

BC Summer Reading Club 2024

World of Curiosities Manual



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Introduction to BC Summer Reading Club 2024

Welcome to the 2024 British Columbia Summer Reading Club! This manual is a tool to help you with planning, promoting, and implementing the BC Summer Reading Club (BC SRC) in your library and community. It includes program outlines, booklists, and activity pages corresponding to the seven weekly themes. You are welcome to modify these materials to best suit the needs of your library and community. This manual, and other outreach and promotional resources (including graphics, printable materials, report card “stuffers”, and more), are available at our [BC SRC Staff Page](#) on the SRC website. Please note additional items will be added to the website as we lead up to the program.

What is BC Summer Reading Club?

If this is your first BC SRC, welcome! Even if you've run a couple of SRC's or are a seasoned veteran, we welcome you! BC SRC is continuing to work on training materials and opportunities for all library staff. Please visit [BC SRC Staff Page](#) for more details.

A good place to start if you are new to BC SRC is with our [What is Summer Reading Club Brochure](#). The brochure has been translated into several languages and is available on the Staff Page of our website or by following the linked text.

If you have any questions about this manual or running BC SRC, please check the Staff Page for related info first. If your question isn't answered there you are welcome to email the BC SRC Provincial Assistant, Kate, at infobcsrc@bcla.bc.ca.

Increasing Inclusion and Accessibility

A special thanks to our consultant, Dr. Tess Prendergast (UBC iSchool Lecturer) who has offered years of guidance for how to create a more accessible SRC experience for participants.

Dr. Prendergast has 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 adjust and accommodate 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 okay 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, snacks, (or a substance that may cause an allergic reaction), you may wish to include this info ahead of time to give people advance notice.
- Give families the option to contact you ahead of time to discuss their accessibility needs. Below is an example wording from the Vancouver Public Library's Teen Services department:

"Teen Services is working to make our programs accessible to all Vancouver teens. Please email us at [email address] to let us know how our program facilitators can support you to participate fully and comfortably."

Why Run a Summer Reading Club?

While summer reading programs encourage kids to read and participate in learning activities during the summer months, which can help to discourage the "summer slump", they also connect children and their families with their local libraries. The primary goals of BC SRC are to connect with kids over fun, literacy-based activities, like 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.

SRC 2024: World of Curiosities

Overall theme and weekly themes

The theme of BC Summer Reading Club for 2024 is *World of Curiosities*.

A giant thanks and shout-out to our creative trio of co-chairs who came up with the sub-themes for 2024. The sub-themes for 2024 beautifully represent the many variations that curiosity may include from art, to science, to nature and beyond!

Our sub-themes for 2024 include:

- Mysterious Creatures – either real animals or mythical/imaginary

- Depths of the Earth – rocks, volcanoes, and deep time
- Precious Mysteries – magic and mysteries
- Natural Curiosities – plants and nature
- Works of Art – arts and crafts
- Beyond Our World – space and exploration
- Collections and Memories – show-and-tell, ephemera, and personal collections

These sub-themes are a jumping off point to get your creative juices flowing! As evidenced in the programs, storytimes, and activities in this manual, these sub-themes can be fleshed out in many ways. Our team had a wonderful time creating these sub-themes, so our wish is that you enjoy using them as much as we enjoyed creating them.

Artwork

This year, we had the wonderful opportunity to work with Victoria-based illustrator and teacher, [Meneka Repka](#), who brought her whimsical artistic talents to BC SRC. Inspired by traditional picture book illustrations and the wonder found in the works of Richard Scarry, Meneka’s artwork demonstrates and celebrates the beauty of curiosity and exploring one’s imagination. Be on the lookout for her picture book illustrator debut in Fall 2024 with *The Mango Monsters* written by Derek Mascarenhas.

Artist Statement by Meneka Repka

This year’s *World of Curiosities* theme inspired me to create a contemporary, re-claimed version of a traditional “cabinet of curiosities.” Historically, a cabinet of curiosities functioned as a very small museum, with the intention of preserving, documenting, and displaying unusual, odd, or mysterious artifacts. Collections of precious, often rare or sentimental objects were housed in small or large cabinets with multiple sections or “cells” to contain individual items. While collections and cabinets of curiosities (and museums and libraries as a whole) have colonial roots, I wanted to focus on how this concept reminded me of how personal collections, particularly those of young people, highlight the fundamental human tendency towards sentimentality; when we look around at our own homes or rooms, we can often find ephemera and memories tucked away in personal spaces. When I was a small person, I liked to collect things from all my adventures. I filled shoeboxes with assorted trinkets, friendship bracelets, notes written during school, unfamiliar coins, gemstones believed to possess magical qualities, a single cat whisker, dried flowers, keys, photographs, drawings, lists, movie ticket stubs, and the most special of toys. Our personal cabinets are a form of self-portraiture; they are intimate expressions of what is significant, symbolic, and precious.

Physical reminders of the past can be our only ties to important people, places, or moments, so objects of significance serve a crucial role in evoking memories and nostalgia. Additionally, cabinets, closets, and wardrobes exist as powerful literary symbols, functioning as intermediary spaces in the process of transporting us to other worlds. Old library shelves can hide levers in the form of books that, when grasped, trigger the opening of hidden rooms or passageways into magical spaces to investigate and get lost in. Famously, a mystical wardrobe has been known to lead children into a fantastical world that tests their bravery and courage, and almost every monster knows that the perfect hiding place is inside a closet. The cabinet in this year's SRC poster is a visual representation of magical worlds and objects carefully preserved within the confines of a cabinet. It invites viewers to interrogate their own curiosities, fears, and memories, from the safety of home.

Within the materials for this year's SRC, there are many curious and hidden "wonders." Some of these objects might be familiar and easily recognizable, while others are peculiarities that may invite a second glance. The items on the shelves may connect to personal stories and memories, or they may be mysterious and provoke further investigation in order to derive meaning. Just as books can allow us to see ourselves in ways that we may never have imagined, a cabinet of curiosities can represent ideas that were once unfamiliar, mysterious, or scary, but are now a reminder of our learning and growth.

New for 2024

Storytime Planning Guide

Tremendous thanks go to Sabrina Gurniak (former BC SRC Provincial Assistant and Children's Librarian at the Vancouver Public Library) for creating a Storytime Planning Guide for our 2024 manual. If you are looking for terrific resources, some tips and tricks, or would just like a refresher for planning and running a storytime, this guide is for you.

Training and Benchmark Survey

In 2023, we created training modules for How to Run SRC that we think were useful for any staff, especially summer students, or staff that may be new to SRC. This training includes information on inclusion and accessibility that we hope will be used not only for SRC programming but incorporated into other library programming as well.

Last year we created a benchmark survey with the goal in mind that we could share this information directly with libraries to learn what impact SRC has on your community. We plan to continue with the survey to better learn about the needs of SRC participants to better serve our communities in the future.

How to use this manual

- The manual has programs and activities for each weekly subtheme, but you are welcome to mix-and-match based on the needs of your library.
- Take time to plan what you will do for your programs and be prepared to adapt activities to your participants.
- Think about what you will do to make all of your participants welcome and engaged, regardless of their age, their individual support needs, or the overall size of the group.
- You will receive a survey in September and we would love to hear your anecdotes and what went well. **This helps us to determine what we can improve on for 2025!**
- Activity Sheets have been formatted so they can be printed on-demand.
- Some programs have additional programming material that has been included as printable documents and/or links to web resources.

Where to find resources

As with previous years, library staff can resources on the [BC SRC Staff website](#) including this year's [resources](#) (printables, graphics/artwork, media and press release, and more). The staff website is where you can find any news and announcements, as well as, tools and training content.

Finally, we strongly encourage library staff to join the BC Library Association's Online Community where the [YAACS online discussion forum](#) serves as a SRC exchange blog. If your library runs out of any core physical materials, please use this channel to see if any other library systems have items to share. Please note that you do not need a membership to join the BCLA Online Community.

Core Physical 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. Similar to last year, the reading record includes circles (light bulb shapes) to track a participant's

progress with spaces for stickers for every 7 days of reading. An additional printable supplement is available for libraries for participants who would like to write or draw what they've read this summer. It can be printed and stapled onto the reading record. Additionally, included in the reading records for 2024, is a space for participants to add a "started on" sticker to track the date that they joined Summer Reading Club in 2024. Our hope is that this will make it easier for libraries to determine how far along a participant is in their reading if they are from another library system, have read far more than the requirement, or missed a few weeks of library visits.

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 seven stickers. A sticker can be awarded for each day of reading, or simply on a weekly basis. As noted above, for 2024 we have included a "started on" sticker to track the date that a participant joined Summer Reading Club.

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 (e.g. A reward for one week of reading).

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.

Core Digital Materials & Resources

Public Website: 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.

Staff Page: bcsrc.ca/staff/

Includes the contents of this manual as well as the 2023 BC SRC artwork and logos etc. The link for the staff site can also be found in the bottom footer of the website.

Online Reading Tracker Web App: 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. Please note that the Online Reading Tracker will be updated by mid-May.

All library systems have access to the Online Reading Tracker through the [Staff Dashboard](#) and the ability to update its content to include a welcome message and any announcements. You will also have access to seeing how many participants are registered online and what schools they attend. If you cannot remember your login information from previous years, please click forgot password. If you do not have access to the system, please email Stephanie at bcsrc@bcla.bc.ca.

Who: the people behind BC SRC

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.

Please 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 can reach thousands of children and their families with the BC Summer Reading Club program.

2024 BC SRC Committee

The 2024 BC Summer Reading Club is brought to you by a hard-working team:

- BC SRC Provincial Coordinator: Stephanie Usher
- BC SRC Provincial Assistant: Kate Wood
- Committee Co-Chair: Gen Zichy and Pemberton & District Public Library
- Committee Co-Chair: Larissa Clotildes and Prince George Public Library
- Committee Co-Chair: Victoria Ellis and Prince George Public Library
- Activity Sheets Content Creator: Krista Harrison, Stephanie Baum, and Surrey Libraries
- Booklists Content Creator: Kate Adams and Richmond Public Library
- Family Storytime Content Creator: Corene Maret Brown and Port Moody Public Library
- Programs (Ages 5-8) Content Creator: Erin Crowley and Fraser Valley Regional Library
- Programs (Ages 9-12) Content Creator: Kelly Savage and Vancouver Public Library
- Storytime Planning Guide: Sabrina Gurniak
- Inclusion Review for Manual Content: Dr. Tess Prendergast and UBC iSchool as well as her students:
 - Veronica Blott
 - Kate Differ
 - Madeline Parent
 - Mira Harvey
 - Marion Arnott

- Ava Baartman
- Laura Dickson

Additional Support

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

- Lauren Achtem, Graphic Designer
- Tina Galanopoulos, Graphic Designer
- Mari Martin, Director, Public Libraries Branch, Ministry of Municipal Affairs
- Adrienne Wass, Library Consultant, Public Libraries Branch, Ministry of Municipal Affairs
- Karen Ranalletta, President, CUPE BC
- Leigh Anne Palmer, Allie Douglas, and 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

Prepared by: Hanna Ahn, Richmond Public Library

Legend: BC author and/or illustrator (BC); Canadian author and/or illustrator (CA); Available in audio (AUD); Available through CELA (CE), NNELS (NN)

Berry Song, Michaela Goade, 2022 (BC)

As a young Tlingit girl collects wild berries over the seasons, she sings with her Grandmother as she learns to speak to the land and listen when the land speaks back.

Ages 4-8

Theme 4

Mae Among the Stars, Roda Ahmed, 2018 (CE)

The captivating true story of a girl's passion to fly to the moon. After her teacher discourages her, her mother infuses courage in her daughter by insisting "Of course you can. If you can dream it, if you believe it and work hard for it, anything is possible."

Ages 4-8

Theme 6

Wonder Walkers, Micha Archer 2021 (CE)

The lush, textured illustrations encourage the eye to wander, while the poetic text encourages wondering. "Are forests the mountain's fur? Is the moon the world's night-light?" A great book to read before a walk outdoors.

Ages 4-8

Theme 4

John's Turn, Mac Barnett, 2022

Being brave and sharing your talents is hard work. Follow John as he nervously awaits his Sharing Time. The illustrations spark conversations about feelings by reading the boy's expressions and the way he relaxes when dancing.

Ages 4-8

Theme 7

Petra, Marianna Coppo 2018

Petra is a rock. Or is she a mountain ... or is she a pebble? She is amusing as she shows us we can be more than just one thing at a time. Readers will appreciate her adorable expressions.

Ages 3-9

Theme 2

Heart Berry Bling, Jenny Kay Dupuis, 2023 (CA) (NN)

A soul-stirring story unfolds when Maggie visits her Granny and learns the process for creating beaded strawberry earrings. Not only is Anishinaabe beadwork touched upon, but also gender discrimination in the Indian Act.

Ages 5-10

Theme 5

The Barnabus Project, Fan Brothers, 2020 (CA) (CE) (NN) (FRE)

Nobody has to be perfect. Here is the story of an elephant mouse, created from a failed experiment, stored in a glass jar with all the other failed experiments way, way, way underground. This little elemouse finds friends who stick by each other and discover joys of life together.

Ages 4-8

Theme 1

Where Did We Come From? Chris Ferrie, 2022

A fantastic teaching tool and a visually appealing non-fiction book that addresses the big question of where we came from. Set up in a simplistic pattern to examine the world in terms of First/then (First the quark, then the particle).

Ages 3-7

Theme 2

Fern and Horn, Marie-Louise Gay, 2019 (CA) (CE) (NN)

A joyful energy abounds when twins have divergent viewpoints. Lighthearted and humorous, themes such as creativity, art, and friendship are explored. The visual impact of Marie-Louise Gay's signature style brings delight each time the page is turned.

Ages 4-8

Theme 5, 6

Anzu and the Art of Friendship, Moni Ritchie Hadley 2023

Friendship and origami have a few things in common. With support from her grandfather, Anzu learns that both require patience, perseverance, and practice.

Ages 5-9

Theme 5

Field Trip to the Moon, John L. Hare, 2019 (CE)

A heartwarming story about a gender-neutral child on a field trip to the moon. Because this is a wordless picturebook, it lends itself to imagination and language building. When the child, preferring to draw, separates from the group, they eventually meet aliens and share their precious crayons, keeping the gray one in order to be able to draw memories of their new-found friends.

Ages 5-9

Theme 5, 6, 7

Sitti's Olive Trees, Ndaa Hassan 2021

An interactive story telling of Palestine's harvesting season. Sitti explains to her granddaughter the culture and hard work that go into harvesting olive trees in their homeland.

Ages 4-8

Theme 4

Lou Gets a Clue, Lori Haskins Houran, 2021

Come along with Lou and his cheerful animal friends as he solves a mystery.

Ages 3-9

Theme 3

Outside Art, Madeline Kloepper, 2021 (BC) (CA) (CE)

Join a pack of wild animals outside a log cabin as they try to figure out what art is.

Ages 4-8

Theme 1, 3, 4, 5

In a Jar, Deborah Marcero 2020 (NN)

Llewellyn and Evelyn are collectors. Into glass containers they store regular collectables such as leaves and heart-shaped rocks but also intangible things like the wind just before the snow falls, cherry-coloured light, and rainbows. When Evelyn moves and Llewellyn sends her a jar stuffed with a meteor shower, it explodes all around her in a

burst of magical realism and we see the strength of friendship and delight in a marvellously vivid experience.

Ages 5-9

Theme 1, 4, 7

The Dragon Who Didn't Like Fire, Gemma Merino, 2021 (NN)

A story of finding oneself, this little dragon has trouble breathing fire, but her journey ends happily in the deep blue ocean. Is she even a dragon?

Ages 4-8

Theme 1

Where Are You, Agnes? Tessa McWatt 2020

Depicting the life of Canadian abstract artist Agnes Martin, this quiet story shows why it's important to seek out beauty in life.

Ages 4-8

Theme 5

Magic Candies, Hŭi-na Paek, 2021

Finding your voice can be difficult; you may not even realize it's lost. When Tong Tong discovers candies that look like his own cherished marbles, he takes some home and eats the first one, shocked when he can suddenly understand his couch! After the second candy, he understands his dog. Tender and uplifting.

Ages 4-8

Theme 3

On the Trapline, David A. Robertson, 2021 (CA) (CE) (NN) (FRE)

The warm, muted colours and tones as well as the simplicity lend a peaceful and calming essence to the book. A boy accompanies his father to the trapline where he witnesses his family's history.

Ages 4-8

Theme 4, 7

Stickler Loves the World, Lane Smith, 2023

Silly and sweet, Stickler the forest creature discovers the joys of nature. "Friendship! Happiness! World peace! Maple syrup!"

Ages 4-8

Theme 1, 4

Have You Seen My Invisible Dinosaur? Helen Yoon, 2023

Captured are the power of imagination and the magic of childhood in this amusing tale.

A boy loses his enormous, invisible dinosaur and needs help finding him.

Ages 3-7

Theme 1

Early Readers

Prepared by: Hanna Ahn, Richmond Public Library

Legend: British Columbian author and/or illustrator (BC), Canadian author and/or illustrator (CD), Available in audiobook (AUD), Available through CELA (CE), NNELS (NN)

DJ Funkyfoot: Butler for Hire! Tom Angleberger, 2021 (CE)

DJ Funkyfoot's parents have given him his name because they want him to become a DJ when he grows up, but DJ Funkyfoot only has one dream, to become a butler.

Unfortunately, he's not very good at it. Madcap adventures and over-the-top silliness.

Ages 5-9

Theme 1

Jojo Makoons: The Used-to-be Best Friend, Dawn Quigley, 2021

Jo Jo Makoons Azure is a spirited seven-year-old who moves through the world a little differently than anyone else on her Ojibwe reservation. Even though Jo Jo loves her #1 best friend Mimi (who is a cat), she's 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.

Ages 5-9

Theme 1

Galaxy Zack: Space Camp, Ray O'Ryan, 2016

Will troublesome cabin mates ruin Zack's summer at space camp on the planet Sylvan?

Ages 5-9

Theme 6

Satellite Space Mission, AnnMarie Anderson, 2018

In another installment of The Magic School Bus Rides Again Branches series, Keesha will do whatever it takes to nail her space camp application. In her effort to get the perfect picture on the class outer space field trip, she accidentally disrupts satellites in orbit!

Ages 5-9

Theme 6

The Fabled Stables: Willa the Wisp, Jonathan Auxier, 2020 (CE) (NN)

Auggie has the best job as a caretaker to mythical animals such as the Long-Beaked

Curmudgeon, the Hippopotamouse, and the Yawning Abyss. Each one is unique as Auggie.

Ages 5-9

Theme 1, 3

Rainbow Days: The Gold Bowl, Valerie Bolling, 2023 (CE)

Zoya has her heart set on creating a birthday gift for her dog, Coco. With her mom's help, she figures out how to best paint a bowl for Coco's food.

Ages 5-9

Theme 1, 5

Yasmin the Scientist, Saadia Faruqi, 2021 (CE)

A messy practice volcano experiment at home sparks Yasmin to invent a tamer (and much more delicious) science fair project.

Ages 5-9

Theme 2, 7

Crimson Twill: Witch in the Country, Kallie George, 2023 (BC) (CA)

Crimson Twill is not your ordinary witch. She wears gumboots, a polka-dotted dress, and a bow on her crimson red witch's hat. Themes of kindness, selfishness, and friendship are explored when Crimson and her mom fly to New Wart City to shop at Broomingdale's.

Ages 5-9

Theme 3

Princess Truly: I Am Super Girl, Kelly Greenwalt, 2019 (CE)

In the first book of a series, we are introduced to Princess Truly, an optimistic young girl with curly hair, a magic cape, and a pug named Noodles. While at her friend's party, she needs to use her powers for good, and encourage her friend to be brave and trust she can help, too.

Ages 5-9

Theme 3

Mermaid Days: The Sea Monster, Kyle Lukoff, 2022 (CE)

Three short stories full of humor begin with Mermaid Vera and Octo-kid Beaker visiting the tidal pools on a class trip. There is a page of facts about the plants and animals found in tidal pools as well as a how-to page for drawing a sea monster.

Ages 5-9

Theme 1, 4, 7

Ty's Travels: Camp Out, Kelly Starling Lyons, 2023 (CE)

A cozy family story that nourishes creativity and imagination. When rain puts a halt to their campout, Ty comes up with Plan B. Beautiful illustrations of a dark-skinned family.

Ages 5-9

Theme 4, 7

Mr. Monkey Visits a School, Jeff Mack, 2018

Mr. Monkey answers the school librarian's request to perform at their talent show. In a crazy turn of events, he shows up without his props, but is able to think on his feet and wow the crowd.

Ages 5-9

Theme 1, 7

Fergus and Zeke at the Science Fair, Kate Messner, 2018 (CE)

Lucy trains the class mice, Fergus and Zeke, to run a maze for the science fair, but Fergus and Zeke have their own plan for training Lucy. Find out how their science fair goes.

Ages 5-9

Theme 1, 2, 7

Tales of Sasha: A New Friend, Alexa Pearl, 2017

Sasha travels to Crystal Cove with her friend to meet other winged horses. Wyatt becomes jealous and returns home to Verdant Valley. Sasha learns an impressive secret about herself, but can she find Wyatt and make things right again?

Ages 5-9

Theme 1, 3

The Great Louweezie, Erica Perl, 2019 (CE)

Extra large font and coloured illustrations on each page show friends Arnold and Louise negotiating friendship.

Ages 5-9

Theme 1

Polly Diamond and the Magic Book, Alice Kuipers, 2018 (CE)

Polly is waiting for her brother to be born when a package arrives in the mail. She loves writing so is thrilled to find a new notebook, but this is a magical book that writes back to Polly and everything Polly writes comes to life.

Ages 5-9

Theme 3

My Toothbrush Is Missing, Jan Thomas, 2018 (CE)

Absurdly comical, Dog is searching for his toothbrush, only for Donkey to suggest he's seen it before, but Dog's toothbrush is not a cat nor a broom, and it's certainly not egg beaters!

Ages 5-9

Theme 1, 3

Goat in a Boat, Janee Trasler, 2020 (CE)

Frogs and Dog meet Goat in this animal story ideal for beginning readers. Lots of rhymes, repetition, and words from the same word family lend structure for learning to read.

Ages 5-9

Theme 1, 4

The Adventure Friends: Treasure Map, Brandon Todd, 2023 (CE)

Ideal to read on a summer's day. Grab your compass and go exploring around Clarke and Miguel's neighborhood, but first check out the appealing map at the start of the book.

