is friendly?

Answer: It waves.

## OUTDOOR ACTIVITY SUGGESTION

Skippyroo Kangaroo (Australia)

All sit in a circle. One child sits in the middle with their eyes closed. All chant "*Skippyroo, kangaroo, dozing in the midday sun, comes a hunter, run, run, run.*" Another child taps the one in the middle on the shoulder and says, "*Guess who's caught you just for fun?*". The one in the middle tries to name the owner of the voice, and if correct they swap places. Continue until everyone has been in the middle!

## SOURCES

Map image from Microsoft  
365 Icons Library

Jokes from Parade  
<https://parade.com/968634/parade/jokes-for-kids/>

## BOOK RECOMMENDATIONS

Here are some titles that might be at your library. Ask staff for other recommendations!

- ***Feliz New Year, Ava Gabriela!*** by Alexandra Alessandri
- ***Say Hello!*** By Rachel Isadora
- ***All Are Welcome*** by Alexandra Penfold

# BC SRC 2022: All Together Now

Activity Sheet, Theme 2: Hello World: Travel and moving, world languages, international celebrations

Prepared by: Sarah Cryderman, Surrey Libraries

ANSWER KEY

Draw a line to match these greetings to the countries they're spoken in!

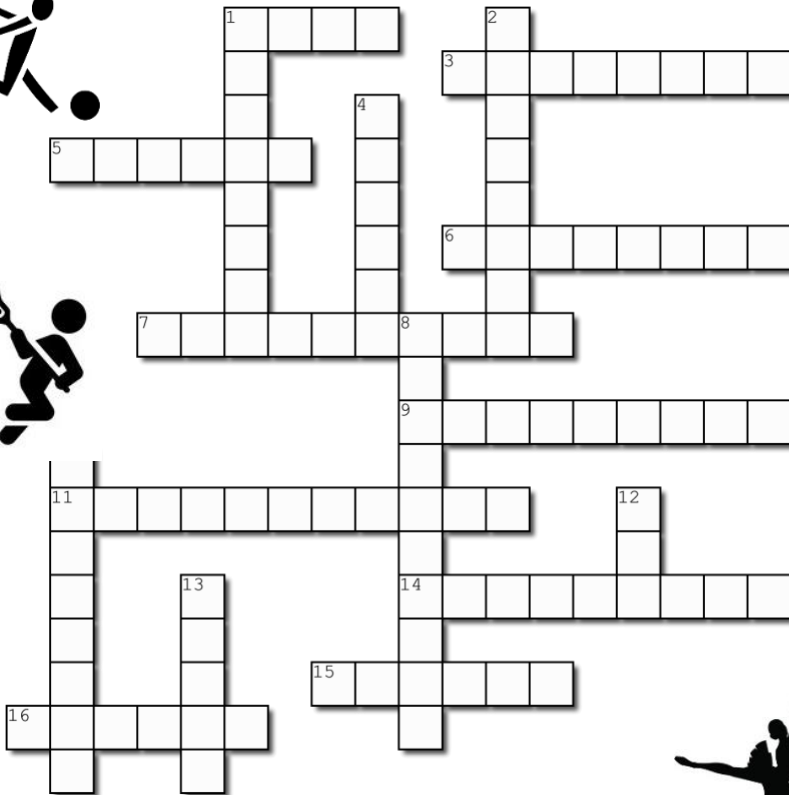
Hello!	Bonjour!	Hola!	Jambo!	<u>Kon'nichiwa!</u>	<u>Sata sri akāla!</u>
English	French	Spanish	Swahili	Japanese	Punjabi

# BC SRC 2022: All Together Now

Activity Sheet, Theme 3: Dream Team: Sports, organized group activities and games

Prepared by: Chris F, Surrey Libraries

## NAME THE SPORT OR GROUP ACTIVITY



### Across

1. A group of musicians who play together
3. A gathering of people to talk about a particular book
5. Messi and Ronaldo are star players of this sport
6. Canada's national summer sport
7. A sport played with ball and net, in a court, on sand or in a pool
9. A library gathering with stories, puppets, songs and rhymes
11. One person covers their eyes and counts - everyone else hides
14. Examples of this include Monopoly, Scrabble, Clue and Candy Land
15. The participants wear leotards and tutus
16. A sport played with a racket on a court made of clay, grass, hard or artificial grass

### Down

1. Game played with innings and outs
2. Touchdowns and field goals win this game
4. In this sport, the best team wins the Stanley Cup
8. A game where it is good to dribble and bad to travel
10. A game played by acting out clues without speaking
12. The person who is 'It' chases everyone else, trying to make them 'It'
13. A group of people who sing together, usually A Capella (without instrumental accompaniment)

## BOOK RECOMMENDATIONS

- ***The Crossover: Graphic Novel*** by Kwame Alexander
- ***Defending Champ*** by Mike Lupica
- ***Head to Head*** by Jennifer Manuel

If these titles are not available, ask the librarian for some recommendations!