Ages 5-9

Theme 4

Who Is the Mystery Reader? Mo Willems, 2019

Get reading tips from the newest Mystery Reader in this amusing squirrel story. Jokes to practice on your family at the back of the book.

Ages 5-9

Theme 1, 3

A Magic Spark, Jessica Young, 2020 (CA) (CE) (NN)

Part of the Fairylight Friends series, we travel to fairy school where Ruby, Pip, and Iris have mysteries to solve. What are their unique talents? All we know is that they begin with a magic spark.

Ages 5-9

Theme 1, 3

The Tree and Me, Deborah Zemke, 2019 (CE)

Follow along with artist Bea as her best friend moves away and a monster moves in next door. Will they become friends? The first in a series.

Ages 5-9

Theme 5

Graphic Novels

Prepared by: Linda Loceff, Richmond Public Library

Legend: British Columbian author and/or illustrator (BC), Canadian author and/or illustrator (CD), Available in audiobook (AUD), Available through CELA (CE), NNELS (NN)

Putuguq & Kublu and the Qalupalik!, Roselynn Akulukjuk, 2018 (CA)

Grandfather tells Putuguq and Kublu about the mythical creature called Qalupalik.

Ages 5-9

Theme 5

CatStronauts series, Drew Brockington, 2017

Wacky adventures of cats in space!

Ages 8-10

Theme 6

Volcanoes: Fire and Life, Jon Chad, 2016

Learn all about volcanoes.

Ages 10-12

Theme 2

Farm Crimes! Cracking the Case of the Missing Egg, Sandra Dumais, 2020 (CA)

An egg has gone missing from the barn. Who is the culprit?

Ages 5-8

Theme 3

Crab and Snail: The Invisible Whale, Beth Ferry, 2022

Crab and Snail play at the beach and make a new friend.

Ages 5-9

Theme 4

Secret Hero Society: Science Fair Crisis, Derek Fridolfs, 2019

Who will win the science fair prize?

Ages 8-10

Theme 7

Bean Dog and Nugget: The Ball, Charise Mericle Harper, 2013

Bean Dog and Nugget lose their ball while playing catch. How can they get it back?

Ages 5-8

Theme 4

Amulet series, Kazu Kibuishi, 2014

Emily's amulet has time traveling powers.

Age 10+

Theme 2

Explorer: The Mystery Boxes, Kazu Kibuishi, 2012

Seven interlocking tales try to find out what is inside a mysterious box.

Ages 10+

Theme 3

The Flower Garden, Renee Kurilla, 2022

Friends plant a magical flower garden.

Ages 8-12

Theme 4

Written and Drawn by Henrietta, Liniers, 2015

Henrietta creates her own stories by drawing them!

Ages 5-8

Theme 5

Operatic, Kyo MacLear, 2019 (CA)

Middle schooler Charlie learns about friendship and the opera.

Ages 10+

Theme 5

Solar System, Rosemary Mosco, 2018

Learn about the solar system!

Ages 10-12

Theme 6

Twin Cities, Jose Pimienta, 2022

Memories of growing up and belonging to two cultures.

Ages 10-12

Theme 7

Rover and Speck: This Planet Rocks!, Jonathan Roth, 2022

Explore another planet's rocks!

Ages 8-11

Theme 2

Owly, Andy Runton, 2020

Kind Owly makes a friend!

Ages 5-9

Theme 1

Adventuregame Leviathan, Jason Shiga, 2022

Outrun a sea monster in this interactive graphic novel.

Ages 8-11

Theme 3

Phoebe and her Unicorn series, Dana Simpson, 2014

Humorous tale of a girl and her pet unicorn.

Ages 8-11

Theme 1

Bone, Jeff Smith, 2005

Lost Smiley Bone has zany adventures as he tries to find his way back home.

Ages 10+

Theme 1

Fluffy Strikes Back, Ashley Spiers, 2016 (BC)

Fluffy the Cat is a space agent fighting to keep the world safe!

Ages 5-9

Theme 6

The Discovery of Germs, Brandon Terrell, 2022

Learn all about the history of germs.

Ages 10-12

Theme 7

Non-Fiction

Prepared by: Haidee O'Brien, Richmond Public Library

Legend: British Columbian author and/or illustrator (BC), Canadian author and/or illustrator (CD), Available in audiobook (AUD), Available through CELA (CE), NNELS (NN)

Physics for Curious Kids: An Illustrated Introduction to Energy, Matter, Forces, and Our Universe!, Laura Baker, 2021

Unlock a whole new way of thinking about the wonders of space and time.

Ages 8-12.

Theme 6

Show Me Cool Magic: A Guide to Creating and Performing your own Show, Jake Banfield, 2019

This book takes the reader from knowing zero about magic to being able to do a whole show for their family and friends.

Ages 7-11.

Theme 3

The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin, Julia Finley Mosca, 2017

Describes the life and accomplishments of the animal scientist and designer of cruelty-free livestock facilities, from her early life and autism diagnosis through her journey to become a livestock expert.

Ages 3-7

Theme 1

Canada Wild: Animals Found Nowhere Else on Earth, Maria Birmingham, 2022 (CA)

This book introduces young readers to twelve uniquely Canadian animals, many of which are threatened or endangered, like the Sable Island sweat bee, the Kermode bear, and the Peary caribou.

Ages 6-9.

Theme 4

Make it!: Don't Throw It Away--Create Something Amazing!, Jane Bull. 2011

From picture frame collages to junk mail jewellery, create beautiful artwork from your own collection of things around the house!

Ages 7-10.

Theme 7

Rocks and Minerals, John Farndon, 2022

Explore the substances that make up our Earth through comic illustrations and hilarious characters.

Ages 8-12.

Theme 2

Nature explorer: Get Outside, Observe, and Discover the Natural World, Jenny deFouw Geuder. 2023

Whether you live in the middle of a big city or along a rural countryside, nature surrounds you the moment you step outside. Nature Explorer is a kids' guide to observing and interacting with the natural world.

Ages 7-12.

Theme 7

The Sockeye Mother, Hetxw'ms Gyetxw, Brett D. Huson, 2017 (BC)

To the Gitksan people of Northwestern BC, the sockeye salmon is more than just a source of food. Over its life cycle, it nourishes the very land and forests that the Skeena River runs through and where the Gitksan make their home.

Ages 9-11.

Theme 4

The Magnificent Book of Creatures of the Abyss, Bethanie and Josh Hestermann, 2023

From gulper eels to goblin sharks, get up close to some of extraordinary creatures that live in the abyss, the little-explored world thousands of feet beneath the ocean surface.

Ages 8-12.

Theme 1

Hokusai: He Saw the World in a Wave, Susie Hodge, 2021

Step into the life of this Japanese artist who created more than 30,000 works of art, including his world-famous woodcut views of The Great Wave off Kanagawa and Mount Fuji.

Ages 7-9.

Theme 5

Outer Space, Ken Jennings, 2014

Learn out-of-this-world space facts with Jeopardy host, Ken Jennings. Great illustrations, cool trivia, and fun quizzes will have you on your way to whiz-kid status in no time.

Ages 8-10.

Theme 6

Innovation Nation: How Canadian Innovators Made the World Smarter, Smaller, Kinder, Safer, Healthier, Wealthier, and Happier, David Johnston and Tom Jenkins, 2021 (CA)

The surprising and enlightening histories of great Canadian ideas, including Indigenous innovations such as the canoe and the lifejacket, may inspire your next science fair project.

Ages 8-12.

Theme 7

Kaboom!: A Volcano Erupts, Jessica Kulekjian, 2022

A lively informational picture book about an active volcano, told by the volcano itself!

Ages 3-8.

Theme 2

My Book of Fossils: A Fact-Filled Guide to Prehistoric Life, Dean Lomax, 2022

Unearth the treasures from the prehistoric world underneath your feet.

Ages 5-9.

Theme 2

The Book of Mysteries, Magic and the Unexplained, Tamara Macfarlane. 2023

This book explores every aspect of magic through the ages and across many cultures.

Ages 7-10.

Theme 3

Hidden Wonders: a Guide to the Planet's Wildest, Weirdest Places. Nicole Maggi, 2019

200 of the planet's weirdest and most wonderful places. Discover the Waitomo glowworm caves, the swing at the end of the world, a Stonehenge built from old cars, and more secret places people don't know about.

Ages 9-12.

Theme 3

A Poem for Peter: The Story of Ezra Jack Keats and the Creation of The Snowy Day, Andrea Davis Pinkney, 2016

A celebration of the extraordinary life of Ezra Jack Keats, creator of The Snowy Day. A winner of the Caldecott Medal for picture book illustrators, it was the first mainstream picture book to feature an African American child.

Ages 7-10.

Theme 5

She Persisted Around the World: 13 Women who Changed History, Chelsea Clinton, 2018

Profiles the lives of thirteen women who have left their mark on world history, including Carline Herschel, Marie Curie, Mary Veghese, and Malala Youzafzai.

Ages 4-9

Themes 4, 5, 6

Orca Chief, Roy Henry Vickers, 2015 (BC)

This book tells the story of the Orca Chief who sends four hunters out with his pod to show them how to sustainably harvest the ocean's resources. It features illustrations by the world-renowned Canadian artist, Roy Henry Vickers, who has Indigenous heritage.

Ages 3-6.

Theme 5

Magical Beings of Haida Gwaii, Terri-Lynn Williams-Davidson and Sara Florence Davidson, 2019

Embedded in Haida culture are a number of Supernatural Beings who embody connections to the land, the sea, and the sky. Based on authentic Haida narratives, this book challenges stereotypes and celebrates Indigenous identity and culture.

Ages 4-8.

Theme 1

Jumper: A Day in the Life of a Backyard Jumping Spider, Jessica Lanan, 2023

Open this book to discover the vibrant, hidden life of a backyard jumping spider, and learn tips for identifying spiders in your own neighbourhood.

Ages 4-8

Theme 4

Novels

Prepared by: Deepika Thaman and Ginny Dunnill, Richmond Public Library

Legend: British Columbian author and/or illustrator (BC), Canadian author and/or illustrator (CD), Available in audiobook (AUD), Available through CELA (CE), NNELS (NN)

Moongarden, Michelle Barry, 2022 (CE)

Myra lives on the moon and attends the Scientific Lunar Academy of Magic, where each student is assigned a future career. One day, Myra discovers a secret lab filled with toxic plants and realizes her future may be connected to this strange lab.

Ages 9 and up

Theme 6

Unfadeable, Maurice Broaddus, 2022 (AUD)

Graffiti artist Isabelle Fades keeps her life private so that no one finds out she lives alone, though her secret becomes perilous when she investigates corruption in her community.

Ages 9-12

Theme 5

Book Scavenger, Jennifer Chambliss Bertman, 2015 (AUD, CE)

Emily loves to play the game Book Scavenger, so she is really excited when her family moves to San Francisco, home of Book Scavenger creator Garrison Griswold. When Griswold is attacked, Emily and her new friend James decipher clues to Griswold's newest game.

Ages 9-12

Theme 3

I Can Make This Promise, Christine Day, 2019 (CE, NN)

12-year-old Edie finds a box of memorabilia that changes everything she thought she knew about her Indigenous mother's history. She quickly learns that there is more to these memories than she once thought and is determined to find out the truth.

Ages 8-12

Theme 7

Maya and the Robot, Eve L. Ewing, 2022 (CE)

Maya is nervous to begin fifth grade without her best friends by her side, but things change when she finds a robot named Ralph in a convenience store closet. With the goal of fixing him up in time for the science fair, Maya's world begins to change as she realizes just what she is capable of.

Ages 8-12

Theme 7

The Secret of Zoone, Lee Edward Fodi, 2019 (BC, CE)

After following a blue flying tiger through a secret basement door, Ozzie travels to other worlds where he meets some unique characters while trying to figure out a way back home.

Ages 9-12

Theme 1

Red Fox Road, Frances Greenslade, 2020 (CA, CE)

Francie is excited for her family's spring road trip, but when their truck gets stuck down an old logging road Francie and her mom are stuck having to fend for themselves while her dad goes looking for help. Then one day, Francie wakes up all alone...

Ages 10 and up

Theme 4

The Talent Show, Dan Gutman, 2010 (CE)

When a tornado destroys most of Cape Bluff, Kansas, the school principal suggests bringing together a kids' talent show to boost morale and raise funds to rebuild the town. But a small-town talent show leaves much to be desired...

Ages 10-12

Theme 7

The Lion of Mars, Jennifer Holm, 2021 (AUD)

When a serious illness strikes the adults of his isolated Mars community, 11-year-old Bell must break the settlement's biggest rule: no contact with foreign countries, ever. Their decision will change the planet forever.

Ages 8-12

Theme 6

Me and Banksy, Tanya Lloyd Kyi, 2021 (BC, CE, NN)

Someone is hacking into the cameras at Dominica's private school, and posting the most embarrassing moments for everyone to see. Dominica and her best friends are determined to find out, using an art-based campaign against cameras in school to do it.

Ages 10 and up

Theme 5

Lily and the Night Creatures, Nick Lake, 2022 (CE)

Lily is chronically ill, but while her parents are welcoming a new baby she sneaks home from her grandmother's house and, aided by animal friends, combats the demons who have moved in. These creatures act as a delightful foil to the malicious "replacements" in the house, and they assist Lily in her new mission--evicting the impostors before her real family returns.

Ages 8-12

Theme 1

Glitch, Laura Martin, 2021 (AUD)

Regan Fitz and Elliot Mason are Glitchers – people who travel through time to preserve historical events – and have been enemies since they started training. But when they receive a letter from Regan's future self warning them about an impending disaster, they must work together to save the future.

Ages 11+

Theme 2

The Vegetable Museum, Michelle Mulder, 2019 (BC, CE)

When Chloe moves from Montreal to Victoria to care for her grandfather, she discovers his secret garden full of endangered vegetables. When a developer threatens to replace the garden with an apartment complex, Chloe will do whatever it takes to protect it.

Ages 10 and up

Theme 4

Jack and the Geniuses: At the Bottom of the World, Bill Nye and Gregory Mone, 2017 (AUD)

Jack and his adopted siblings Ava and Matt are in Antarctica as part of a scientific competition when a scientist and her research go missing.

Ages 8-12

Theme 2

Framed! James Ponti, 2016 (CE)

Florian Bates is an unlikely hero for the FBI – after all, he’s only 12 years old! But thanks to his Theory of All Small Things, he’s able to solve life’s little mysteries with hardly any effort. When his attempts reveal one huge mystery, it’s up to Florian to help the FBI solve the case...while finishing his homework, of course!

Ages 9-12

Theme 3

The Barren Grounds, David Robertson, 2020 (CA, AUD)

Indigenous foster children Morgan and Eli discover a portal to a fantasy land where they help hunter Ochek (Fisher) save his community from starvation.

Ages 10 and up

Theme 1

Blackthorn Key, Kevin Sands, 2015 (AUD, CE, CA)

An apothecary’s apprentice must solve the recent murders of apothecaries throughout London in 1665.

Ages 10 and up

Theme 3

Rumi’s Riddle, Eliot Schrefer, 2020 (CE, NN)

Rumi, a tree frog with magical powers, brings the shadowwalkers together to face the giant volcano rumbling below the jungle. Before he can lead his friends through this battle, Rumi must first face his own secrets to fully come into his own.

Ages 11 and up

Theme 2

Big Tree, Brian Selznick, 2023 (AUD)

Louise and Merwin are sycamore seeds who will some day plant and become big trees. When a fire forces them away from their mama tree early, they must find their own way in a dangerous world. On top of this, Louise has been hearing a mysterious voice in her dreams, and the reason behind it may soon be revealed.

Ages 9 and up

Theme 4

Houston is There a Problem? Eric Walters, 2021 (CA, CE)

Genius Houston Williams attends a NASA space camp in hopes of one day actually going into space.

Ages 9-12.

Theme 6

Books in French

Prepared by: Geneviève Valteau, Richmond Public Library

Legend: British Columbian author and/or illustrator (BC), Canadian author and/or illustrator (CD), Available in audiobook (AUD), Available through CELA (CE), NNELS (NN)

Super-Agent Jon Le Bon, Alex A., 2016 (CA)

The Agency is an ultra-secret organization whose mission is to protect the innocent and safeguard the world. A brilliant new recruit, Jon Le Bon, is about to join the agency. His unusual methods will forever change the balance of power between good and evil.

Graphic novel.

Ages 9-12

Theme 3

Savais-tu? Les Orignaux. Les baleines bleues, Alain M. Bergeron (CA)

Have you ever wondered how fast a mouse can run? Or how long it takes a moose to grow its antlers? Learn some fun facts about different animals in this series Savais-tu? Non-fiction.

Ages 5-8

Theme 1

Les secrets de la forêt, Sandra Dieckmann, 2022

Learn about all the animals in the bustling woods in this beautifully illustrated book where children and families are encouraged to search and find animals and learn fun facts about each of them. Non-fiction.

Ages 3-5

Themes 1, 4

Le Jardinier de la Nuit, The Fan Brothers, 2017 (CA)

One day, William finds that the tree outside his bedroom window has been sculpted into an giant owl. Every night, a new tree takes on a new life of its own and now the town will never be the same. Picture book.

Ages 3-5

Themes 3, 5

Plus noir que la nuit, Kate Fillion and Chris Hadfield, illustrated by the Fan Brothers, 2016 (CA)

Chris dreams of being an astronaut and exploring the universe. But there's one problem, Chris is afraid of the dark. When he watches the moon landing on TV in 1969, he learns that space is the best place to have big dreams and be brave. Picture book.

Ages 5-8

Theme 6

Anthologie illustrée de l'Univers, Will Gater, 2020

Explore the Cosmos with this great guide about our Solar System, distant galaxies and everything in the universe. This book is beautifully illustrated and is full of real photographs of deep space. Non-fiction.

Ages 9-12

Theme 6

Le Pire livre du Monde, Elise Gravel, 2019 (CA)

In this imaginative story, the author wants to tell a simple fairy-tale about a princess and prince, but her character just won't let her. Her character start to take control of the story and hilarity ensues. Graphic novel.

Ages 5-8

Theme 1, 3, 5

Nous sommes gentils, Monique Gray Smith, illustrated by Nicole Neidhart, 2020 (CA)

With its beautiful illustrations, Nous sommes gentils celebrates acts of everyday kindness and encourages the reader to give and accept kindness from the people around them and the planet. Picture book.

Ages 3-5

Theme 7

Amulet series in French, Kazu Kibuishi, 2014

After tragedy strikes their family, Emily and Navin move with their mom into an old mysterious house. But on their first night in the house, her mom is captured by a tentacled creature, and the ensuing adventure leads Emily to discover that she is a Stonekeeper and essential to the survival of this world. Graphic novel.

Ages 9-12

Theme 2

Mes p'tits docs: Les Volcans, Stephanie Ledu, 2014

Learn about what is happening under the ground and what happens when a volcano erupts. Non-fiction.

Ages 3-5

Theme 2

Moi, la lune. Moi, la planète mars. Moi, le soleil. Mon, la terre. Stacy McAnulty, illustrated by David Litchfield and Stevie Lewis, varies.

Learn all about the solar system in this series of books. Non-fiction.

Ages 5-8

Theme 6

Au lit Neil, Amandine Momenceau, 2022

In this wordless picture book, Neil doesn't want to go to bed and uses his imagination to fly off in a rocket into space. Picture book.

Ages 3-5

Theme 6

Le Facteur de l'espace, Guillaume Perreault, 2016

Bob is a delivery man – in space. He enjoys his routine of dropping off packages on different planets, but one day, his route changes and he's off exploring parts of space he's never seen before. Graphic novel.

Ages 9-12

Theme 6

Emily Carr: une artiste dans la forêt, Lyne Gareau, illustrated by Paul Roux, 2020 (CA)

Emily always dreamed of being an artist and she spent her life making that dream come true. Learn about how Emily mastered her craft and became one of British Columbia's most famous painters. Non-fiction.

Ages 9-12

Theme 5

Le petit chevalier qui combattait les monstres, Gilles Tibo, illustrated Geneviève Després, 2015 (CA)

In a small kingdom lives a little knight. Even though he is trained, there are no enemies around the kingdom and he spends his days peacefully. But one day, three people from

the kingdom are kidnapped and the little knight vows to battle whatever is threatening his kingdom. Novel.

Ages 5-8.

Theme 1

Activity Sheets

This year, we had so many wonderful activities, that most weeks have two sheets. Please feel free to use according to your library's needs. We highly recommend using the downloadable/printable versions of the Activity Sheets without the additional heading and page number can be found on the BC SRC Website under the [World of Curiosities Resources page](#). The downloadable versions will be better sized for an 8.5x11 sheet of paper. Please review [Appendix A](#) for activity sheet sources.

The Activity Sheets were created by Surrey Libraries and credits go the following individuals:

- Adam B. (Week 1)
- Tracie L. (Week 2, Week 3, Week 4, Week 5, Week 7)
- James T (Week 6)

Activity Sheet: Week 1 – Mysterious Creatures



Activity Sheet #1
Mysterious Creatures
 Created By Surrey Libraries

Real, Extinct, or Imaginary?

Do you think these mysterious creatures are alive today, extinct, or totally made up? How could you find out? Check your library for more information!

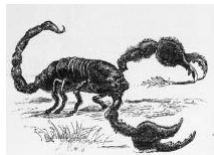


What am I?

Hint 1: I come from Australia.

Hint 2: I am a monotreme, which means I am a mammal that lays eggs.

Hint 3: My scientific name means “flat-footed duck”

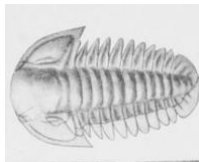


What am I?

Hint 1: I glow under a black light.

Hint 2: I am not an insect, even though I look a bit like one.

Hint 3: The sting at the end of my tail contains a deadly venom.



What am I?

Hint 1: I can roll into a tight ball if threatened.

Hint 2: I first evolved more than 550 million years ago, during the Cambrian period.

Hint 3: My scientific name means “three-part-body.”



What am I?

Hint 1: I am often considered an excellent treasure guardian.

Hint 2: You can find pictures of me in the art of many different cultures, including Greek and Persian.

Hint 3: You may have found me in the pages of Harry Potter, Percy Jackson, or the Spiderwick Chronicles.

Answers: 1. Platypus (real) 2. Scorpion (real) 3. Trilobite (extinct) 4. Griffin (imaginary)



Bug Hunt!

Explore outside and look closely! You are sure to find some of the most amazing creatures on earth – bugs!

- How many of these bugs can you find?
- Did you see any that are not on this chart?

BUG scavenger hunt



ant



ladybug



bee



dragon fly



snail



caterpillar



grasshopper



spider



fly



butterfly

Source: MyMommyStyle.com

Did You Know?