## JOKES

Q: What did the coach say to the broken vending machine?  
A: I want my quarter back!

Q: What do hockey players and magicians have in common?  
A: Both do hat tricks!

Q: Why don't grasshoppers watch soccer?  
A: They watch cricket, instead.



## OUTDOOR ACTIVITY SUGGESTION

Meet your friends at a local park and play a game of ultimate frisbee!



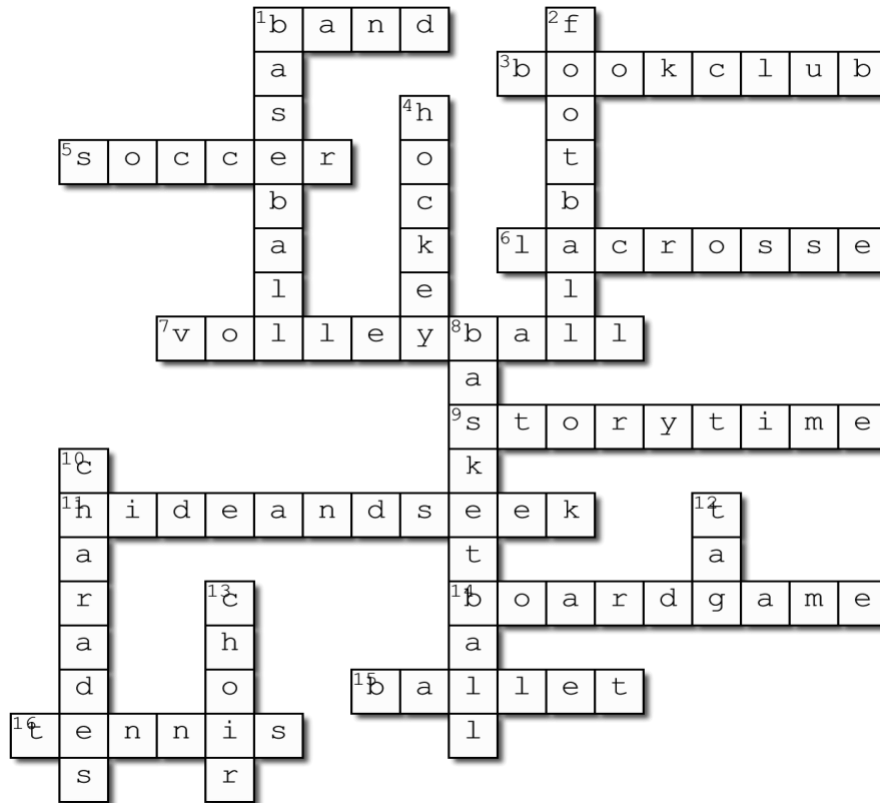


# BC SRC 2022: All Together Now

Activity Sheet, Theme 3: Dream Team: Sports, organized group activities and games

Prepared by: Chris F, Surrey Libraries

## Answer Key



# BC SRC 2022: All Together Now

Activity Sheet, Theme 4: The Great Outdoors: Exploring our connection to the environment, the natural world

Prepared by: Leslee Gawthrop, Surrey Libraries

## LEAF RUBBINGS

### Supplies:

- Different sizes and shapes of tree leaves (maple, oak, hackberry, mulberry, ginkgo)
- Thin, colored paper
- Crayons

### Directions:

1. Put a leaf upside down on the table.
2. Place a piece of paper over the leaf.
3. While holding the paper and leaf in place, use the side of a crayon to rub across the leaf.
4. Make sure that you color over the entire leaf. Rubbing firmly all over the leaf will show the veins and the outline of the leaf
5. A dark crayon will produce a clearer print of the leaf.
6. Do another leaf with different color crayon.



## OUTDOOR ACTIVITY: NATURE JOURNALS

Start a nature journal with your child. You can find inexpensive, unlined journals at your local stationary or dollar store.

Here are a couple of amazing guides your local library may have to get you and your child started. Ask staff for other suggestions if they don't have these.

***Great Things to Do Outside*** by Jamie Ambrose

***Get Outside Guide*** by Nancy Honovich

***Under Your Nose: A Book About Nature's Gifts*** by Judith McMurray

For hours of learning and fun, go to any nature spot. Sit, relax, and encourage your child to draw and write about what they see. The possibilities for learning and growing are limitless.

## BOOK RECOMMENDATIONS

- ***Bathing in the Forest*** by Marc Ayats
- ***Fun with Nature*** by Mel Boring
- ***A Day With Yayah*** by Nicola Campbell
- ***Into the Forest: Wander Through Our Woodland World*** by Christiane Dorion

## JOKES

What did the tree wear to the pool party? — Swimming trunks.

What happens when it rains cats and dogs? — You have to be careful not to step in a poodle.

What did the little tree say to the big tree? — Leaf me alone!

What kind of underpants do clouds wear? — Thunderwear!

Source:

<https://confidencemeetsparenting.com/funny-earth-day-jokes/>

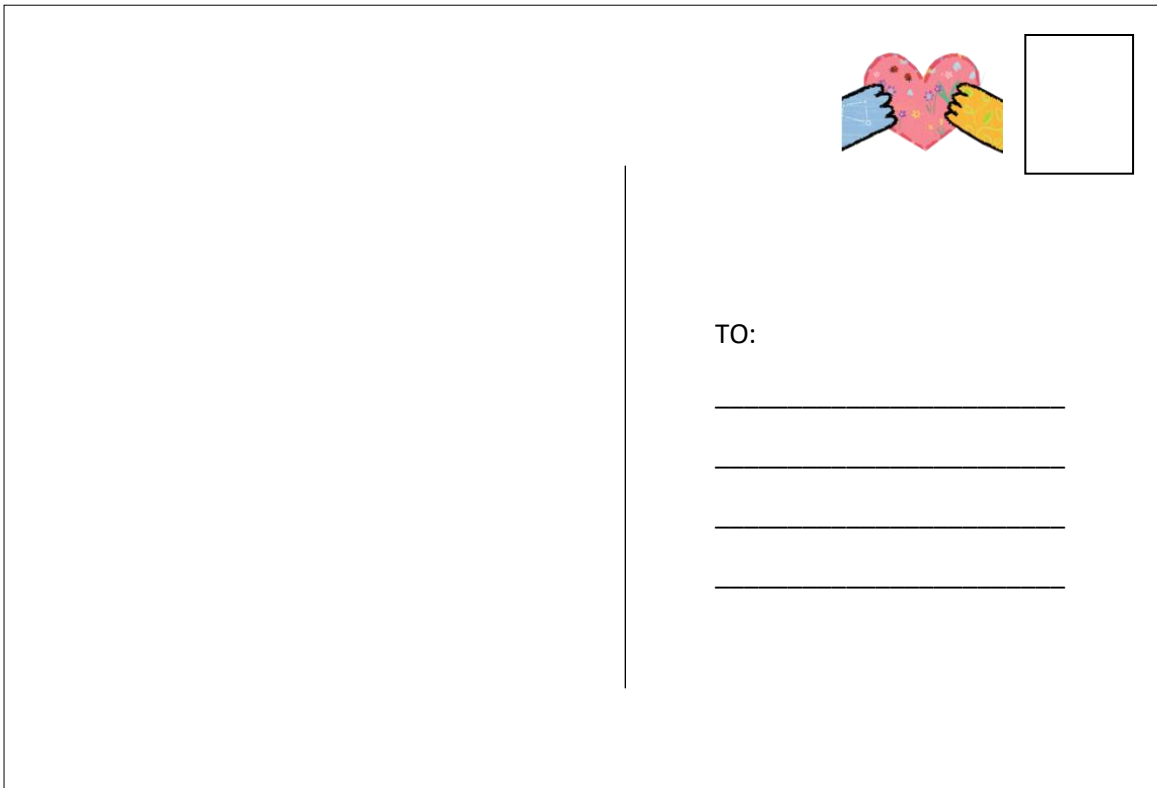
# BC SRC 2022: All Together Now

Activity Sheet, Theme 5: Together, Apart: Internet and phone technology, long-distance communication (letters, postcards)

Prepared by Natasha Krause, Surrey Libraries

## POSTCARD ACTIVITY

Brighten someone's day by writing a postcard to them. Then, cut it out and draw your own picture on the back. Write their address on the lines, glue a stamp in the corner, and send it to them in the mail.