When the Italian explorer Marco Polo traveled to Indonesia during the Middle Ages, he claimed to have found unicorns.



He described them as:

- Nearly as large as elephants
- With a single thick black horn
- Having a long prickly tongue
- Head resembling a boar (pig)
- Loving mud
- Having feet like elephants
- Ugly to look upon

What animal do you think he really saw? Use the back of this paper and try drawing a creature with the features described, and then take a guess. Check the answer key to see if you were right!

What did Marco Polo actually find? Rhinoceros!

Design Your Own Creature



- Grab a sheet of blank paper and something to draw with (pencil, marker, crayon, etc.)
- Think about your creature... Does your creature have a body? Head? Arms? Legs? Claws? Tail? Horn? Scales? Fur? Wings? Sharp teeth?
- Got your ideas? Begin to draw!
- Finish by giving it a name!

Activity Sheet: Week 2 – Dig Deep



Activity Sheet #2
Dig Deep
Created By Surrey Libraries

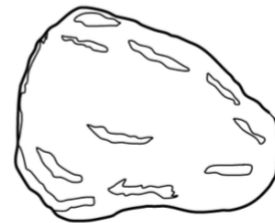
Rocks and Minerals Word Scramble

Unscramble the letters to find the rock and mineral words from the list below.

i y e r p t	— — — — —
c u i p e m	— — — — —
a l g n a e	— — — — —
o p a z t	— — — — —
t r u z a q	— — — — —
y b u r	— — — — —
a c i m	— — — — —
t e h a i l	— — — — —
s l e a t	— — — — —

Word List

galena	quartz
halite	ruby
mica	slate
pumice	topaz
pyrite	



Source: © www.BigActivities.com

Answers: 1. pyrite 2. pumice 3. galena 4. topaz 5. quartz 6. quartz 7. ruby 8. halite 9. slate



Rock Hunt!



Rocks are all around us - you probably have seen lots of interesting rocks in your neighbourhood. Why not go on a rock scavenger hunt?

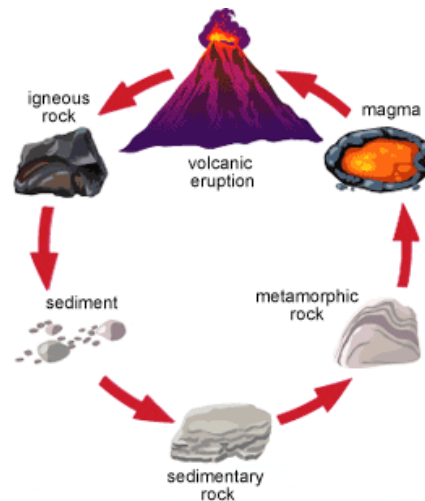
- A smooth rock
- A bumpy rock
- A shiny rock
- A tiny rock
- A rock the size of your fist
- A rock with two colours
- A rock with three or more colours
- A heart-shaped rock
- A rock with holes in it
- A rock that is flat on one side

If you would like to find out what kind of rocks you found or challenge yourself to find more complicated rocks, scan the QR code.



Interesting Facts About Rocks

- Rocks and stones are made up of minerals.
- The Earth's crust is made up of rock.
- Rocks have been used by hominids (humans and our closest relatives, such as Neanderthal) for millions of years as tools and art.
- There are three different types of rocks based on the way they form: igneous, sedimentary, and metamorphic.
- When magma cools and solidifies it forms igneous rock (examples: granite, basalt, gabbro, obsidian and pumice).
- Sediment deposited over time, often as layers at the bottom of lakes and oceans, forms sedimentary rocks (examples: sandstone, mudstone, flint, and chalk).
- Extreme pressure and heat over time forms metamorphic rocks (examples: marble, quartzite, schist, granulite and slate).



*Image Source: Annenberg
Learner (learner.org)*

Activity Sheet: Week 3 – Precious Mysteries

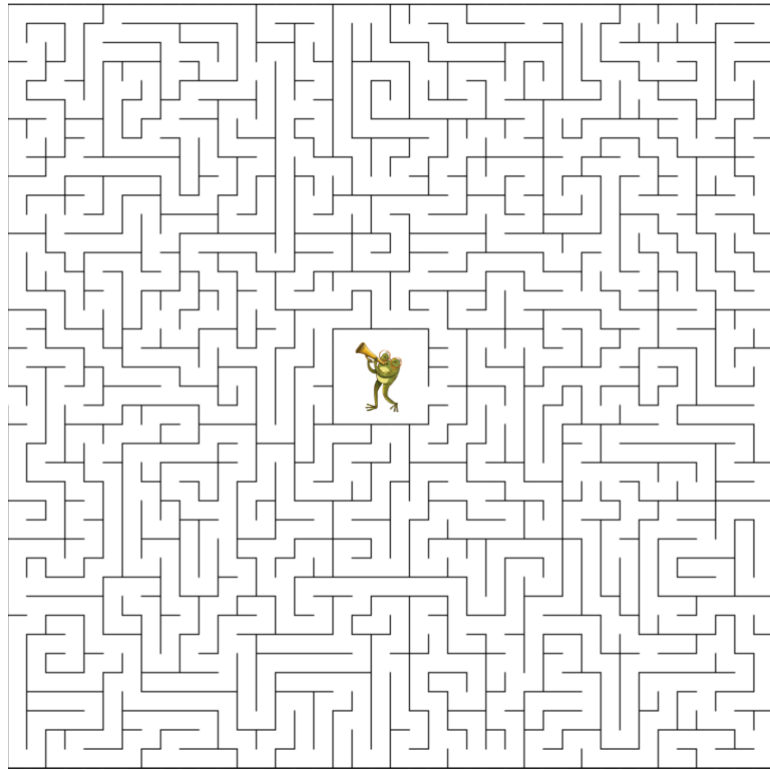


**Activity Sheet #3
Precious Mysteries**
Created By Surrey Libraries

Mystery Maze

Can you find the path to our Summer Reading Club froggy?

START HERE!



Brain Teasers

Can you solve these tricky brain teasers?



1. What has 4 wheels and flies?
2. What gets wetter as it dries?
3. Give me air and I will live. Give me water and I will die. What am I?
4. What has cities but no houses?
5. Turn me on my side and I am everything. Cut me in half and I am nothing. What am I?

Answers: 1. A garbage truck 2. A towel 3. Fire 4. A map 5. The number 8



Outdoor Scavenger Hunt

It's time to head outside to hunt for treasures!

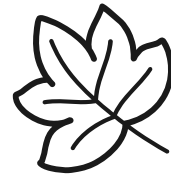
See if you can find these items in your area and colour them in as you find them.



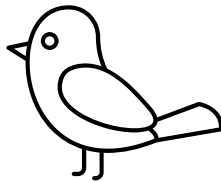
Flower



Clover



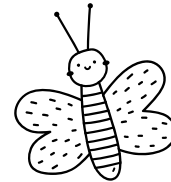
Leaf



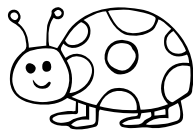
Bird



Bee



Butterfly



Bug



Snail



Worm

Activity Sheet: Week 4 – Natural Curiosities



Activity Sheet #4 Natural Curiosities Created By Surrey Libraries

Word Search

Can you find all the words in the garden word search?

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

- COMPOST
- FLOWER
- FRUIT
- GARDEN
- GLOVES
- GROW
- HOE
- LEAF
- PLANT
- RAKE
- ROOT
- SEED
- SOIL
- SPADE
- STEM
- SUNSHINE
- VEGETABLE
- WATER
- WEED
- WORM

Grow Your Own Food at Home

Did you know that you don't need to buy seeds to grow your own vegetables? It's true! All you need are some veggie scraps to get started!

Lettuce - Cut your lettuce about 3 inches from the base. Place the stem-end in a cup or bowl of water. Be sure to only put in an inch or so of water so the lettuce doesn't rot.

Green Onions - Cut green onions about 1.5 inches from the bottom. Place the root-end in a cup or bowl with just enough water to cover the roots. The green part will grow quickly in only a few days. You can plant these in the garden or just refill and change the water every few days.

Potatoes - Place your potatoes in a darker area. Once the potatoes begin growing 'eyes' you can cut the potato into several chunks and plant each chunk in soil. Place in a sunny area and keep the soil moist but not soaking wet (you might need to water several times per week).

You can also try carrot tops, celery, beets or garlic. Best of all, it's a great way to save money and reduce waste!

Joke Time!

These jokes are for the birds!



1. What kind of bird doesn't need a comb?
2. What kind of bird works at a construction site?
3. What do you get when you cross a parrot with a centipede?
4. How do chickens get strong?
5. Why are birds bad cooks?























Answers: 1. A bald eagle 2. A crane 3. A walkie talkie 4. They egg-cercise 5. Everything they make is fowl



Feathered Friends

How many of these birds can you find in your neighborhood?
Go on a nature walk or roll, and see how many of these feathered friends you can meet.

 Red-winged Blackbird <input type="checkbox"/> _____	 Pine Siskin <input type="checkbox"/> _____	 Spotted Towhee <input type="checkbox"/> _____	 Northwestern Crow <input type="checkbox"/> _____	 Golden-crowned Sparrow <input type="checkbox"/> _____
 Downy Woodpecker <input type="checkbox"/> _____	 American Crow <input type="checkbox"/> _____	 House Finch <input type="checkbox"/> _____	 American Goldfinch <input type="checkbox"/> _____	 Stellar's Jay <input type="checkbox"/> _____
 Black-capped Chickadee <input type="checkbox"/> _____	 Chestnut-backed Chickadee <input type="checkbox"/> _____	 Red-breasted Nuthatch <input type="checkbox"/> _____	 Song sparrow <input type="checkbox"/> _____	 House Sparrow <input type="checkbox"/> _____
 Dark-eyed Junco <input type="checkbox"/> _____	 Chipping Sparrow <input type="checkbox"/> _____	 Yellow-rumped Warbler <input type="checkbox"/> _____	 Anna's Hummingbird (F) <input type="checkbox"/> _____	 Northern Flicker <input type="checkbox"/> _____

To print your own copies of *Backyard Birds of British Columbia*, scan the QR code



Activity Sheet: Week 5 – Works of Art



Activity Sheet #5
Works of Art
 Created By Surrey Libraries

Match the Canadian Artwork

Can you match the art to the Canadian artist? Be sure to read the description for hints!

Artist Name	Famous For
Bill Read	Indigenous carvings and sculptures made from metals or wood, such as <i>The Raven and the First Men</i> .
Emily Carr	Bold and colourful paintings often featuring totem poles, villages, and forests such as <i>House of Brittany</i> .
Robert Bateman	Detailed and realistic paintings of wildlife such as <i>Power Play - Rhinoceros</i> .
Lawren Harris	Paintings inspired by the Canadian wilderness, often using bold colours and geometric shapes, such as <i>Clouds, Lake Superior</i> .
Tom Thomson	Paintings of Canadian landscapes and detailed life like trees, such as <i>The Jack Pine</i> .



Answers: 1. Robert Bateman 2. Lawren Harris 3. Bill Read 4. Tom Thomson 5. Emily Carr

Create Your Own Sidewalk Masterpieces

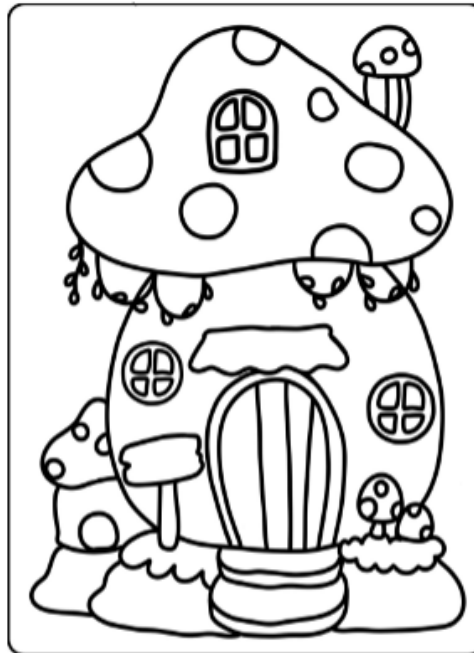
Were you inspired by some of the fabulous Canadian artists? Why not head outside and create your own amazing paintings on the sidewalk? Just be sure to get permission first. All you need is some sidewalk chalk or sidewalk paint and your imagination!

Need some ideas? Try drawing the animals from this year's BC SRC Artwork!



Spot the Difference

Can you spot the nine differences between these two pictures?

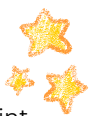


Answers: 1. Spot on top of chimney 2. Line on chimney 3. Spot on roof 4. Vine on roof 5. Line on door 6. Door knob 7. Line on awning over door 8. Spot on small house roof 9. Spot on small mushroom on right side of house

Make Your Own Sidewalk Paint

You will need:

- 1 cup water
- 1 cup flour
- 1 tbsp dish soap
- 5 - 10 drops of food colouring or washable paint (for colour)
- Squirt bottles or old shampoo bottles



Steps:

1. Mix flour and water in a bowl until there are no lumps.
2. Stir in dish soap.
3. Add a few drops of food colouring or washable paint and stir.
4. Pour into a squirt bottle.
5. Head outside to the sidewalk to make some artwork!

Note: Ask a grown up for help and be sure to use this up the same day you make it - it will go bad if left overnight.

Activity Sheet: Week 6 – Beyond Our World



Activity Sheet #6
Beyond Our World
 Created By Surrey Libraries

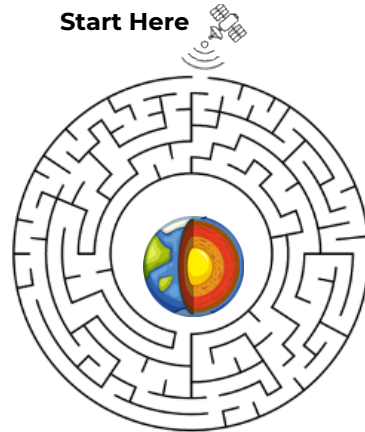
Life Below the Crust Maze

Start Here 

Help investigate what's under the crust of this icy moon!

Did you know scientists think that the icy moons Europa (orbiting Jupiter) and Enceladus (orbiting Saturn) have underground oceans? There might even be life down there!

Try reading more about these two moons. Which do you think we should explore first and why? (Example: Closer to Earth? Fresher Ice?)



Outer Space Word Search

Try and find some names of the planets, moons, and more lost in this word soup!

A	S	R	R	I	A	S	A	I	I	S	R	I	R
V	S	A	L	T	A	O	S	S	S	O	T	A	S
R	E	T	I	P	U	J	T	O	I	L	P	R	I
S	R	E	U	S	R	I	A	L	I	N	E	C	
U	A	N	I	L	A	S	R	A	S	R	R	A	R
T	S	C	U	S	L	O	L	R	I	L	U	O	A
O	R	E	A	E	C	N	I	S	M	A	T	A	U
U	A	L	O	O	S	U	N	Y	E	I	A	A	E
A	R	A	R	R	A	J	E	S	T	E	S	T	E
T	O	D	I	A	I	R	R	T	R	R	L	I	U
M	R	U	O	A	U	T	O	E	A	A	A	S	R
I	M	S	N	T	N	I	S	M	M	A	T	D	O
U	J	R	A	S	A	M	N	L	S	U	S	O	P
A	P	I	T	P	A	P	H	O	N	O	S	A	A

- Word Bank**
- Enceladus
 - Mars
 - SLS
 - Phonos
 - Europa
 - Saturn
 - Solar System
 - Starliner
 - Juno
 - Orion
 - Artemis, II
 - Atlas V
 - Jupiter

Make an Outdoor Model of the Solar System!

Build a model of the solar system in about 100 steps! It'll only be 92 billion times smaller than the real thing! Planets in our solar system are very far apart. Neptune (furthest proper planet) is around 4.5 trillion meters away from the sun!

Gather and colour 9 - 10 marks (1 for the sun, 8 for the planets, you can add the dwarf planet, Pluto). Consider rocks or other varied placeables like grains, nuts, and fruits instead of paper.

Find somewhere you can walk 100 steps in a straight line safely. If you are using rocks, make sure that placed rocks won't be a hazard for other people. Please don't leave rocks in fields other people play in.



1. Start by placing the sun.
2. Take one step, drop Mercury.
3. One more step, drop Venus.
4. Now take a 3/4 of a step, and drop Earth.
5. Take 1 leap (1.5 steps), then drop Mars.
6. Ten more steps, then drop Jupiter.
7. Twelve steps more, drop Saturn.
8. Walk twenty-five steps plus another big leap! Then drop Uranus.
9. Finally, take thirty steps, plus half a step, drop Neptune.
10. Want to add Pluto? Pluto's orbit varies wildly, at furthest fifty-two more steps forward, or at closest, a step back to the sun from Neptune!

Now look and admire your work. Can you see all planets from where you stand? Once you are satisfied, recover your planets.

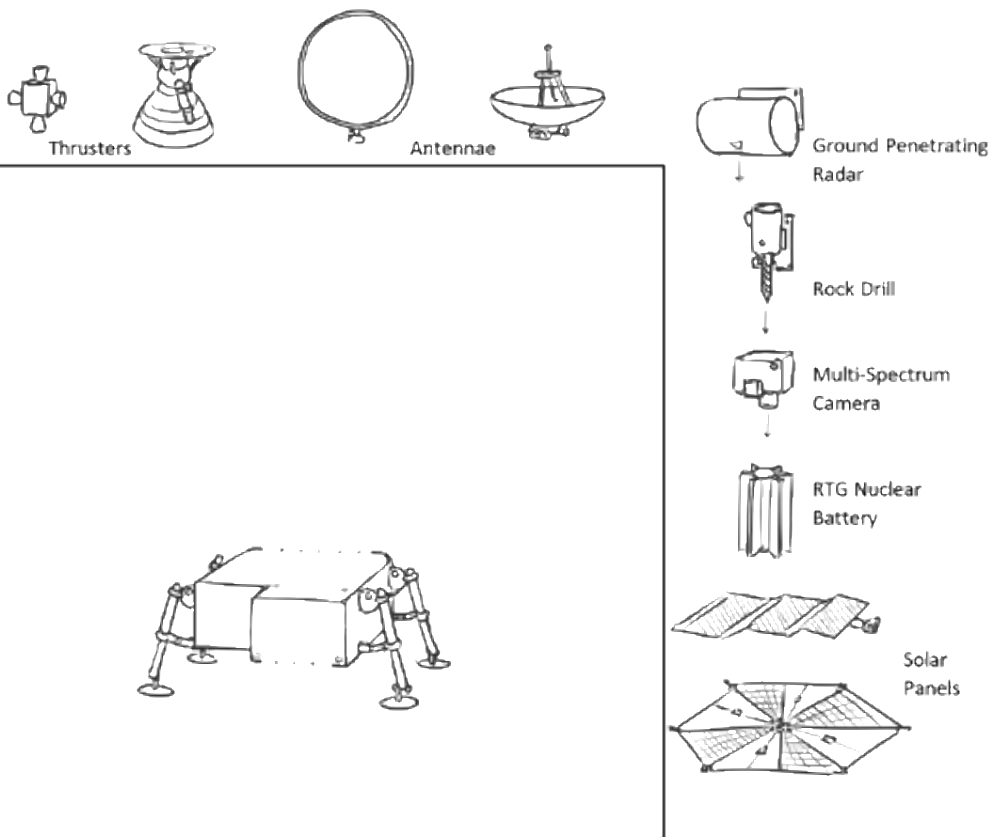


Draw a Lander

Scientists use landers to land on and explore other planets and moons. Some are robots and others carry people! See if you can draw one.

Choose from the example parts or make up your own!

Don't forget to draw the background. Pick any moon or planet.



Thrusters

Antennae

Ground Penetrating Radar

Rock Drill

Multi-Spectrum Camera

RTG Nuclear Battery

Solar Panels

Source: Drawn by James Tan, released as public domain under CC0 1.0 Universal. Planets in solar system

Activity Sheet: Week 7 – Collections and Memories



Activity Sheet #7 Collections and Memories Created By Surrey Libraries

Spot the Difference

Can you spot the eight differences between the two pictures below?



Answers: 1. Pot is missing from fire. 2. Guitar colour has changed. 3. Axe is missing. 4. Top layer of tree is missing. 5. Door missing from tent. 6. Bush missing in front of log. 7. Lantern missing. 8. Tire missing from back of van.

Joke Time

1. How can you tell if a tree is a dogwood tree?
2. How do you cut the sea in half?
3. What is a tornado's favourite game to play?
4. How did the astronaut serve dinner in space?
5. How do scientists freshen their breath?



Answers: 1. By it's bark. 2. With a seasaw. 3. Twister. 4. On a flying saucer. 5. With experi-ments

Talent Show

Looking for something to entertain your family? Why not put on a talent show? You can hold it indoors or outside, with some friends or by yourself.

Here are some ideas:



- Tell jokes
- Magic tricks
- Dance (silly or serious)
- Gymnastics
- Hula hooping
- Singing
- Perform a play
- Build a house of cards
- Fashion show
- Puppet show
- Ventriloquism
- Rap battle
- Pet tricks
- Sports skills (dribbling, juggling)
- Photography display
- Do a step routine
- Demonstrate a martial art
- Juggling
- Show off your yo-yo skills
- Act out a favourite show/movie scene
- Hand clapping routine
- Impersonation
- Music (drumming, piano, etc.)
- Lip sync to your favourite song
- Show off your painting or artwork



Storytime Planning Guide

Prepared by: Sabrina Gurniak on behalf of BC Summer Reading Club

This Guide

This guide is meant for library workers and summer students who are brand new to storytimes. The Summer Reading Club manual features wonderful storytimes for each weekly theme created by Corene Maret Brown of Port Moody Public Library. If you are interested in planning your own storytimes to supplement the ones in this manual and don't know where to start, this guide is for you. In this guide we cover the basics of storytime, why we sing songs, types of songs, how to choose stories, and some general tips. In the Resources section there is an annotated list of resources on planning storytime, finding songs and rhymes, and accessibility in your program. There is also a sample storytime outline at the very end of this guide.

Basics

Storytime programs are nearly ubiquitous in libraries. During storytime programs, the presenter shares songs, rhymes, and stories and the audience participates by singing along with the songs and rhymes. Songs and rhymes are repeated so that everyone can learn and practice the words (For more on how important repetition is, see this article from NPR: [Again! Again! Here's why toddlers love to do things on repeat by Rhitu Chatterjee](#)). Some storytime programs also utilize felt stories, puppets, egg shakers, instruments, or other props. The programs are usually about 30 minutes in length, and some have arts & crafts time afterwards for an additional 30 minutes. The structure of storytime at your library may already be in place, or you may have to create it. The most important skill you can develop when planning and presenting storytimes is the ability to adapt to the needs of your audience.

Storytime is:

- 30 minutes of songs, rhymes, and stories
- Or one hour with 30 minutes of a craft
- Songs are repeated so families can learn the words and sing along
- Adapting to your audience is the most important Storytime skill

Songs

Songs are an important part of any storytime. Singing together as a group has many benefits (see this recent article from the Washington Post for some of them: [Singing is Good for You - article by Alexandra Moe](#)). For young children, those benefits include

developing communication and social skills, as this blog entry from the Association for Library Service to Children details ([Storytime: What is it good for? blog post by Abby Johnson](#)). Most of your storytime program will be singing songs or saying rhymes. It is a good idea to repeat songs and rhymes two or three times so that participants can learn them and participate with you.

Hello & Goodbye Songs

Using a hello song at the beginning of your program and a goodbye song at the end is a great way to set the tone and expectations for your audience/participants.

Action Songs and Rhymes

“Action” songs have finger, hand, or body movements associated with the lyrics (think Itsy Bitsy Spider or Head and Shoulders, Knees and Toes). They are beneficial for toddlers and young children to get some wiggles out and to practice activities that develop their fine and gross motor skills, plus they’re fun!

Action songs and rhymes work well around the middle of your program, so that the participants are more comfortable sitting and listening to the stories.

Familiar Songs

Learning new songs during storytime is great, but don’t underestimate the usefulness of familiar songs that most participants will probably already know the words to. Many children also enjoy when you take a familiar song and change it slightly. Some examples are [Twinkle, Twinkle Dinosaur](#) from the St. Louis County Library’s Youtube account, or this play on Old MacDonald from JBrary: [Old MacDonald had a Band](#) Youtube video.

Songs at storytime:

- Start storytime with a “hello song” and end with a “goodbye song”
- Include a mix of action songs, familiar songs, and rhymes
- Build in time to repeat songs two or three times each

Stories

There are so many amazing picture books in your library’s collection! However, not all picture books work well for storytimes. Below are some criteria you should look for when choosing books to read during storytime:

Age Appropriateness

Many storytimes are planned for the pre-school age group, but children and families outside of this age group may be interested in attending your program. Picture books suitable for toddlers (around age 2) are a kind of sweet spot: engaging enough for older kids and not too complex or long for younger kids in your audience. When considering books to read during storytime, try to find books with one or two lines of text per page. Also, practice the story beforehand so that you aren't surprised by what is on the next page. If the book you plan doesn't work for the group you have, you can skip pages or close the book at any time and sing a song instead.

Illustrations

Bold illustrations with bright colours and thicker outlining work best for storytime groups. When choosing books, think about what someone sitting at the back of your space might be able to see.

Participation

If there are participatory elements in a story, introduce them to the group before you read the story so that they are prepared to participate.

Choosing stories at storytime:

- One or two lines per page, aimed at a toddler age group.
- Bright, bold illustrations that can be seen from the back of the room.
- If there are participatory elements, introduce them before you read the story so the audience knows how to participate.
- You can skip pages, or stop a book completely if it's just not working (but try to do it in a cheerful, not frustrated way).
- Practice the story before the program!

Felt Stories, Puppets, and Props

Don't feel like you have to use puppets, felts, or props when you're just starting out presenting storytime, or at all. You can focus on songs, rhymes, and stories to build your confidence and add other elements in from there if you wish. Some library staff use puppets, props like egg shakers or scarves, or felt stories during storytimes. In addition to Corene's felt stories and games there are several online resources for creating felt stories. Check out the Resources list below for some ideas.

Other Tips

To Theme or not to theme?

Themes can be a great way to plan a story time, but you don't have to have all your elements meet a theme. Don't use a song or story that isn't a great fit just because it fits with your theme. A theme isn't necessary to make a great storytime.

Timing

Go slower than you think you need to. Action songs are a great reminder for how to pace out a storytime as you will see the toddlers and preschoolers in your group working on the hand or body actions and trying to figure them out. This is another reason to repeat, repeat, repeat!

Child-centred "Crowd Control"

It is unfair to expect small children to sit still for your whole storytime. Movement and wiggles are going to happen! That is one of the reasons why we include "action songs" in our programs. It's a good idea to set some expectations at the start of your program; for example, "If anyone comes up to my chair or the felt board, please come get them". You should pause the program and get caregiver(s) involved if safety is a concern but many interruptions are something you can ignore. Participants may not stay for your whole storytime, and that is okay too.

Adaptations and Accessibility

Adapting to your audience is the most important storytime skill, but it is very difficult to make changes to your carefully crafted plan in the moment. When planning a storytime, keep in mind that you may have participants who are older or younger than the group you planned for, kids or caregivers in wheelchairs or with other mobility needs, low vision or blindness, who are deaf or hard of hearing, participants who have sensory sensitivities to noise or lighting, and participants who are learning English. Some of these diverse needs will not be immediately evident. You can try to check in with any family after a program to see how it went and ask if there is anything you can do next time to ensure they have a good time at storytime. The most important thing you can do is be welcoming and attempt to remove barriers after talking with families. You can also seek advice if there is a particular issue you would like support with. Some channels for seeking advice are:

- The staff at your library
- The resources below ("Resources")
- BCLA's "Branches" forum (details under "Questions")

The Centre for Equitable Library Access (CELA) has a wonderful web page devoted to accessibility in library programming. [Accessible Library Programming for Kids and Teens](#) has two broken links at the time of this writing:

Broken link title: “What is universal design? 7 design principles”

Working link: [What is universal design? 7 design principles](#) (from the Centre for Excellence in Universal Design’s website)

Broken link title: “10 easy crafts for kids with motor disabilities” (from the website CoachArt Inspire)

Working link: [10 easy crafts for kids with motor disabilities](#)

Resources

Planning Storytime

JBrary’s “Storytime Resources” page is a treasure trove of storytime planning advice with links to the author’s favourite storytime books, planning guides and resources, tips for using puppets and props, and more! JBrary is run by two librarians living in BC! If you take a look at once additional resource, please make it this one:

<https://jbrary.com/category/storytime-resources/>

Storytime Katie’s blog is great for themed storytimes! <https://storytimekatie.com/>

Adventures in Storytime’s Basic Storytime Plan has a lot of great tips:

<http://www.adventuresinstorytime.com/p/by-time-i-started-doing-storytime-at.html>

Learning Songs and Rhymes

[JBrary’s Youtube Page](#) has recordings of hundreds of popular storytime songs and rhymes. There are storytime videos and songs on many library websites and Youtube pages as well, such as [VPL](#), [Wake County Libraries](#), or [King County Libraries](#).

Choosing Stories

Browse your library’s shelves! Ask a colleague! Or click through JBrary again with a page about choosing storytime books: <https://jbrary.com/new-to-storytime-choosing-storytime-books/>

Questions?

If you have questions about storytime or this guide that cannot be answered by the staff at your library, you can email the author of this guide at: sabrina.gurniak@vpl.ca

You are also welcome to join the British Columbia Library Association's online forum called Branches. You do not need to be a BCLA member to join Branches, anyone with an interest in libraries can join! Scroll down to "Complimentary Forum Access Only" on this [Membership page of the BCLA website](#) to learn more. The [Young Adults and Childrens Services section](#) forum will have discussion about SRC all summer long!

Sample Outline:

- Hello Song
- Song
- Song or Rhyme
- Book
- Action Song
- Song
- Felt Story or Book
- Action Song
- Song
- Book
- Song
- Goodbye Song

Week 1 - Mysterious Creatures

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: We Clap and Say Hello (*To the tune of "The Farmer in the Dell"*)

We clap (clap) and say hello!

We clap (clap) and say hello!

We say hello to all our friends.

We clap and say hello.

Repeat with various actions (wave, yawn, tickle). Can also introduce the mysterious creatures using puppets or felts. For example, you can use a dragon puppet/felt and sing:

We growl and say hello!

We growl and say hello!

We say hello to all the dragons.

We growl and say hello!

Can continue with unicorns (Neigh and say hello), Jackalope (hop like a bunny and say hello), or real animals.

Song/Felt: Five Little Dragons (*To the tune of "5 Little Ducks"*)

Five little dragons went out to play

Over the hills and far away

Mother dragon said, "It's time for your snack,"

Only four little dragons came roaring back.

Four little dragons went out one day

Over the hills and far away

Mother dragon said, "It's time for your snack,"

Only three little dragons came roaring back, etc.

Continue counting down until:

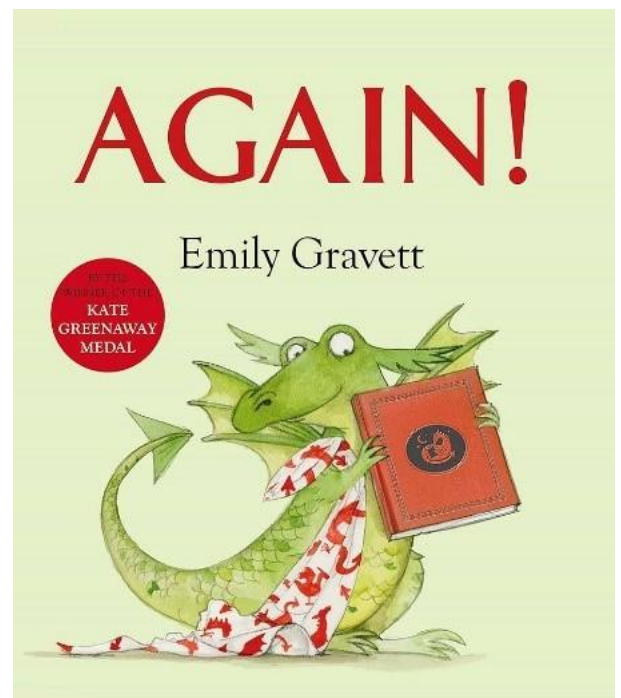
But no little dragons came roaring back.

Mother dragon said, "It's a really good snack!"

And all five little dragons came roaring back!

Stretch/Action: Dragon, Dragon (*To the tune of "Teddy Bear, Teddy Bear"*)

Can be done standing up or seated.



Dragon, dragon turn around. (*Can turn around or roll hands*)
Dragon, dragon touch the ground. (*Reach down*)
Dragon, dragon fly so high. (*Stretch out arms*)
Dragon, dragon touch the sky. (*Reach up*)
Dragon, dragon shake your tail. (*Shake*)
Dragon, dragon pet your scales. (*Pet arms*)
Dragon, dragon give a roar! (*Gentle roar*)
Dragon, dragon sit once more.

Story: *Dragon was Terrible* by Kate Dipucchio **or** *Again!* by Emily Gravett

Felt/Puppet Song: Walking Through the Forest (*To the tune of "Frere Jacques"*)
This is a guessing game that you can play with felts or puppets.

Walking through the forest, walking through the forest
What do I hear? What do I hear?
Make the animal noise and have the children guess.
I think I hear a snake! I think I hear a snake!
Hiss, hiss, hiss. Hiss, hiss, hiss.

You can also do other cues:

What do I see? I see black wings and a black beak. (Crow)
What do I smell? Pee-yew! It's something very stinky. It smells like rotten eggs (Skunk)

Song: If You're a Unicorn and You Know It (*To the tune of "If You're Happy and You Know It"*)

If you're a unicorn and you know it, shake your horn,
If you're a unicorn and you know it, shake your horn,
If you're a unicorn and you know it, and you really want to show it,
If you're a unicorn and you know it, shake your horn.

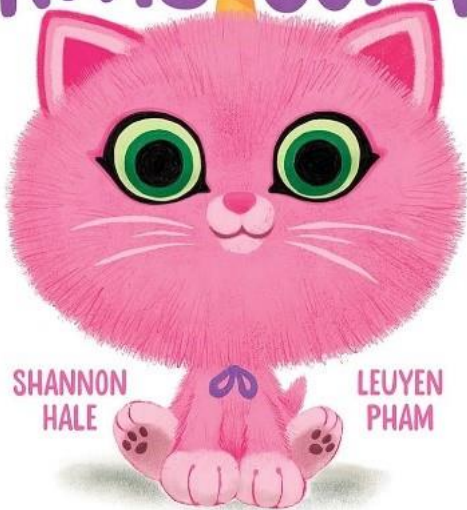
Extra verses:

Stamp your hooves
Toss your mane
Twitch your tail
Prance around

~

Story: *Unicorn Day* by Diana Murray **or** *Itty-Bitty Kitty Corn* by Shannon Hale and Leuyen Pham

ITTY-BITTY KITTY CORN



Goodbye song: This Is the Way We Saw Goodbye
(To the tune of “Here We Go Round the Mulberry Bush”)

This is how unicorns say goodbye, say goodbye,
say goodbye.

This is the way they say goodbye, just like this:
Neigh!

*Can do extra animals (Dragon – growl) to mirror
the animals welcomed at the start.*

Program – Younger Kids

Prepared by: Mandy Nilson and Deanna Walker, Fraser Valley Regional Library

Activity #1: Dragon Racing (paper airplanes ~30 minutes)

[Dragon Racing Video](#)

Pre-program prep:

- Download dragon template.
- Prepare markers, crayons etc. to colour the dragon template.
- Mark off the starting line with masking tape
- Create a "cave" for the dragons to land.

Introduction and Ice Breaker: Welcome to our Summer Reading Club program! My name is _____. [Include land acknowledgements and general housekeeping rules and information]. In today's program we are going to race dragons! When creating your dragon think about the colour of the scales, the wingspan and how the wings will move your dragon's body through the air.

Supplies:

- [Dragon Template](#)
- Paper
- Scissors
- Pencil crayons
- Glue
- Paper clip
- Masking tape

During the activity:

You can discuss basic aerodynamics about how the dragon will fly. How the air will catch the dragon's wings and make it soar. You can bring in the concept of dragons from different cultures and have talking points about similarities and differences. When it is time to fly the dragons, you can discuss the need to point the end of the dragon nose up and how to release the dragon for the best flight path!

How to race the dragons:

- Put masking tape on the floor across one end of the room.

- Everyone who would like to fly their dragon needs to stand behind the masking tape line.
- You can have different types of flying contests: which dragon flies the farthest; which dragon flies the straightest; which dragon flies the longest; place a large decorated box at the other end of the room and have the dragons fly into the cave.
- Countdown and on the roar start the race – Dragon Roar

Questions:

- What is your dragon's name?
- What special powers does your dragon have?
- Is there a special meaning behind the colour of your dragon?

Resources:

- ***Captain*** by Christopher L. Harbo
- ***Copilot*** by Christopher L. Harbo
- ***Folding paper airplanes with STEM*** by Marie Buckingham
- ***Dragon*** by Ashley Gish
- ***The Great Book of Dragons*** by Frederica Magrin

Activity #2: Make your own creature puppet! (~20 minutes)

Supplies:

- Paper bags
- Construction paper
- Glue
- Scissors
- Pipe cleaners
- Any other craft supplies you have on hand

During the activity

Using the craft supplies, ask each child to make their very own creature either real or imaginary. Encourage kids to make up their own creature! Use the paper bag as the face so it becomes a puppet they can make come to life.

Questions:

- What creature did you make?

- What is your creature's name?
- What does your creature eat?

Book Recommendations

- *If I Had A Gryphon* by Vikki VanSickle
- *Go Away, Big Green Monster!* by Ed Emberley
- *Dragons Love Tacos* by Adam Rubin
- *There's a Dragon in Your Book* by Tom Fletcher
- *A is for Axolotl* by Catherine Macorol

Song: Dragon, Dragon Dance Around video

Dragon, dragon dance around

Dragon, dragon touch the ground

Dragon, dragon scratch your head

Dragon, dragon point to red

Dragon, dragon shut the door

Dragon, dragon give a great big roar!

Activity #3: Worksheets

Word Search									
C	M	U	N	I	C	O	R	N	P
H	E	P	R	L	F	G	N	I	H
Y	R	T	P	Y	R	I	A	F	O
S	M	P	A	P	D	U	A	F	E
D	A	C	P	U	B	W	P	I	N
C	I	Z	L	Q	R	P	O	R	I
B	D	R	A	G	O	N	T	G	X
K	Y	M	A	D	T	U	N	M	O
Centaur		Mermaid							
Unicorn		Phoenix							
Dragon		Griffin							
Fairy									

Colour the Unicorn



1	Pink
2	Green
3	Yellow
4	Orange
5	Blue

Activity #4: Ogopogo (nsyilxcən - syilx/Okanagan people) Rock Painting

Pre-program prep:

- Collect rocks (can be different sizes/shapes)
- Clean rocks for painting

Supplies:

- Paper and pencils
- Disposable table clothes
- Sponge paint brushes or acrylic paint pens
- Paint (if using brushes)
- Paint setting spray (optional)
- Rocks
- Drying area

During the activity: Discuss the legend of Ogopogo and recent sightings. In modern times, Ogopogo is an Okanagan Lake monster. Syilx (Okanagan) people spoke of n̄xaʔx̄ʔitkʷ [N'ha-a-itk], the spirit of the lake. Ogopogo is described as being a long snake, a giant alligator, or even goat-like. This is what is so great about mysterious creatures, we get to imagine what we think they will look like!

Questions:

- Who is Ogopogo?
- Does anyone know the Ogopogo myth?
- What do you think Ogopogo looks like?

Resources:

- ["The Legend of Ogopogo: The history of lake monster sighting claims in BC"](#)
- ["The Legend, The Spirit, The Creature: The History of Ogopogo"](#), Tourism Kelowna
- *Rockin' Crafts* by Diana Fisher
- ["Ogopogo: the myth"](#) by McKinley Beach

Program – Older Kids

Prepared by: Jam Doughty, Vancouver Public Library

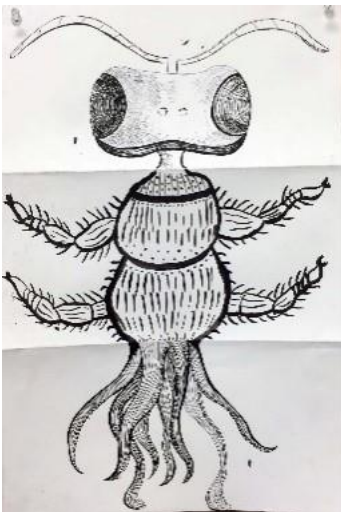
Supplies

- 8½x11” paper
- 8½x14” paper
- Prepared paper booklets (3 sheets of 8½x11 paper, folded in half and stapled along the fold like a booklet, then cut in half to create two booklets with long pages)
- Pencil crayons, crayons, or markers
- Scissors
- Tape
- Clock or timer
- Mad libs template print outs (optional)
- Small paper squares for mad lib drawings (optional)

Welcome, Introduction, and Icebreaker (~10 minutes)

“Welcome to our Summer Reading Club program! My name is _____. [Include appropriate land acknowledgement]. Today we’re going to become cryptid reporters, investigating and creating stories about mysterious creatures like the Loch Ness Monster from Scotland and the Mothman from the United States. We’ll also hear about some mysterious beings who have their origins here where we live. But to start, we’re going to work together to create our own cryptid portraits.”

Icebreaker: Creating cryptids



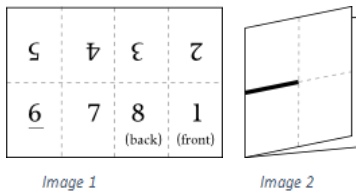
1. Before the program, fold the 8.5x14 paper into thirds, accordion style, parallel to the short side.
2. Give each participant one sheet of pre-folded paper.
3. On the top third, the children draw the cryptid’s head, making sure to extend the outline a tiny bit onto the middle section.
4. The children refold the paper so the first third is hidden, then pass to the next child.
5. Repeat steps 3&4 for the cryptid’s torso in the middle section. The last child draws the cryptid’s lower body and limbs.
6. Unveil your creations!

Participants can now give their cryptids a name. “Is your cryptid named for what it looks like, like Mothman, where it lives, like Nessie of Loch Ness, or something else?”

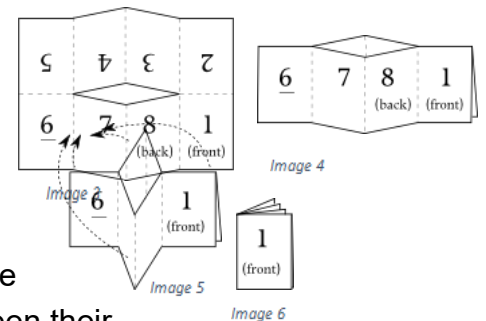
Activity #1: Make Your Own Cryptid Mini-Magazine (~20 minutes)

In this activity, participants will use 1 sheet of 8.5 x 11” paper to make a small 8-page magazine, then write/draw a news story about a cryptid.

Folding the mini-magazine:



1. Fold the paper once in each direction, and then fold once more to create eight rectangular sections, as seen in image 1. These eight sections will be our “pages”!
2. Unfold the paper and fold over just once, as shown in image 2.
3. Cut along the black line shown in image 2, starting at the fold and ending at the line between the “pages”. When you unfold, it should look like image 3, with a hole in the center.
4. Fold down as shown in image 4.
5. This is the tricky part! Hold “page 1” and “page 6” and push the corners of the hole together, like in image 5. Some folds in the pages may resist being pushed in this direction and will need to be reversed.
6. Fold “page 1” over and you will have your mini-magazine (image 6)! Participants may notice there are gaps between their pages – this is normal, but they can tape them together when they’re done if they’d like to.



Creating a cryptid story: “To make sure our magazines have an informative cryptid article, we need to answer five questions: *WHO, WHAT, WHERE, WHEN, HOW*. If we were journalists, we’d be doing research and interviews to make sure our answers are right. But today, we’re just being creative, so we’ll be making up the answers for our cryptid magazines. Come up with a story starring your cryptid!”

Participants can write about the cryptids that they created in the icebreakers, or they can use their favourite cryptid. Have participants number their page. On each page, here’s what should appear:

1. The cover – name your magazine and decorate the cover!

2. Inside cover – write a headline and draw a picture of your cryptid!

3. **Where** was your cryptid seen?

4. **What** was it doing?

5. Who saw it?

6. **When** did they see it?

7. **How** did the cryptid get away?

8. Back cover – participants should write their name and, if they'd like, draw a small self-portrait to be their "author photo". If it's helpful, you can write these guidelines on a whiteboard, chalkboard, or small sign.

When **adapting the activity for younger participants**, you can create a template showing where to fold and cut the paper. Label each page ("Cover", "Where", "What", etc.) and give the option of drawing answers instead of writing. For all ages, using their pages to create a comic strip that tells the story may be an appealing option to mention.