TO:

---

---

---

---

## OUTDOOR ACTIVITY SUGGESTION

Draw a picture of your favourite outdoor place. Send it to someone special. Ask them to draw a picture of themselves in their favourite outdoor place and send it back to you. If you prefer, take a photo instead of drawing a picture.

### JOKES & RIDDLES

Why don't skeletons have a cell phone?

*They don't have any body to talk to.*

How can you tell if a bee is on your phone?

*You get a buzzy signal.*

Source:

<https://punsandjokes.com/phone-puns-jokes/>

### FUN FACTS

Canada has had postal service since 1867.

In the early 20<sup>th</sup> century, collecting picture postcards was a popular hobby.

Sources:

- <https://www.statista.com/topics/4190/canada-post-corporation/#dossierKeyfigures>
- <https://www.britannica.com/topic/postcard>

### BOOK RECOMMENDATIONS

- ***The Day the Crayons Came Home*** by Drew Daywalt
- ***Telephone*** by Mac Barnett
- ***Outside, Inside*** by LeUyen Pham

# BC SRC 2022: All Together Now

Activity Sheet, Theme 6: All Kinds of Families: Families and Family Celebrations

Prepared by: Joy Sodhi, Surrey Libraries

## NAME POEM

Write the name of someone important to you in the column below vertically!

It could be your parent, your sibling, or a friend.

Next to each letter of the name, write a word that describes them.

Example- **Sandip**. You could say, **S**uccessful, **A**wesome, **N**eat, **D**elightful, **I**mportant, **P**erfect

Initial



Description

## JOKES

Q: Mark's mom has four children. The first one is called April, the second one is called May, and the third is called June.

What is the fourth one called?

A: Mark!



## OUTDOOR ACTIVITY SUGGESTION

Picnic with your family outside! Help pack for the picnic by making the sandwiches and tasty snacks. Then bring a blanket and find a spot outside to enjoy your food.

Below are some suggestions of what you can bring. Yum!



## BOOK RECOMMENDATIONS

- ***We are Family*** by LeBron James
- ***Up the Creek*** by Natalie Hyde
- ***When Stars are Scattered*** by Victoria Jamieson



# BC SRC 2022: All Together Now

Activity Sheet, Theme 7: Let's Play Together: Working together, cooperation and teamwork

Prepared by Shannon Rego and Mehjabeen Ali, Surrey Libraries

## THE ART OF RECYCLING

Do you have recyclable things at home? Get creative and make them into art pieces. With a friend or a family member, think about what each of you would include. Help the environment while having fun!

Here are two ideas. You can try these or make your own.

- 1) Give each of yourselves a limit on the number of items you can contribute. Then decide what art piece you can make just with those pieces.
- 2) Decide what purpose your creation will have. Will it be a decoration? Will it be something you can just make in summer? Can it be a gift for grandma?

Image source: Pixabay



## OUTDOOR ACTIVITY SUGGESTION

Pick fruits or berries in your yard with a friend or family member. This can be at a berry farm or somewhere else you are allowed (with your parents' permission!).

How much can you pick in 5 minutes? Or 10 minutes?

The person with more decides what to do with them all. Together, prepare them how you wish.

Here are some suggestions. Don't forget to wash them first. Enjoy!

Eat them right away.

Put them on ice cream.

Bake something.

Make a jam.

## JOKES

Enjoy a cool summer drink with your friends while you enjoy these soda jokes!

- Why do people love a fizzy drink? They're soda-licious.
- What is the forest's favorite soft drink? Root Beer.
- What kind of soda does a doggy like? Pupsi Cola.

Source: <https://kidadl.com/articles/best-soda-puns-and-jokes-that-pop>

## BOOK RECOMMENDATIONS

Here are some titles that might be at your library. Ask staff for other recommendations!

***Recycle and Remake*** by H el ene Hilton (Editor)

***100 Screen Free Ways to Beat Boredom!*** by Kris Hirschmann

***Just Joking Jumbo 2*** by Rosie Gowsell Pattison