Activity #2 Picture Telephone (~20 minutes)

Picture Telephone game is similar to an online game, Gartic Phone, that some older kids might be familiar with. It can be tied into the themes of research & journalism – "In this game we'll see how easy it is for information to get misunderstood and mutated as it passes between people!"

This is also a great chance to make some connections between stories they may know, the land where they live, the Indigenous people of this land, and how oral traditions were co-opted and changed spiritual beings into "cryptids". Here are some examples/questions for leading a short discussion:

- "I want to point out some creatures you may have heard of, and how their stories have been twisted. Many people think of them as monsters, they're actually important spiritual beings for the Indigenous people who keep their stories."
- "Stories about **Sasquatch** have been told on the land now called British Columbia for centuries! The word **Sasquatch**, comes from the word sasq'ets (pronounced **sas-kets**), meaning "hairy man" in Halq'emeylem (pronounced halk-uh-MAY-lum). Which is the language spoken by the Sts'ailes (pronounced **Sh-Hay-Lis**) people of what is now known as Harrison Lake (the Sasquatch capital of the world!)."
- "**Ogopogo** is a serpent-like creature rumored to live in Lake Okanagan. While often called a 'lake monster', its name in the Indigenous language of in nsyilxcən

(pronunciation can be heard here) is N̄x̄āx̄aitk^w (pronounced **n-ha-ha-eet-kw**), which is more faithfully translated to 'sacred being in the water', and it is known as a caretaker rather than a monster."

- Had you heard of these creatures before? What names did you know them by? How do you think the meaning of their stories has changed as they've been retold by settlers? Where can we look and what questions can we ask when we want to learn the origin of a story or legend?

To play Picture Telephone:

* Best run as a small group with lots of support from the programmer. Consider putting kids in pairs or small groups to better support those with Dyslexia or other learning or cognitive disabilities.

1. Each participant receives one prepared paper booklet (see Supplies).
2. Give the group 2 minutes to find a sentence from either their mini-magazine OR a library book that they think would be funny or challenging to draw (but not impossible!).
3. Gather in a circle. Each participant writes down their sentence and then passes their booklet to the person on the right.
4. Everyone uses the next page in the booklet to create a drawing based on the sentence. (For a large group or an added challenge, you can use a clock or timer to limit drawing time.)
5. When everyone is done (or time runs out), fold over the first page with the sentence, and then pass to the person on the right. **The next person should see ONLY the drawing, not the original sentence.**
6. That person writes a sentence that describes the drawing.
7. When everyone is done, fold over the page with the drawing and pass it to the right again. **The next person should see ONLY the new sentence, not the drawing or the original sentence.** They will make a drawing based on this new sentence.
8. Continue, switching off drawing and writing, and with each person seeing ONLY the sentence/drawing that the person next to them created.

When everyone has their original booklets back, time to share! Go around and read your original sentence, and then show how the drawings/sentences changed as they were passed around.

For **adapting for younger kids**, you can instead have kids sit back to back. Everyone receives a sentence from a book and draws a picture based on it. Pairs then switch drawings, stand up and (without looking at other drawings!) switch seats, so everyone is now sitting back to back with someone new. Each person in the new pair takes turns trying to describe the drawing they're holding while their new partner tries to recreate it. When everyone is done, compare to see how close they got! It may be helpful to explain all of the steps of the game before beginning.

Both versions of this game can be repeated as long as there's supplies, time in the program, and enthusiasm from the group!

Activity #3 (optional): Cryptid Mad Libs (~10 minutes)

An optional activity in case there is extra time in the program after the first two activities, or if the facilitator wants to switch out one of the other activities to suit a shorter program time; etc.

See the attached Mad Libs story. With tweens/older kids, split into pairs, with each pair receiving 1 copy. One person asks for words to fill in the blanks, and the other (who does not see the story) gives words. Then one person reads the story out loud while the other person draws a picture of the cryptid that is described, which can then be taped into the square on the template.

When **adapting for younger kids**, it may be best to do cryptid mad-libs as a whole group, with the facilitator asking the group for words (and giving help/examples if kids are not sure which words are verbs, adjectives, etc.). The facilitator then reads the resulting story out loud and lets everyone draw a version of the cryptid in the story. This structure may also work better for groups of older kids who are shy and/or not confident in their reading/writing skills.

Weird _____ (place where you live) News

BREAKING NEWS! It was a _____ (adjective) day at _____ (famous Canadian person) School today when something completely _____ (adjective) happened. _____ (Number) students were in their _____ (subject in school) classroom. Around _____ (time), they heard an odd noise: “ _____ (funny noise) ”!

Their teacher told them not to feel _____ (emotion), that it was probably just a _____ (animal) outside. But then they heard another, even louder sound: “ _____ (loud noise) ”!

Everyone in the class rushed to the window, and they couldn't believe what they saw. It was a _____ (size) creature covered in _____ (colour) and _____ (colour) fur. It had _____ (number) legs and its _____ (body part) was glowing. It also had _____ (number) horns on its _____ (body part), and its face looked very _____ (emotion).

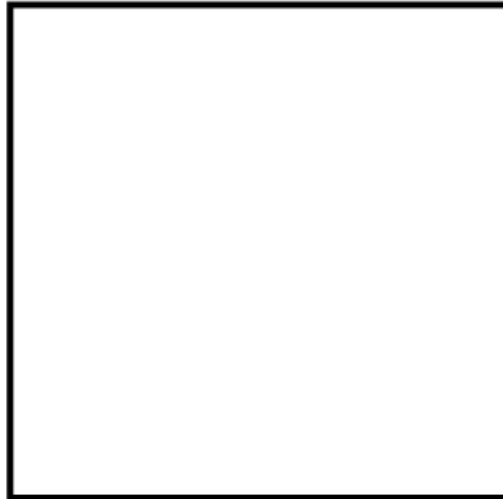
“It was really _____ (adjective),” said _____ (first name), a student who saw the creature. “It was _____ (verb ending in -ing) and it had wings on its _____ (body part) !”

“These creatures usually live in a _____ (place) and don't _____ (verb) near people,” said the well-known cryptozoologist _____ (first name) _____ (last name). “Their diet is mostly _____ (food) and community members don't need to be _____ (emotion).”

However, the creature in this case did seem curious. Students described it _____ (verb ending in -ing) closer to the window and shaking its _____ (body part).

“It was as if the creature was trying to say _____ (greeting),” the teacher, Mr. _____ (last name), agreed.

The creature disappeared before anyone was able to take a photo, but here is an artist's recreation of what it looked like:



Book Suggestions

A display of books about cryptids, folklore, and magical creatures can help participants generate ideas, and give them a selection of relevant books to use for finding sentences in Activity 2. Examples include:

- ***The Big Book of Mysteries*** by Tom Adams (2023)
- ***Magical Beings of Haida Gwaii*** by Terri-Lynn Williams-Davidson & Sara Florence-Davidson (2019) - Indigenous title
- ***Monster Science: Could Monsters Survive (and Thrive!) in the Real World?*** by Helaine Becker (2016)
- ***Guide to Sea Monsters (Cryptid Guides: Creatures of Folklore series)*** by Carrie Gleason (2023)
- ***The Sasquatch, the Fire and the Cedar Baskets*** by Joseph A. Dandurand (2020) – Indigenous title
- ***Bigfoot and Nessie: The Art of Getting Noticed*** by Chelsea Campbell (2023)
- ***Dear Mothman*** by Robin Gow (2023)
- ***Spotting Dottie*** by Gail Anderson-Dargatz (2024)

Closing (~5 minutes)

Congratulate the group on taking their first steps towards becoming cryptid reporters! Encourage them to take home their mini-magazines and create more issues throughout the summer, which may count as their reading/writing time for the day! Since some of the other creations were collaborative, allow a few minutes for kids to decide if they also want to take home their icebreaker drawings, telephone booklets, and mad libs – if there's dispute over who takes home what, make some suggestions (the person who drew/wrote first gets to decide, make a photocopy if possible, donate the drawing to the library for display, etc.) and ask what feels most fair for them.

Week 2 – Depths of the Earth

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: Rocky, Roly (*To the tune of “Roly Poly”*)

Participants can roll their hands/arms

Rocky roly (x2)

Up, up, Up

Rocky rocky roly, rocky rocky roll

Down, down, down

Repeat song with other opposites: fast/slow, big/small, quiet/loud, etc.

Song: Rocks (*To the tune of “Frère Jacques”*)

Rocks in my pockets (x2)

Big and small (x2)

Shiny little pebbles (x2)

I found them all (x2)

Bring out rocks or print out of the three different kinds of rocks upon each repetition of the song: once for igneous, metamorphic, and sedimentary. Ask the participants what they notice about the rocks – how they are the same and how they are different.

Book: *Hidden Gem* by Linda Liu or *Old Rock (is Not Boring)* by Deb Pilutti

Song/Felt or Prop song: Ten Little Pebbles (*To the tune of “Bumping Up and Down in My Little Blue Wagon”*)

You can bring different kinds of rocks to show the participants and repeat the song depending on the origin on the rocks.

*For **sedimentary rocks**, have the participants roll their hands and explain that these rocks were made by rolling in the river:*

One little, two little,

Three little pebbles.

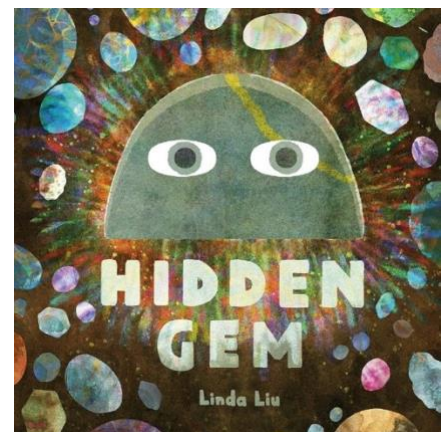
Four little, five little,

Six little pebbles.

Seven little, eight little,

Nine little pebbles,

Ten pebbles rolling in the stream.



*For **igneous rocks** have the participants rub their hands together to make them warm:*

Repeat lines 1 – 6 as above “One little, two little...nine little pebbles”

Ten little pebbles warmed by the volcano.

*For **metamorphic rocks** have the participants give themselves or ask someone else if they can give them a big hug:*

Repeat lines 1 – 6 as above “One little, two little...nine little pebbles”

Ten little pebbles squeezed tight in the earth.

Action Song: This is the Way We Dig a Hole (*To the tune of “Here We Go Round the Mulberry Bush”*)

Ask the participants to get their imaginary shovels and you are going to dig a hole together and find some treasure. You can prepare several silly treasures to discover in the hole (a covered bag or bucket) – puppets or fake jewels, etc. At the end, you discover the real treasure - the first book that you are going to read.

This is the way we dig a hole, dig a hole, dig a hole

This is the way we dig a hole

So early in the morning!

Wait a minute! I found something in the dirt!

That’s not treasure, that’s _____! Let’s try again!

Story: ***Petra*** by Marianna Coppo or ***Sam and Dave Dig a Hole*** by Mac Barnett

Action Song: I’m a Volcano (*to the tune of “I’m A Little Teapot”*)

I’m a volcano (*crouch down or scrunch hands together*)

Hear me rumble (*Make a rumble sound and wiggle*)

The lava deep down in me

Begins to bubble!

Something is going to happen

Happen very soon

I’m erupting with a great

Big boom! (*Jump or fling out arms*)

Scarf song/chant: Big Volcano (*To the tune of “Popcorn Kernels*)

You can use scarves for this song or do it as a felt volcano with felt “lava”

Hot volcano, hot volcano

Getting hot, getting hot

Rumble, rumble, rumble (x2)

‘Til it pops! (*Throw scarves*)



Song: Tiny Tim

Have a sponge ready to bring out for the end. You can tap out the beat.

I had a little pebble,

Their name was Tiny Tim

I put them in the bathtub to see if they could swim!

They drank up all the water!

They ate up all the soap!

And now they're in the bathtub with a bubble in their throat.

Bubble, bubble, bubble pop! (*Clap hands at pop!*)

Wait a minute! That's not a pebble. That's a sponge!

Goodbye song: Goodbye friends (*To the tune of "Goodnight Ladies"*)

Goodbye friends! (x3)

It's time to say goodbye!

Can also say goodbye to the sponge, the volcano and the rocks.

Program – Younger Kids

Prepared by: Deanna Walker and Erin Crowley, Fraser Valley Regional Library

Introduction and Ice Breaker

Inspiration taken from: [Fossil Facts and Fun](#)

Supplies:

- Paper bags
- Different types of rocks or minerals

Ask the children how old they think the oldest fossils are. Are they hundreds, thousands, or millions of years old? For larger groups have more than one bag, otherwise pass the bag around and ask each child to touch what is inside but do not peek at it or take it out. Ask the children what they feel, what do they think it is, where do they think it can be found, do they think they can eat it, etc? Once everyone has taken a turn, take the bag back and remove what is inside. Show them the rock or mineral and ask if they have ever seen it before, do they have one at home, etc?. After this activity you can read a book about rocks and fossils to help the children learn more.

Story and Discussion (optional)

- ***Rock on! Fossils*** by Chris Oxlade
- ***Rock on! Rocks*** by Chris Oxlade
- ***Fossil by Fossil*** by Comparing Dinosaur Bones by Sara Levine
- ***The Fossil Whisperer: How Wendy Sloboda Discovered a Dinosaur*** by Helaine Becker
- ***How Does a Bone Become a Fossil?*** by Melissa Stewart
- ***Volcano Experts on the Edge*** by Sue Fleiss
- ***Archaeologists on a Dig*** by Sue Fleiss

Activity #1: Fizzing Volcano Painting

[Website for Craft Directions](#)

Supplies:

- Cardstock/construction paper
- Scissors

- Glue
- Felts
- Pencil crayons
- Paint
- Paint brushes
- Baking soda
- Vinegar
- Droppers or Q tips

Before the program:

Prepare the baking soda paint - mix the paint and baking soda 2:1 (I found that any more ruins the cardstock when vinegar is applied; your mileage may vary)

Activity:

Have each child create a volcano scene on cardstock using craft supplies. Once they've completed the background, have them paint the 'lava' using the baking soda paint. Once the paintings are complete, have each child drop the vinegar onto the 'lava' to start the reaction.

While they paint, take the time to share a few facts about volcanoes (Taken from I'm a Volcano by Bridget Heos) -

- Lava is molten/melted rock. It is called magma while it is underground, and when the volcano erupts, it's called lava!
- Volcanoes can form on land and underwater.
- Lava/magma comes from one of the earth's layers called the asthenosphere.
- Each time a volcano erupts, the lava flows down the volcano and cools, forming a mountain.
 - If that volcano is underwater, it can eventually form an island!
 - Examples of islands formed by volcanoes - the Hawaiian Islands, Santorini in Greece, Bora Bora in French Polynesia. The most recent volcanic island was created in 2023 off the coast of Japan ([Wikipedia page for information about Japanese eruption](#)) though it is only 100 metres in diameter.

Activity #2: Fossil DIY

Supplies:

- Either the salt dough recipe below or use playdough
- Dino figures
- Leaves
- Sticks and any other object that can make impressions.

Using whole wheat flour or food dye is highly recommended for the salt dough recipes - I found that my impressions washed out using AP flour. [Salt Dough Recipe \(with oven\)](#).

[Alternative Salt Dough Recipe](#) (with microwave or sun baked)

Activity:

Give each child some salt dough or playdough and have them make impressions of different objects to form cast fossils. As they make the fossils you can explain how fossils are made, using one of the books recommended.

Activity #3: Dino Fossil Puzzle

Passive Program Supplies:

- [Dinosaur Bones Printable](#)

Activity:

Cut out the dino pieces (either during the program or before) and have the kids put the dino together. Optional add on: have stacks of brown paper and have the kids glue the dino pieces on the paper to make it look like a fossil dig.

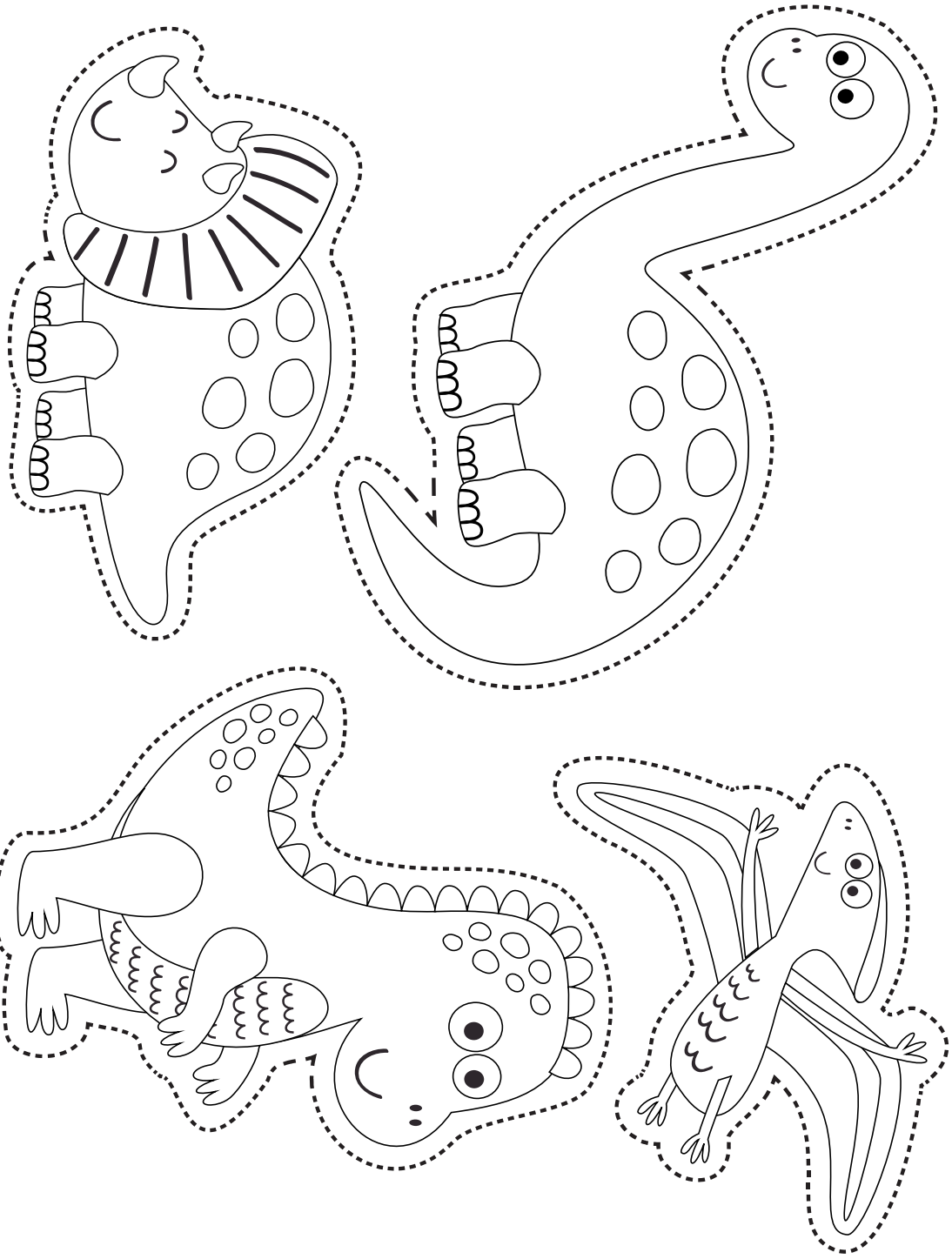
Activity: #4 Dino Theatre

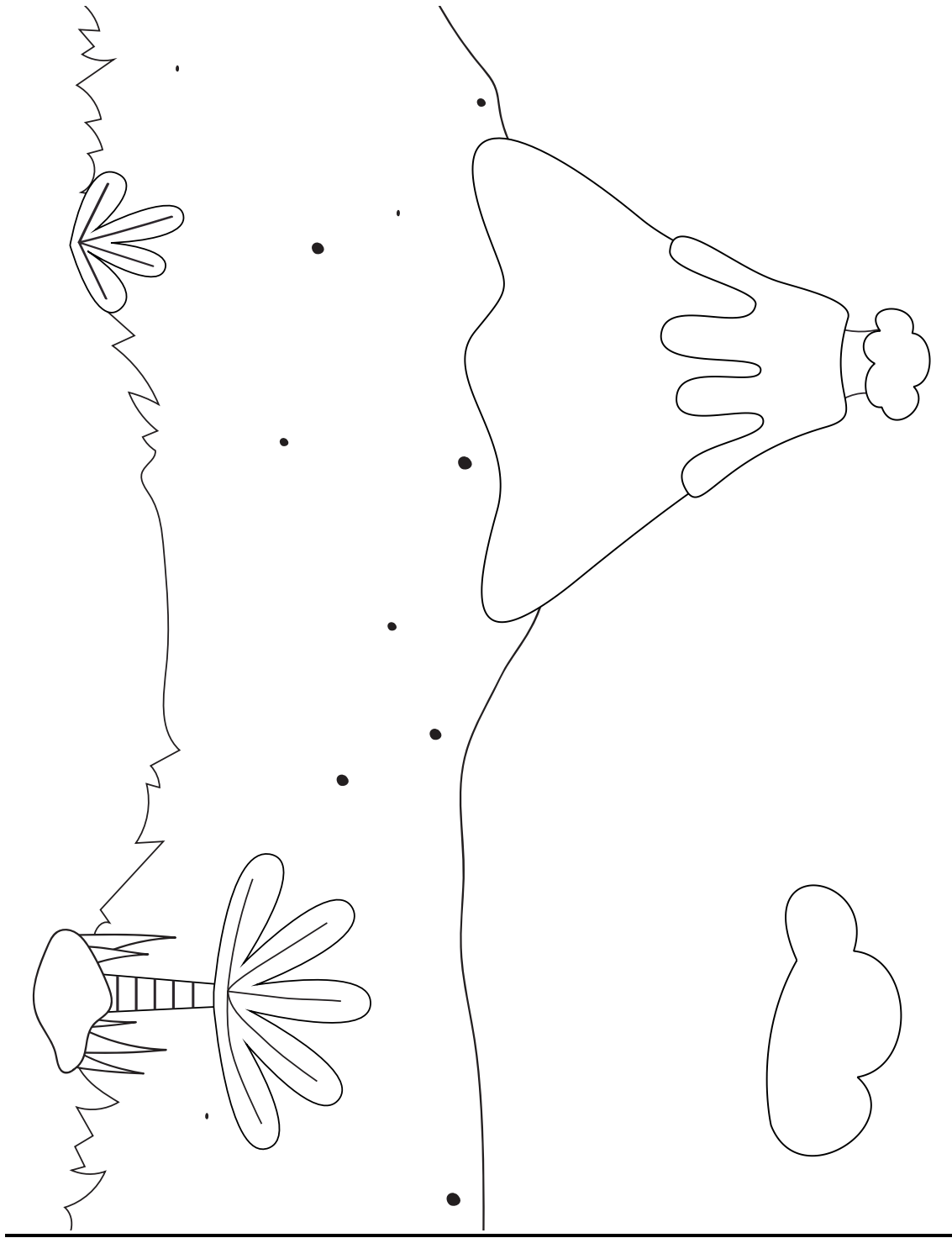
Passive Program Supplies:

- [Dinosaur Templates](#) (see attached pages)
- Paper
- Pencil crayons
- Scissors

Activity:

Have the children colour the scene and the dinosaurs. Then have the children or adult cut out the dinosaurs on page 2. Cutting out the dinosaurs can also be done ahead of time. Now the children can use the dinosaurs to play on the background they made.





Closing

Conclude each program with a summary of how the activity relates to the SRC theme "World of Curiosities". Explain why scientists study fossils and/or volcanoes. Ask the children what piques their curiosity. Share something that interests you and how you explore that interest. Share how the library can support the children explore their curiosities.

Adaptions for older or younger age group: Each of these activities can be used for all ages. Information shared during the program can change based on the age level.

- More intricate patterns can be created in the salt dough activity.
- The children can participate in creating their own baking soda paint for the fizzing volcano activity.

Program – Older Kids

Prepared by: Sadie Tucker and Francesca De Freitas – Vancouver Public Library

Supplies

- Screen for sharing video (optional)
- Globe (optional)
- Roll of butcher paper
- Paint (brown, blue, orange/red, yellow/grey)
- Paint brushes
- Paper
- Pencil crayons or felt markers
- Scissors
- Craft supplies (optional)
- Measuring tape
- Timer
- Masking/painter's tape
- Four or more 6-sided dice (optional)
- Optional: Images of animals

Preparation

- Prepare layers of earth using butcher paper (or other type of large, long paper). These will be attached to a wall or whiteboard for the participants to place their creatures on. If you are short on time, you can skip painting them and just label each layer.
- **Crust:** Brown and/or blue (ground and ocean). **Optional:** You can make this layer much thinner than the other layers.
- **Mantle:** Red or orange.
- **Outer core:** Yellow or grey.
- **Inner core:** White.

If showing video, play through the ad before the program starts.

Welcome and Introduction (~5-8 minutes)

Welcome everyone, invite kids to sit in a circle (space permitting). Introduce self and give overview of what you will be doing during the program.

Land Acknowledgement

Before we consider the earth beneath our feet and what lies far, far below us, we need to think about the vastness of our world – in depth and age. As time passes and geography changes, this land remains the unceded territory of the first nations that care for it. (Adapt as appropriate for the territory the program takes place on.)

Icebreaker 1: Introductions

Go around, with each child giving their name and answering one of the following questions (choose one to ask the group):

- If you found buried treasure, what would you like to find?
- What is the deepest hole that you have dug (literally or figuratively)?

Icebreaker 2: Antipodes Would-You-Rathers

Explain what an antipode is: “In geography, the antipode of any spot on Earth is the point on Earth's surface diametrically opposite to it. A pair of points antipodal to each other are situated such that a straight line connecting the two would pass through Earth's center. Antipodal points are as far away from each other as possible. The North and South Poles are antipodes of each other.” ([Wikipedia website](#), accessed Dec 2, 2023) Use a globe to demonstrate if you have one.

Fun facts:

- Only 15% of land locations have an antipode that is also on land.
- The Pacific Ocean is so big that it contains its own antipode!
- Noon at one location will be midnight at its antipode.
- The longest day of the year at a point on the globe will be the shortest day of the year at its antipode (except for in the tropics).

Start with everyone standing in the middle of the room. Ask a would-you-rather question and assign each answer a side of the room. To choose their answer, the kids must choose a side. Give the choice a sense of urgency to add excitement. After a choice is made, have the kids come back to the centre of the room for the next question.

Would-you-rather...

- drink hot chocolate in New York City or go scuba diving in the Indian Ocean?
- eat dim sum in Hong Kong or chimichurri in La Quiaca, Argentina?
- go kayaking in Tauranga, New Zealand or attend a festival in Jaén, Spain?
- check out the Siberian lace architecture in Ulan-Ude, Russia or see the icebergs in Puerto Natales, Chile?

- watch an amazing sunset in Padang, Indonesia or dance to Marimba music in Esmeraldas, Ecuador?

Activity #1: Dig Deep Video Explanation (3 minutes)



Video Link: [Humans Have Dug Much Deeper Than You Would Expect](#)

Adaptation ideas for younger group and/or accessibility

- Read the captions out loud. This is a best practice anyway in case there are kids with visual impairments or reading disabilities.

Activity #2: What Lurks Beneath Us (~30-40 minutes)

“Earth has four main parts: The crust, the mantle, the outer core, and the inner core. No human has ever gone further than the crust, but we actually know a fair bit about the inside of our planet thanks to studying earthquakes and using physics to calculate the composition of what lies under the crust.”

Briefly describe each layer as you put it up on the wall/board:

- **Crust:** “This is where we live. This layer is very thin compared to the rest of the layers. Kind of like an eggshell. The crust is made up of a number of pieces called tectonic plates and they fit together kind of like a jigsaw puzzle. These plates move very sloooooowly over time and can bump and pull apart from each other.”
- **Mantle:** “This is the thickest layer. It is almost 3000 km deep! It is a liquid, but very, very thick. Like caramel candy. The liquid moves, but very slowly. It is made mostly of iron and magnesium (which are metals) and silicon (which is not a metal). The middle of the mantle is very hot – it can melt rocks; it is cooler closer to the top.”
- **Outer core:** “This layer is mostly made up of the metals iron and nickel. It is so hot here that everything is liquid. It’s like a turbulent ocean – things move wildly and quickly.”
- **Inner core:** “Did you know that there is a solid metal ball spinning at the centre of the Earth? Just like the outer core, the inner core is made up of mostly iron and nickel, but where the outer core is liquid, the inner core is solid. The core isn’t solid because the temperature is cooler, though! It’s solid because there is lots and lots of pressure bearing down on it. Our core rotates a bit faster than the rest of the planet.”

Chances are pretty good that nothing lives below the crust... but what if the lower layers did have life? Let’s use our imaginations to create creatures that the world has never seen before! Choose which layer your creature lives in and then think about what they might look like, what they eat, and how they might behave. Bring your idea to life using the provided art supplies. When you’re done, come up to the board and place your creature in its layer.

Adaptation ideas for younger group

- Choose a single layer and focus on creatures there.

Adaptation ideas for older group

Assign stats to their creature, and creature and roll dice to see which one dominates that layer (See below for example). (Get as creative or simple as you want with this activity – it's supposed to be fun!)

Kids divide 6 points between three stats: Strength, Speed, Toughness

- A stat value can be anything between 1 to 4.
- Strength: The value of its attack or counterattack.
- Speed: How fast it can run away.
- Toughness: How much health it has or how well it prevents being hurt.
- Kids must explain why their creatures have the stats that they do (e.g., maybe it has a hard shell and so has high Toughness).

Creatures in each layer battle it out using 6-sided die.

- Can roll one die for each point in a stat (For example, if a creature has a 2 in strength, then it rolls two dice to attack).

Activity #3: Lava Race (~10-15 minutes)

Do you think that you can outpace a lava flow? [*Have participants vote*]

Measure a 4M long space. Set up a starting line and end line with tape. Each child can run or can have just a couple of them do it. Time them from start to finish. Ask them if they think they beat the lava. (They need to get from start to finish in under 10 seconds).

Reveal the average speed of a lava flow: 0.4m per second (this varies widely, depending on whether it is in a channel or on an incline).

Adaptation for accessibility

Can you roll a ball that outpaces a lava flow?

- Have kids roll a ball from starting line. Time how fast the ball goes.

Which animals can outpace a lava flow?

- Look up the average running speed of various animals: [Wikipedia](#) or [Info Please](#)
- Before revealing an animal's speed, have kids vote on whether they think the animal could outrun lava. Optional: print out pictures of the Animals and put the running speed on the back.
- Reveal speed of lava at the end and compare to animals' speeds.

Additional Activities and Resources

- ***Journey to the Centre of the Earth*** (mad lib, located at the end of this document)
- [***Earth's Layers Pop-Up Card***](#)
- [***Layers of the Earth Craft Activity \(felt\)***](#)
- [***Layers of the Earth Craft Science Printable for Kids***](#)

More about Earth's layers:

- Video (Khan Academy): [***Compositional and Mechanical Layers of the Earth \(11 min\)***](#)
- Article: [***Explainer: Earth — layer by layer***](#)
- Article: [***Internal structure of Earth***](#)

Images for would you rather activity (could be made into an optional PowerPoint):

- [***New York City***](#)
- [***Scuba diving in the Indian Ocean***](#)
- [***Eat dim sum in Hong Kong***](#)
- [***Chimichurri in La Quiaca, Argentina***](#)
- [***Go kayaking in Tauranga, New Zealand***](#)
- [***Festival in Jaén, Spain***](#)
- [***Check out the Siberian lace architecture in Ulan-Ude, Russia***](#)
- [***See the icebergs in Puerto Natales, Chile***](#)
- [***Watch an amazing sunset in Padang, Indonesia***](#)
- [***Marimba music in Esmeraldas, Ecuador***](#)

Information Books

- ***Volcanoes!*** by Gail Gibbons (*content is good, illustrations are a bit young*)
- ***Road Trip Earth*** by Molly Bloom, Marc Sanchez, & Sanden Totten
- ***Up and Down*** by Jane Burnard
- ***Planet Earth*** for Curious Kids by Anna Claybourne
- ***The Earth Atlas: A Pictorial Guide to our Planet*** by DK
- ***Earth by the Numbers*** by Steve Jenkins
- ***Super Heroeas of Science: Understanding Earth*** by Nancy Dickmann

- ***Fault Lines: Understanding the Power of Earthquakes*** by Johanna Wagstaffe

Fiction Booktalks

See suggested novels and booktalk suggestions in our [Bibliocommons list](#).

Closing

Ask participants to share what they might like to change about their creature creation.

Check in to see what they'd like to do with their creatures (take-home, put-on display, etc.).

Ask what surprised them the most during the program.



Journey to the Centre of the Earth (mad lib)

Professor _____ had always wondered what the centre of the Earth
[last name]

was like. For years, she consulted with the world's top _____ to
[job title, plural]

figure out a way to _____ down deep enough to reach the very
[verb]

centre of the planet. Finally, she was ready for the _____ journey of
[superlative adjective]

her life! Alongside her _____ and a guide, the _____ professor
[relative] [adjective]

bravely descended into an inactive volcano near _____.
[location]

About _____ minutes into the trip, the fearless crew heard a(n) _____
[number] [adjective]

sound. Suddenly, a vicious _____ burst from the side of the tunnel!
[animal]

The adventurers grabbed some _____ that were sitting nearby and threw
[noun, plural]

them at the fearsome creature until it fled.

When they reached the centre of the Earth, it felt like it had been _____

[number]

hours but it had actually only been _____ minutes. Upon arriving, they

[number]

discovered a(n) _____ world with strange flora and fauna. It had

[adjective]

_____, _____, _____, _____, ancient

[verb, present tense]

[noun, plural]

[colour]

[noun, plural]

_____, and even _____!

[noun plural]

[adjective]

[animal, plural]

The group explored for _____ days and eventually ran out of food and water.

[number]

Just as they were about to give up hope, they encountered an astounding

_____ that grew _____ and a river of _____. They were

[plant]

[food, plural]

[something liquid]

saved! Now all they had to do was find their way back to the surface...

Week 3 – Precious Mysteries

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: Well, Hello Everybody Can You Touch Your Nose?

This is a good welcome song to be silly. You can start by touching the right body parts and then start “making mistakes” to have the participants correct you.

Well, hello everybody (wave) can you touch your nose?

Touch your nose, touch your nose.

Well, hello everybody (wave) can you touch your nose?

Touch! Your! Nose!

Repeat with various body parts – *wiggle your nose, stomp your feet, blink your eyes, etc.*

Fingerplay: Where is Thumbkin? (To the tune of “Frère Jacques”)

Hide your hands in the thumbs up position behind your back

Where is Thumbkin? Where is the Thumbkin?

Here I am! *Bring out one thumb*

Here I am! *Bring out the other thumb*

How are you today then? Very well and thank you. *Have the thumbs bow to each other*

Run away! *Hide one thumb*

Run away! *Hide the other*

Felt Song/Chant: A Cloud for Us to See!

Cut out white felt in various shapes (animals, objects, vehicles, etc). Tap out the beat and then show the felt and have the participants guess what shape it is supposed to be.

A cloud! A cloud!

A cloud of us to see!

What kind of shape

Could it be?

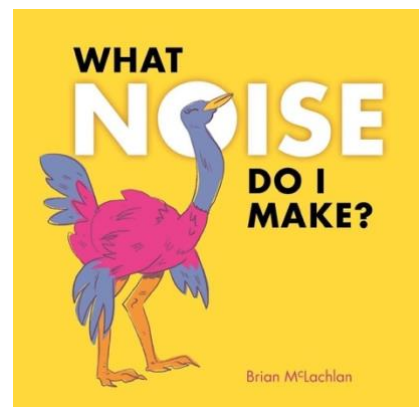
Song: What’s Inside the Storybag? (To the tune of “Mary Had a Little Lamb”)

Have a special bag with your story inside.

What’s inside the story bag?

The story bag, the story bag

What’s inside the story bag



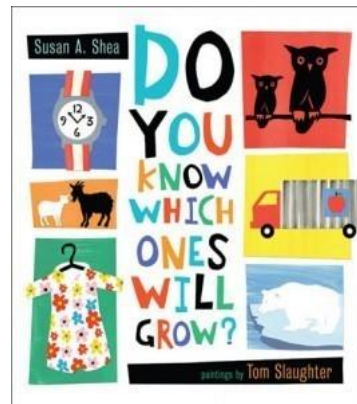
Let's open it and see!
Bring out the first book.

Story: *Noisy Night* by Mac Barnett **or** ***What Noise Do I Make?*** by Brian McLachlan

Action Song: Sleeping Bunnies

Have the children pretend to be asleep. You can use a prop “magic wand” and wave it over the participants to get them to sleep or turn them into various animals for repetitions of the song.

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



Felt/Puppet Song: Walking Through the Forest (*To the tune of “Frère Jacques”*)

This is a guessing game that you can play with felts or puppets.

Walking through the forest, walking through the forest
What do I hear? What do I hear?

Make the animal noise and have the children guess.

I think I hear a snake! I think I hear a snake!

Hiss, hiss, hiss. Hiss, hiss, hiss.

You can also do other cues:

What do I see? I see black wings and a black beak. (*Crow*)

What do I smell? Pee-yew! It's something very stinky. It smells like rotten eggs (*Skunk*)

Story: *Have You Seen Elephant?* by David Barrow **or** ***Do You Know Which Ones Will Grow?*** by Susan A. Shea

Felt Game: Little Mouse

Set up a chosen number of felt houses and hide a felt mouse behind one of them. Have the children guess what colour they want to investigate.

Little Mouse! Little Mouse!

What's behind the [colour] house?

Little Mouse, Little Mouse – are you behind the [colour] house?

Let's look and see with a 1, 2, 3!

Look behind each house until you find the hidden mouse!

Goodbye song: Our Storytime is Over! *(To the tune of "The Farmer in the Dell")*

Our storytime is over, wave goodbye!

Our storytime is over, wave goodbye!

Our time is done, hope you had some fun!

Our storytime is over, wave goodbye!

Program – Younger Kids

Prepared by: Deanna Walker, Fraser Valley Regional Library

Supplies

Activity 1:

- Felt various colours (or coloured paper).
 - Make sure to have a variety of colours for children with colour blindness.

Activity 2:

- Construction paper
- Popsicle sticks
- Other craft supplies to decorate hat if desired.

Pre-program preparation (if necessary)

For activity 1

Make several different house shapes in either felt or paper. Make one mouse character.

For activity 2

Print out bunny and hat templates.

Introduction and Ice Breaker

Include your library's land acknowledgement before beginning.

Have a discussion with the children by asking them what they would bring with them if they were exploring a maze. What items would they want to have with them like a flashlight, food, a friend, and anything else they can think of to bring. Once the children have all their items ask them about how they would explore the maze.

Story and Discussion (optional)

Books:

- *Tiny T. Rex and the Grand Ta-da!* by Jonathan Stutzman
- *Have You Seen Elephant?* by David Barrow
- *Are You My Mother?* by PD Eastman

- *I Want My Hat Back* by Jon Klassen
- *I Spy* by Walter Wick (*there is a whole series and all of them are great*)

Activity #1: Little Mouse Hide and Seek

[Link for Little Mouse Hide and Seek](#)

Make several different house shapes in either felt or paper and one mouse character before the program. To **make the program more accessible** put a different shape on each house so kids can also say the shape on the house in the chant. Tell children that some people do not see colours the same way and that's just how eyes work. Hide the mouse behind one of the houses and chant this rhyme:

Little mouse, little mouse

Playing Hide and Seek?

Are you in the (color/shape) house? (Pick a house to check)

Let's take a peek?

Repeat until you "find" the mouse. You can also ask the kids which house to check to get them more engaged. With smaller groups, it is also possible to invite one child at a time to come up and remove the piece themselves, if they want. You can give the option for them to either go up or tell you what piece they want you to remove.

Activity #2: Magic Rabbit Hat Puppet

[Link for Magic Rabbit Hat Puppet](#)

Supplies:

- Black construction paper
- White construction paper
- Popsicle stick
- Optional: craft supplies to decorate puppet

You can either premake the templates or have the kids cut out their own. Use black construction paper to make the magician's hat and white paper to make one rabbit. Cut a slit in the hat where you see the line. Attach a popsicle stick to the rabbit and put the rabbit through the hat. Now you have a puppet! Kids can also decorate their hat and rabbits with any other craft supplies you have like glitter, stickers, crayons, etc.

Passive Programs

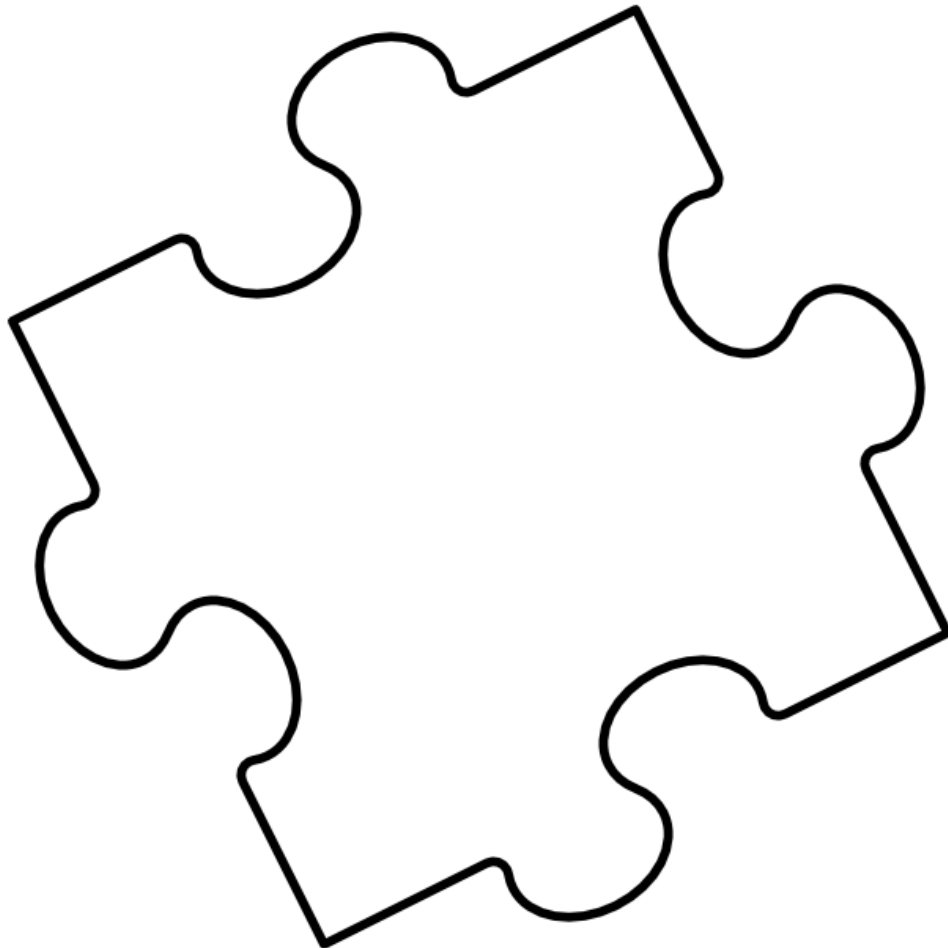
The following handouts can be found here plus other ones that are free to use:

- [Hidden Pictures Puzzles link](#)
- The following free handouts and other pages can be found on the website [Spot the Differences Puzzles](#)

Children can colour the image and find the differences.

Collaborative Art Puzzle - Universal Puzzle Piece

Print out this puzzle piece like a colouring sheet. Have kids draw a picture on the puzzle piece and cut it out. Fit the pieces together for collaborative wall display. Optionally, you could provide a prompt or a theme for the puzzle (for example, 'Summer' or 'Mystery') so that all the pieces are on a similar theme.



Program – Older Kids

Prepared by: April Ens, Vancouver Public Library

Choose several crafts and activities from below. Unless there are multiple staff and / or volunteers available to manage multiple stations, we recommend running them one at a time.

Supplies

For all activities:

- Cardstock
- Paper (including orange and magenta for after-image art activity)
- Markers / crayons / pencil crayons
- Glue
- Tape
- Scissors
- Computer / phone / tablet with internet access and a speaker

For Spinners activity:

- Rubber Bands
- Old DVDs or CDS
- Thick old markers
- Spinner Templates printout ([Canva link](#))

For Thaumatrope activity:

- Skewers or straws
- Thaumatrope Template print out ([Canva link](#))

Welcome, Introduction, and Icebreaker (5 minutes)

Welcome to our Summer Reading Club program! My name is _____. (Provide appropriate land acknowledgement). Today we're exploring the mystery and visual magic of optical illusions. Let's start with a challenge.

Ice Breaker: Name the Colour Challenge

Print a set of words such as the list below, where the name of a colour appears in a colour that does not match the word. Print quite large so kids can see from a distance. Flash one word at a time, challenging participants to name the correct word as quickly

as they can. Repeat, but challenge them to say the colour but not the word. Be sure to note that some children don't see all colours the same way (i.e. varieties of colour blindness). You can also print colour words that match the colour to compare the difficulty. This activity demonstrates the Stroop effect, where your brain processing can work slower because it's trying to do multiple things at once.

YELLOW **BLUE** **ORANGE** **BLACK** **RED**
GREEN **PURPLE** **BROWN** **PINK** **GRAY**

Adaptation:

In order to be more inclusive of children with colour blindness, try this activity with mislabelled animals instead of colours. See Eric H. Chudler's examples on the [Neuroscience for Kids page](#), exploring the [Stroop Effect](#).

Activity #1: Explore the World of Optical or Auditory Illusions (5 minutes)

In advance:

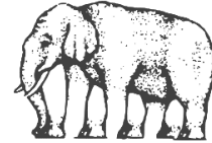
Gather examples of different styles of illusion to share, either from Wikimedia images (links below) or from books in your library collection.

During Activity:

- Explain that different styles of optical and auditory illusions are designed to trick our brains in different ways, but because our brains are all different, not every illusion might work the same way for every person.
- Present and discuss examples of optical illusions, asking participants what they see, how the images appear to them, and how they think it's trying to trick them. Examples may include:
- Ambiguous images, which present an object or picture that can be interpreted in various ways. See: the picture book *Duck! Rabbit!* By Amy Krouse Rosenthal, or W.E. Hill's "My Wife and My Mother-in-Law" (Image source: [Wikipedia.org](#))
- Size Perception Illusions, such as this Ebbinghaus Illusion (Image Source: [Wikipedia.org](#))



- Impossible Images, which confuse the figure and the background, such as the impossible elephant by Roger Shepherd. (Image source: [Wikipedia.org](https://en.wikipedia.org/wiki/Impossible_elephant))



If you have access to media files during your program, share some audio illusions, particularly if visually impaired children are attending the program:

- Listen to the [Tri-tone Paradox](#), starting at 1:25.
- Listen to [this video clip](#), and ask the kids if they hear it say “Brainstorm.” Then play the same clip and ask them if they hear the toy say “Green Needle.” Play it a third time, and don’t prompt them. Ask them what they hear. Let them know it is the SAME audio clip.
- For more ideas on activities for blind and visually impaired kids, visit this [Wikipedia entry for auditory illusion links](#)

Adaptation ideas for younger group

Ask simple questions such as: “which circle do you think is bigger?” “How many legs does the elephant have,” “Is this the same colour of gray on both sides of the picture?”

Crafts

The first two crafts create movable optical illusions, while the latter two focus on art. The amount of time your group may spend on these will vary.

Craft #1: Thaumatrope (20 minutes)

Create a simple optical illusion toy. You may wish to choose either this OR the spinner as the style of illusion is very similar.

In advance:

- On cardstock or paper, print out sheets of paired blank circles, or paired image ideas from [this Canva page](#)
- You may also wish to print some abstract image templates from [this babbledabbledo.com webpage](https://www.babbledabbledo.com)
- Gather supplies: Scissors, Tape, Glue, Colouring supplies, and skewers, chopsticks or straws for the base of the thaumatrope.

Instructions:

- Begin with two equal sized circles, next to each other. You may wish to cut the template sheets into individual pairs of circles in advance (rather than handing out a page of 3).
- Draw two simple illustrations that would go together to make a single image, such as a fish on one side and a bowl on the other, a flower and a pot, or a bird and a cloud.
- Fold the circles so that they line up.
- Cut around the two folded circles together.
- Tape a wooden skewer, straw, or chopstick to the inside of one image.
- Apply glue to the rest of the paper to stick the two halves together when folded.
- Spin the image between both palms to make both images appear to merge together.

Craft #2: Optical Illusion Spinners (20 minutes)

Another simple illusion toy, using recycled materials. For further inspiration visit Exploritorium.edu.

In advance:

- On cardstock or paper, [print out blank circle templates from Canva](#), or trace around a CD or DVD to make your own pattern.
- Gather supplies: Scissors, Tape, Colouring supplies, Rubber Bands, discarded DVDS or CDs, thick markers (preferably with the style of lids you see on “Expo” or “Mr. Sketch”)
- Create some examples with printouts from the optical illusion designs from [Project Lite](#)

Instructions:

- Decorate cardstock circles
- Cut circles out, and place (or tape) onto Disc.
- Poke a thick marker through the center of the disc and design.
- Use rubber bands or tape to hold the disc and design in place.
- Spin the discs to see how the images look in motion

Adaptation ideas for younger group

- Pre-cut cardstock circles if you anticipate younger participants.

Craft #3: After-Image Art (10 minutes)

If you stare at something for 30-60 seconds, it can create an afterimage that you see when you close your eyes or look at a blank piece of paper. This activity, from the book ***Cool Optical Illusions*** by **Anders Hanson and Elissa Mann**, creates an after-image landscape.

In advance:

- Gather supplies: Scissors, Glue, Black Markers, Paper in white, magenta/purple and bright orange colours.
- Prepare an example

Instructions:

- Cut two or three triangles out of white paper, and colour in the tops with black marker to look like mountain tops
- Cut a circle out of magenta/purple paper to look like the sun
- Glue the mountains and sun onto bright orange paper.
- Place a sheet of white paper next to the landscape.
- Stare at the middle of the landscape for 60 seconds, then at white paper for after-image.

Extension:

Offer other colours of paper, and encourage participants to come up with their own reverse-colour images.

Craft #4: Draw/Colour an Illusion (20 minutes)

In advance:

- Gather supplies: plain white paper, colouring materials
- Prepare an example
- Print out copies of impossible drawings, or optical illusion colouring sheets from [Just Color](#) for younger participants, or those who prefer colouring to drawing.

Instructions:

- Trace your own hand

- Draw straight lines on the outside of the hand shape, and connect these lines with curved lines over the hand shape.
- Colour across the lines, and it will look like the hand is popping out of the page
- As per [Instructables](#)

Book Suggestions

Gather a variety of books from the optical illusions (152.14) section of your children's nonfiction collection, or books that examine how vision works. Examples may include:

- ***Now You See It!*** by La Zoo
- ***Cool Optical Illusions*** by Anders Hanson
- ***Optical Illusions*** by Gianni A. Sarcone and Marie-Jo Waeber
- ***Eye Spy: Wild Ways Animals See the World by*** Guillaume Duprat
- ***What in the World? A Closer Look*** by Julie Vosburgh Agnone
- ***Duck! Rabbit!*** by Amy Krouse Rosenthal

Closing (5 minutes)

Ask participants to share what they created, and whether it turned out the way they imagined it might. If not, how would they try it differently next time? Ask what surprised them the most. Encourage everyone to spin their discs or thaumatropes at once!

Week 4 – Natural Curiosities

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: What's The Weather Like Today? *(To the tune of "Clementine")*
This can be a guessing game. Start with the wrong and answers and then end with the correct answer the correlates with the day's weather

What's the weather, what's the weather

What's the weather like today?

Options:

It is rainy? Wet and drainy?

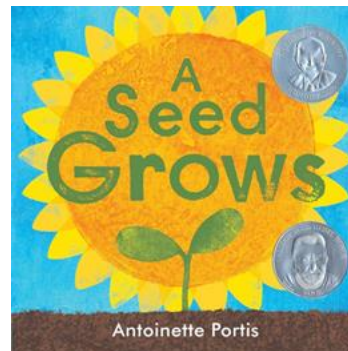
It is foggy? Is the air soggy?

What's the weather like today?

It is sunny? Bright and funny

Cloudy? Grey and dowdy?

What's the weather like today?



Story: *A Seed Grows* by Antoinette Portis

Song: This is the Way We Plant the Seed *(To the tune of "Here We Go Round the Mulberry Bush")*

This is the way we dig the hole, dig the hole, dig the hole

This is the way we dig the hole

To make something grow green!

This is the way we plant the seed, plant the seed, plant the seed

To make it green and grow!

Continue with: This is the way the sun shines down *(wave fingers towards the ground)* /

This is the way we water the seed *(mime watering)* / This is the way the seed grows *(wiggle a finger growing up)* / This is the way the flower blooms *(open arms up towards the ceiling like a blooming flower)*

Felt song: Down in the Garden

This is a great counting song that you can use felts for and have the participants count different fruit and vegetables.

Down in the garden, early in the morning

See the little carrot, all in a row
Listen to the farmer, counting all the carrots
1, 2, 3, 4, 5 – Just so!

Song/Felt: Green Grass Grew All Around

This cumulative song works well with felt and will help keep the order of the song as you add more elements.

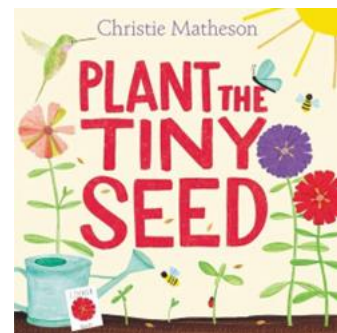
Oh in the woods there was a tree
The prettiest tree
You ever did see
And the tree was in the ground
And the green grass grew all around, all around, and the green grass grew all around.

Formula for adding extra items:

And on that [item before]
There was a [new item]
The prettiest [new item] you ever did see

Last verse with all items in order: And in that egg

There was a bird
The prettiest bird
That you ever did see
And the bird was in the egg
And the egg was in the nest
And the nest was on the branch
And the branch was on the limb
And the limb was on the tree
And the tree was in the ground
And the green grass grew all around, all around, and the green grass grew all around



Stretch/Action: Bananas Unite!

This can be done as a standing or sitting action song.

Plant bananas! Plant, plant bananas! *Mime planting bananas*

Grow bananas! Grow, grow bananas! *Have the participants “grow” from tiny seeds until they are stretching up to the ceiling.*

Pick bananas *Mime picking bananas from a tall tree.*

Peel bananas *Mime peeling a banana.*

Smash bananas *Smush bananas between hands.*

Eat bananas *Stuff them in your face and pretend to chew.*

Go bananas! *Dance!*

Story: *Planting a Rainbow* by Lois Ehlert or *Plant the Tiny Seed* by Christine Matheson

Felt rhyme: Out in the Garden

You will need five flowers of different colours. You can have the children choose which colour flower they would like to pick next.

Out in the garden

Growing in the sun

Were five pretty flowers!

And we picked the [colour] one!

Count down until: And then there were none!

Goodbye song: We are Clapping and then We Stop (*To the tune of "She'll Be Coming Round the Mountain"*)

We are clapping, clapping, clapping then we stop! (x2)

We are clapping, clapping, clapping, clapping, clapping, clapping

We are clapping, clapping, clapping til we stop!

Repeat with other motions until waving til we say goodbye!

Programs – Younger Kids

Prepared by: Liana Herman, Fraser Valley Regional Library

Supplies:

See each separate activity below.

Pre-program preparation (if necessary)

Decide what activity you wish to do. Activities 1 through 4 are active programs, and 5 through 8 are passive programs.

Introduction and Ice Breaker

Ask the children what a "natural curiosity" is. The Cambridge Dictionary defines Natural Curiosity as the "eager with to know or learn". The find out what part of the natural world the children are most interested in learning about. Let them know that they then possess a "natural curiosity" about that thing.

If you are good at improvising, you can discuss more in depth about what they enjoy. Let the conversation go where it may.

If you'd like more structure, you can talk about some what you could see on a nature walk in the summer vs. winter. Or what flowers and trees grow in your area. Or what types of food can be planted where you live, and when they need to be started.

Story and Discussion (optional)

Books:

- ***I Live in a Tree Trunk*** by Meg Fleming
- ***Bear and Bird Find a Footprint*** by Jonny Lambert
- ***City Beet*** by Tziporah Cohen
- ***The Leaf Thief*** by Alice Hemming
- ***Love Makes a Garden Grow*** by Taeun Yoo
- ***Rise to the Sky - how the world's tallest trees grow up*** by Rebecca E. Hirsch
- ***The Forest Keeper - the true story of Jadav Payeng*** by Rina Singh
- ***Garden Wonders*** by Sarah Grindler
- ***Let's Play Outdoors - exploring nature for children*** by Carla McRae
- ***A day with Yahya*** by Nicola Campbell
- ***Be a Good Ancestor*** by Leona & Gabrielle Prince

If the activities below aren't possible for your library, the book *We Garden Together!*, by Jane Hirschi, and has many wonderful ideas.

Activity #1: Nature Art

Create artwork from items found in nature.

Supplies:

- Optional: Buy sand or dirt from a garden store
- Optional: Buy seed packet of local flowers
- Optional: buy rocks from garden store
- Instead of using real world objects, you can also print digital representations of flowers, seeds, etc on paper.
- Will also need cardstock paper (or if have enough cardboard pieces, that would work too)
- Lots of glue
- Coloring pencils

Activity #2: Rock Painting

Supplies:

- Collect different sizes of rocks for this program
- Need paint and paint brushes

Ask the children if the shape of the rocks reminds them of anything in particular. If it does, then challenge them to paint it on the rock.

Activity #3: Bird Feeder

Create your own bird feeder to attract birds to your back yard. You can ask the children to tell you what birds they discovered when they next visit the library.

Supplies:

- Need one milk carton per child that will be coming to the program.
- Hole puncher
- String
- Paint or waterproof markers
- Pencil/chopstick/stick for the perch
- Some bird seed

Cut a hole in one side of the milk carton. Punch a hole at the top to loop the string through so the feeder can be hung up. Have the children decorate the feeder. Punch the item you are using as a perch through the carton below the hole. Place birdseed inside the feeder.

Activity #4: Tissue paper flowers

Create tissue paper flower to mimic real flowers.

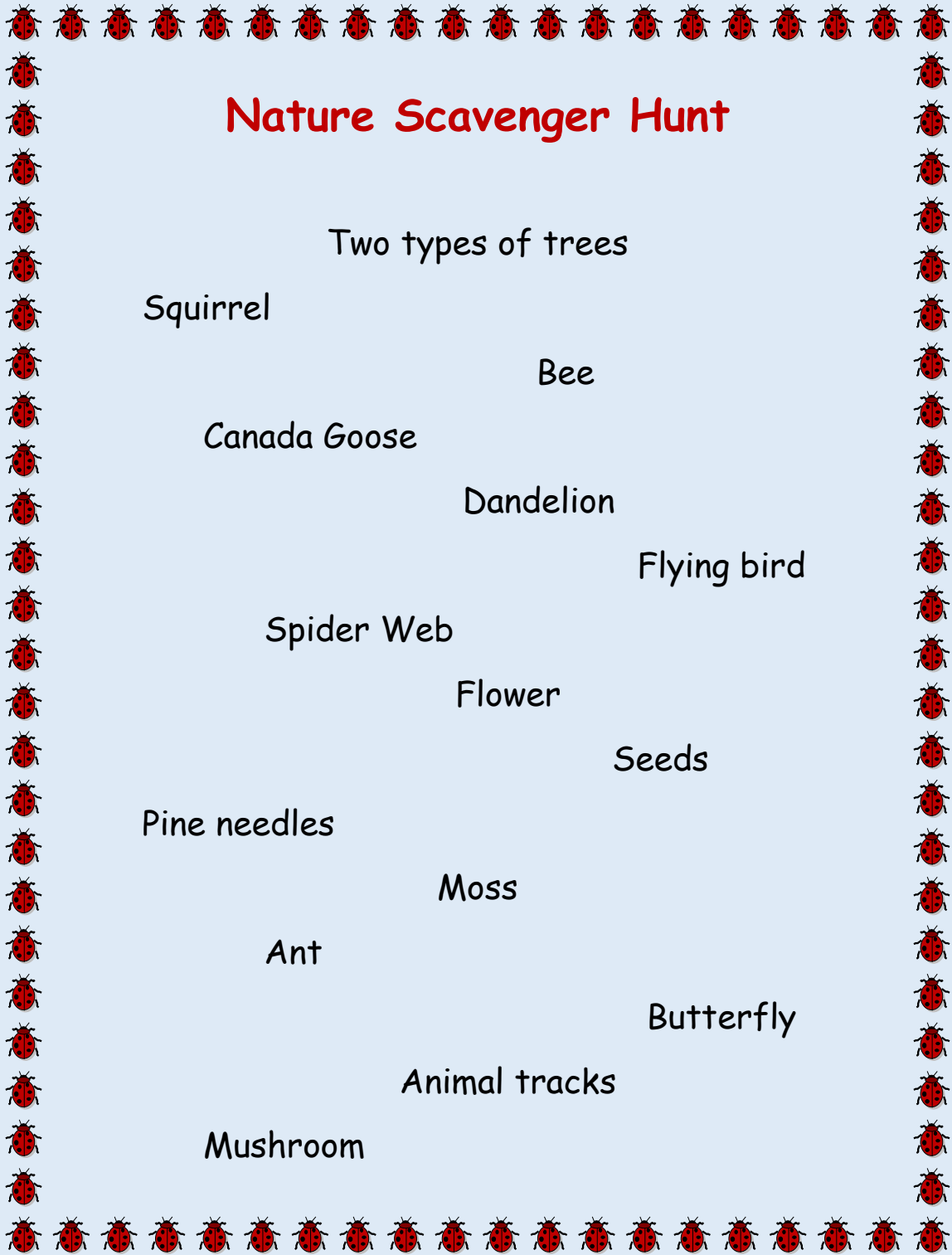
Supplies:

- Collect pictures of flowers you find in the city/town you live in.
- Get tissue paper the same color as those flowers.
- Cut paper into rectangles and squares.
- Glue
- Green felts/pencil crayons for coloring the stem.
- Paper.

Have each child scrunch the paper and then glue to the paper to make their flower look like one from nature.

Activity #5: Nature Scavenger Hunt

Passive Activity. Prizes optional once scavenger hunt is completed. This page could also go in an activity pack, along with the other passive programs and coloring sheets in this section.



Nature Scavenger Hunt

Two types of trees

Squirrel

Bee

Canada Goose

Dandelion

Flying bird

Spider Web

Flower

Seeds

Pine needles

Moss

Ant

Butterfly

Animal tracks

Mushroom

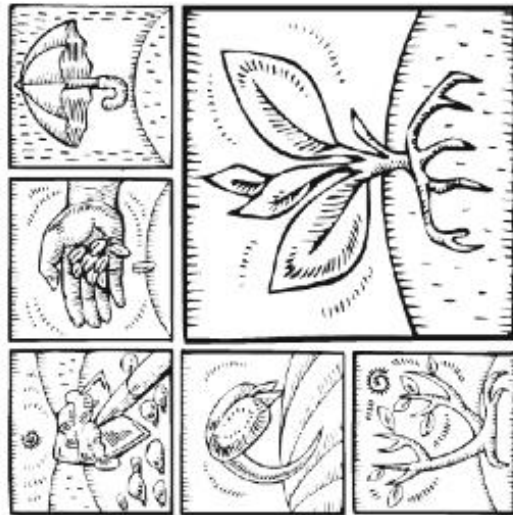
Activity #6: Nature Word Search

Passive Activity. If you need an easier/harder puzzle, this website has many different word searches to use the [Cool 2 B Kids website](#).

Activity #7: “How do plants grow?” Workbook

Passive Activity. Document includes a 4-page workbook kids can assemble about plant growth.

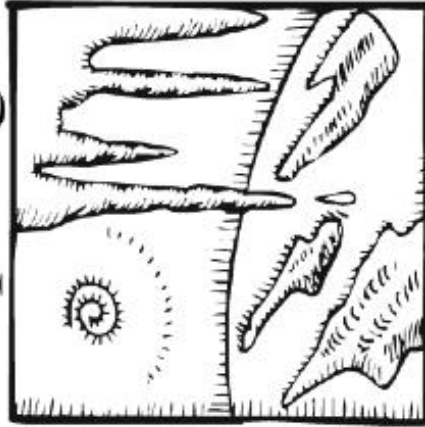
HOW DO PLANTS GROW?



A BOOK BY

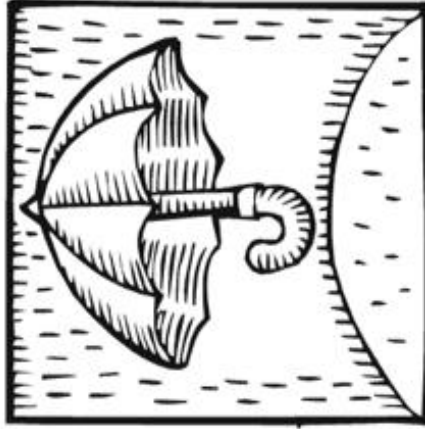
© 1983 by [unreadable]

Spring



In the spring, the
frozen ground thaws
in the warm weather.

Water



Water provides more **nutrients** and also helps break down the nutrients from the soil.

Sun



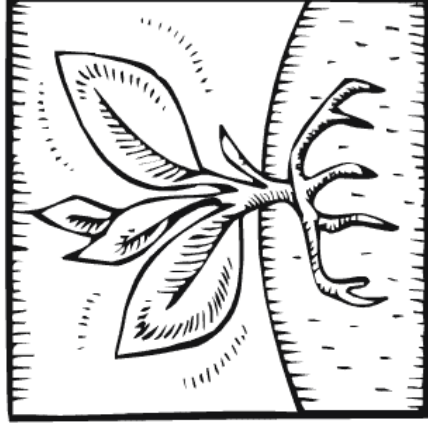
Plants need sunlight for **photosynthesis**, which converts soil nutrients into energy to grow.

Sprout



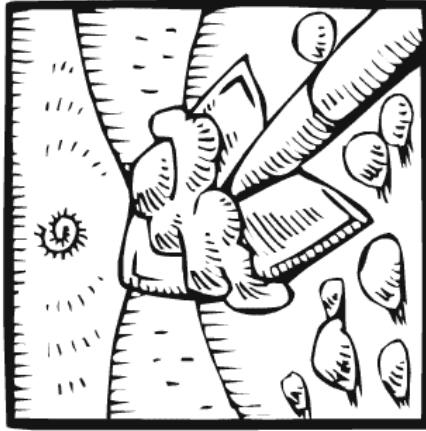
When seeds **germinate**, they absorb water and begin converting food into energy.

Plant



Roots develop to continue to bring water and nutrients to the leaves as the plant grows.

Soil



Plants need soil to grow.

The soil provides **nutrients** the plants need, like we need food.

Seeds



Seeds are plant **embryos**, usually with stored food in a covering called a seed coat.

Activity #8: Coloring Pages for passive programming

Here is a website that offers amazing [free nature-based colouring sheets](#).

Closing

Have the children sit in a circle and share what they created today.

Program – Older Kids

Prepared by: Suzy Arbor, Vancouver Public Library

Supplies:

- Things from nature! Leaves, pinecones, sticks, flowers, veggies (be sure to gather non-toxic and safe items and do not disturb any sensitive environments or at risk / endangered species). Try to gather items with a variety of colours and textures. Libraries without easy access to nature could also order flowers and dried leaves online or purchase fake items at Dollar Stores.
- Printed or projected images below
- Roll of paper and drawing supplies

Welcome, Introduction, Icebreaker and Land Acknowledgement:

Welcome everyone! This week we are going to learn about the artist Andy Goldsworthy and explore ways of using natural materials to create works of art! When we take inspiration from the land we are on, we also need to think about whose land we are on and acknowledge that it was stolen. (Insert your own land acknowledgement here.)

Icebreaker: Three Things in Common

With this icebreaker, kids will get to know what they have in common. You will break the group down into groups of 3 or 4, then the kids need to find what three things they have in common.

To add a little more fun, you can give a prize to the group that finds the weirdest commonalities.

Source : Funattic.com

Adaptation for younger group

I Spy with my Little Eye and / or I Hear with my Little Ear (without colour)

Expand upon these classic games to include textures and / or pitches of sound. Ask the kids to describe something NOT using a color word “I see something smooth” “I see something clear”.

Activity #1: Andy Goldsworthy Inspired Natural Art (30 minutes)

(would work for younger or older groups)

If you are near nature and time permits, go out with kids to collect natural materials. If not, collect these beforehand. Be sure to note allergies and talk about any known toxic plants and to avoid them.

Introduce Artist: Andy Goldsworthy is an artist who makes Site Specific Land Art among other things. We're going to look at 4 ways that he uses what he finds in nature to create spectacular works of art. Specifically, we will look at how he explores colour, line, structure and texture.

After looking at the images, choose materials from what we have collected to explore one of these elements.

[Link to slide show of images](#)

Colour – Glow

In these two images, the natural colour of the leaves can create a glow or depth.

Show image 1 and 2.

Line – Draw

In these two images sticks and the cracks in these rocks have been used to create lines and to draw with these lines.

Show images 3 and 4.

Structure – Build

In these two images he has used found materials to create sculptural objects and to build.

Show images 5 and 6.

Texture – Touch

In these two examples he has used an unexpected texture to cover something very ordinary and the result is quite surprising.

(If possible, you can recreate the grass covered rock and fern path in the library and let kids feel the different textures)

Show images 7 and 8 and/or present the recreation of those images so kids can explore their texture.

(Choose either Activity 2 or 3 to pair with activity 1 for a 1 hour program.)

Activity #2: Collective Nature Walk Drawing (20 - 30 minutes)

(would work well for a younger or older group group)

Create a conceptual nature walk on a large roll of paper.

Remember a time you walked in nature. How did you feel? What colours do you remember? What types of lines, what textures?

Draw what you remember together on a large roll of paper.

Activity #3: Still Life (20 – 30 minutes)

(better for older group)

Choose one piece of natural material to inspire your own drawing. You may choose to draw the entire item as a sketch or just a particularly interesting part of it. Creativity is encouraged!

Book Suggestions

- ***Andy Goldsworthy a Collaboration with Nature*** by Andy Goldsworthy
- ***Andy Goldsworthy Projects by*** Andy Goldsworthy
- If these are not available at your library, you can also look at the [artist's website](#)

Closing

Sit or stand in a circle around your creations if space allows.

Andy Goldsworthy's art is very surprising. Look at the art we have created today and take turns telling each other something that surprises you about what you or someone else created.

Image Sources

- [Full slide show of images](#)
- [Image 1 – Source](#)
- [Image 2 – Source](#)
- Image 3 – [Source: Book cover Andy Goldsworthy a Collaboration with Nature by Andy Goldsworthy](#)
- Image 4 – [Source](#)
- Image 5 – [Source](#)
- Image 6 – [Source](#)

- Image 7 – [Source](#)
- Image 8 – [Source](#)

Week 5 – Works of Art

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: My Hands Say Hello (*To the tune of “The Farmer in the Dell”*)

My hands say hello! *Wave (x2)*

Every time I see my friends,

My hands say hello.

Repeat with my feet, my elbows, my eyebrows say hello by “waving” those body parts.

Be as silly as you want!

Song: Find the Colour (*To the tune of “Do You Know the Muffin Man?”*)

Can you find the colour red

The colour red? The colour red?

Can you find the colour red?

Somewhere in this room?

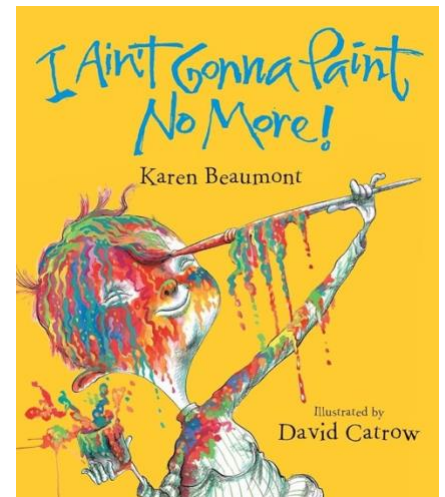
Encourage the participants to look around them in the room and on their clothes. And then:

Red! Red is the colour I see!

If you are wearing red, can you show it to me?

Point at it and give a wave to me!

You can repeat this for as many colours as you like until all the participants have had a turn.



Story: *Press Here* by Hervé Tullet or *Ain't Gonna Paint No More* by Karen Beaumont or *Dog's Colorful Day* by Emma Dodd

If you have them, you can hand out paintbrush to the participants for this section.

Song: This is the Way We Paint (*To the tune of “Here We Go Round the Mulberry Bush”*)

This is the way we stir out paint (*mime mixing*)

Stir our paint, stir our paint

This is the way we stir our paint

So early in the morning

Repeat with extra verses: Dip off the brush, paint the paper, blow it dry, frame the picture

Song: Paint With Me (*To the tune of “Twinkle, Twinkle Little Star”*)

Grab your brush and paint with me
Paint a flower
Paint a tree
Paint it fast and paint it slow
Paint it high and paint it low
Paint a zig-zag, circles too
How I love to paint with you.

Song: Can You Paint the Floor With Me? (*To the tune of "London Bridge"*)

Can you paint the floor with me?
Floor with me? Floor with me?
Then can you paint the floor with me?
And then your tummy?
Can you paint the ceiling with me?
Ceiling with me? Ceiling with me?
Can you paint the ceiling with me?
And then your tummy?
Can you paint the walls with me?
Walls with me? Walls with me?
Can you paint the walls with me?
And then your tummy!

Action Song: Paint Your Shoulders, Knees and Toes

The classic sound but use the paintbrush or caregiver's fingers to paint the body parts.

Paint your shoulders, knees, and toes.
Knees and toes, knees and toes.
Paint your shoulders, knees and toes.
Eyes, ears, mouth and nose!
You can repeat faster, slower, etc.

Action Song: Painting on My Finger (*To the tune of "If You're Happy and You Know It"*) I'm painting on my finger
on my finger (x2)

I don't think that I will linger Cause I'm painting on my
finger

Oh, I'm painting on my finger on my finger.

Painting on my shoe – I think I'll do two,

Painting on my knee – Oh my oh gee!,

Painting on my elbow – I'll sing Let it Go,



Painting on my neck – I'm a bit of a wreck!,
Painting on my chin – Oh, it makes me want to grin,
Painting on my nose – This is as far as it goes!

Story: *Randy the Badly-Drawn Horse* by T.L. McBeth **or *The Chalk Giraffe*** by Kirsty Paxton

Goodbye song: Now It's Time to Say Goodbye (*To the tune of "Mary Had A Little Lamb"*)

Now it's time to say goodbye
Say goodbye, say goodbye
Now it's time to say goodbye
We'll see you all next time!

Program – Younger Kids

Prepared by Jan McAusland, Fraser Valley Regional Library

Supplies

- Paint: Water colour, acrylic, and poster paint.
- Paintbrushes
- Thicker water colour paper
- Pencil crayons
- crayons.
- tablecloths

Set up an easel or two if you have them and let the kids experience how artists paint.

Alternatively, offer participants other mediums to work with:

- Sculpting
 - Playdoh or modeling clay or plasticine or Crayola Model Magic as a gluten-free option
- Mixed media
 - Magazines and newspapers and coloured paper
 - Tissue paper
 - Felt
 - Pipe cleaners
 - Glue
 - Needle felting materials

Pre-program prep (if necessary)

Bring in books on famous artists including a mix of artists from history, modern artists, and local artists. Print out pictures of famous works of art and put them around the room. You can separate the artists and medium used.

Suggested Books

- ***Anti-Racist Art Activities for Kids: 30+ Creative Projects that Celebrate Diversity and Inspire Change*** by Abigail Birhanu
- ***Children’s Book of Art: An Introduction to the World’s Most Amazing Paintings and Sculptures*** by DK Publishing
- ***This Book will Make you an Artist*** by Ruth Millington
- ***Ancestry*** by Hannah Salyer

- ***Super Fun Art Activities for Kids*** by Susan Schwake
- ***My Art, My World*** by Rita Winkler
- ***The Big Book of Nature Art*** by Yuval Zommer

Introduction and Ice Breaker

Before children come in, flip some paintings upside down, change words around, mis-label things like the trash or the paint. Make the entire room a little wacky! Let them know how many things are out of place and see how many they can find.

Story and Discussion (optional)

Talk about the artists that you are highlighting today with a little history on each artist, time frame, medium etc. This program could be a series or a one off program. Explain that art has many mediums and explain what mediums are. Tell the children about art types like abstract or realistic and what that means. Show examples of both and let the kids know that there are all kinds of art and no paintings today will look the same. Art is as much about the feeling of creating as it is what you have created.

Ask questions like the ones below

- If you could be any artist in the world, who would you choose to be?
- If you spent all day working with your hands, what would you do?
- If you could have a super hero power, what would it be?
- If you could visit any place in the world, where would that be and why?

Activities

Set up tables and highlight an artist at each table. Set up only the number of tables that is reasonable for you (ie. Choose to do 1 or 4). Set the corresponding art materials at each table. You can pick your favourite. If possible, include a local BC artist. Cover all the tables to reduce the clean up afterward. Discuss with the children the different mediums of art that you are highlighting today and give them the option to pick a table with the type of medium they want to work with. Explain that they can stay at one table and work on one masterpiece or they can sample some or all of the tables.

Some suggested artists:

- Emily Carr: Display some of Emily's art and put water colour paint and paper out
- Thao Lam: Canadian author and mixed-media illustrator. If your library has any of her books, display them along with collage materials.

- Barbara Reid: Canadian author and illustrator. If your library has any of her books, display them along with collage materials, or plasticine, playdoh or modeling clay.
- Bill Reid: Display pictures of his sculptures and carvings. Introduce the different materials that he used for his art – wood, plaster, gold, abalone, and set out modeling clay or playdoh.
- Jillian Tamaki: Canadian comic artist and illustrator, if your library has any of her books, display them along with felts, pencil crayons, and pencils.
- Vincent Van Gogh: Display his work including his self-portraits. For this you can use water colour and or acrylic as he painted with both. Have the kids paint a self-portrait like he did.
- Roy Henry Vickers: Vickers has authored and illustrated many children's books. His art work is created using very vivid colours so give the children bright tempera paint.
- Holman Wang: Canadian needle felt artist. If your library has any of his books, display them along with needle felting materials. ***A needle felting station would be an adaptation for older kids.***

Closing

Come together as a group and ask who would like to display their artwork. If your library has the space, host a gallery show by displaying the masterpieces for a few weeks before sending them home with the children. To do this, keep a list of the contact information for each artist and pair it with a corresponding number attached to the masterpiece. Encourage them to continue to paint/draw and create at home. Encourage them to take out one of the books from the display.

Adaption for older or younger age group

You can shorten certain parts of the program for a younger crowd. Young children should be allowed to enjoy the process and not worry so much about the product. Older children may already have artists that they know and enjoy so get them to share their knowledge. Artistic activities can be scaled for the age – include needle felting for older kids, and focus more on painting and sculpting with playdoh, clay, or Crayola model magic (as a gluten free option).

Program – Older Kids

Prepared by: Nicola MacNeil & Cari Ma, Vancouver Public Library

Supplies

- Shoeboxes/cardboard or poster board
- Foamboard (optional)
- Ink Pads
- Books
- Art supplies – glue, scissors, markers, tape
- Ball point pen as an “embossing tool” (optional)
- Inspiring items
- Borrowed items from nature (feathers, flowers, rocks, bark, shells etc.) Be sure to gather non-toxic and safe items and do not disturb any sensitive environments or at risk / endangered species. Libraries without easy access to nature could also order flowers and dried leaves online or purchase fake items at Dollar Stores.
- Paper bags for them to collect their “treasures” in.
- Stickers
- Art Books
- Optional: iPad / Image of the Digital Witness Blanket, or the book version

Welcome, Introduction, Land Acknowledgement

Welcome to Mini Museums this week’s summer reading club program. My name is [Name]. Today, we will curate, which is a fancy word for collect, and create works of art! Some Museums and Cabinets of Curiosities do have ties to colonialism since many of the display items were stolen or unfairly traded from many cultures, including Indigenous People. In Canada, the Indigenous Peoples were colonized by Europeans. “Colonizers impose their own cultural values, religions, and laws, make policies that do not favour the Indigenous Peoples” (Indigenization Guide: Colonization). Therefore, I would like to acknowledge that we are meeting today on [insert appropriate land acknowledgement]

Icebreaker: (10 min)

Ask the participants the following questions and brainstorm on a board/big piece of paper for everyone to see. If multiple people collect the same items, keep a tally.

- What do you collect?
- Why do you collect them?

- How do you collect?
- What else can you collect?
- Write them down on a board / tally

Activity #1: Building a Mini Museum Exhibit

Build a mini museum exhibit together, this can either be 3D using a bunch of shoeboxes or a 2D poster board with a drawing of a cabinet for the participants to decorate. Add mini shelves to the shoeboxes and have the participants decorate it together. Make cardboard frames/stands for the 3D mini museum or draw them for the 2D poster version.

If you have access to nature, you can take the kids outside and participants can collect their “curiosities” together. Be sure to note allergies and talk about any known toxic plants and to avoid them.

You can talk about natural wonders vs physical items and how they are sources of inspiration. Emphasize borrowing items from nature and returning them when you’re done admiring them (sustainable collecting). Additionally, discuss how there are different ways to collect (draw, write, photograph, etc.). Show gathered art examples.

Optional: The Witness Blanket is an example of a collection of items that have been gathered in a respectful way from Residential School Sites across Canada. I mentioned in the introduction that many items throughout history were taken from Indigenous Peoples in Canada and around the world without permission, but as you can see from the Digital Witness Blanket, collections can be both sad and beautiful while also being respectful and appropriate, and they can tell powerful stories. I encourage you to explore the [Digital Witness Blanket](#) at home with your families, or during the program while you are here.

Examples: [Cardboard Nature](#) and [Cardboard Picture Frames](#)

Adaptation ideas for younger group

Have pre-made cardboard frames for them to decorate.

Adaptation ideas for older group

If there is time, they can also make a mini museum of their own, in the form of a scrapbook.

Activity #2: Printmaking

In this part of the program children will work individually to create 3 prints, or 3 leaf/nature rubbings (if the children are younger or need a more accessible activity). The idea behind making 3 of the same print is that the children will have one print to keep, one print to add to the collection that will live at the library, and one print to gift to a friend or family member. Though collections started as a way to display wealth, we can create collections that are sustainable and ones that we can share with others.

The prints are made using cardboard, foamboard (optional), craft foam that can be cut into shapes, and ink pads. If the mini museum that you made is a shelf display, you can have the children back their prints with cardboard and make [little display stands](#) so that they stand nice and tall in your museum or cabinet. If your mini museum is 2D then you don't need to worry about this and children can just glue one of their prints onto the poster board.

[The tutorial for making simple block prints using craft foam can be found at this website.](#)

Adaptation ideas for younger group:

Find leaves or little flowers that you can use for crayon rubbings. The younger children can have fun creating imprints of their leaves and flowers, and still make enough to share and to add to the mini museum. Check out this [tutorial](#) on how to do leaf rubbings.

Adaptation ideas for older group:

Older children can focus on making more detailed blocks for printing or work on a collection that is cohesive in theme e.g. different types of flowers, Pokémon, shapes etc. To add more detail to their blocks children can use ball point pen to emboss into the foam. Here is a [detailed tutorial](#) on how this can be done (but note that the “embossing tool” can simply be a ballpoint pen).

Once everyone has added their print to the museum, ask the children to name the museum or the exhibition. The finished mini museum can become a display at your library and it can be something the kids can be proud that they were part of.

Book Suggestions

Display a variety of books from natural treasures (J570s) and the art (J700s) sections of your children's nonfiction collection.

- [The Witness Blanket](#) by Carey Newman
- ***Cabinet of Curiosities*** by Gordon (Gordon D.) Grice

- ***Nature's Treasures*** by Ben Hoare
- ***The Rock & Gem Book*** by Dan Green
- ***The Nature Explorer's Drawing Guide for Kids*** by Krystal Woodard
- ***The Museum of Lost and Found*** by Leila Sales
- ***Treasure Hunters*** by James Patterson
- ***Gravity Falls*** by Alex Hirsch
- ***The Collectors*** by Alice Feagan

Closing

I hope you all had a fun time making your mini museums! Remember that there are many ways to collect and to always return what you've borrowed from nature.

Works Cited

"Indigenization Guide: Colonization." *BCcampus*, 5 Feb. 2020, bccampus.ca/2020/01/28/indigenization-guide-colonization-and-the-tools-of-colonization/.

Week 6 – Beyond Our World

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: Bread and Butter and Marmalade Jam

Clap out a rhythm

Bread and butter and marmalade jam

Let's say hello as fast as we can:

Hello!

Repeat with: As slow as we can

Continue with opposite pairs: big/small, quiet/loud, high/low

Felt: Four Little Rocket Ships

Four little rocket ships blinking at me

One shot off (*make rocket noise*) and then there were three!

Three little rocket ships with nothing to do

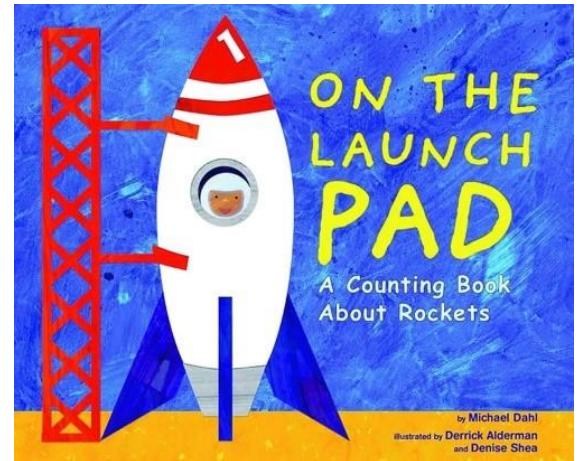
One shot off and then there were two!

Two little rocket ships zooming away from the sun

One shot off and then there was one!

One little rocket ship thought alone is no fun!

It shot off and then there were none!



Action Song: I'm a Rocket! (*To the tune of "Frère Jacques"*)

I'm a rocket on the ground (*get low*)

Waiting quietly without a sound (*put finger to lips and shush*)

Light this fuse on my little toe (*touch toes*)

Ready for blast off, here I go!

5 – 4 – 3 – 2 – 1

Whoosh! (*Jump into air*)

Story: *Life on Mars* by John Agee or *On the Launch Pad* by Michael Dahl

Action Song: If You're Going to the Moon (*To the tune of "If You're Happy and You Know It"*)

If you're going to the moon, wear your boots (x2)

If you're going to moon, this is what you have to do

If you're going to the moon, wear your boots!

Extend the song with: Helmet, gloves, space suit, sunglasses, etc.

Stretch/Action: Zoom, Zoom, Zoom!

This can be adapted for all audiences – children can be lifted, jump or raise their arms. The song can also be extended to the stars (far, far, far), sun (fun, fun, fun) or any other rhyme you can devise.

Zoom, zoom, zoom

We're going to the moon! (x2)

If you want to take a trip *Mime climbing on a rocket ship*

Climb aboard my rocket ship

Zoom, zoom, zoom

We're going to the moon

In 5, 4, 3, 2, 1!

Blast off! *Jump or lift or raise arms!*

Felt Song: Eight Planets (To the tune of “Bumping up and down in my little red wagon”)

One little two little three little planets

Four little five little six little planets

Seven little planets and here's the eighth planet

Orbiting the sun.

Mercury Venus and the earth

Mars Jupiter and Saturn

Uranus and here is Neptune

Orbiting the sun!

Story: *Sheep Blast Off* by Nancy Shaw or *Touch the Brightest Star* by Christie Matheson

Action Song: Reach for the Stars

Bend and stretch, reach for the stars

There goes Jupiter, here comes Mars

Bend and stretch, reach for the sky

Stand on tiptoe, oh so high!

Song: Twinkle, Twinkle Little Star

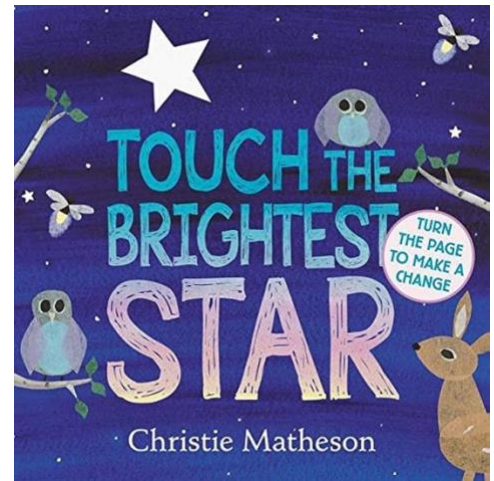
This is a great song to incorporate ASL for twinkle, star, wonder

Twinkle, twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky



Twinkle, twinkle little star
How I wonder what you are

Goodbye song: Goodbye, Goodbye! (*To the tune of "London Bridge"*)

Goodbye, goodbye.

We'll see you soon, see you soon.

Goodbye, goodbye.

We'll see you soon on another day!

Program – Younger Kids

Prepared By: Brandon Monahan, Fraser Valley Regional Library

Children will make a photo booth, props and help you assemble it. Half the program will be background creation, and the other half prop making. Consider a movement song or a Chris Hadfield video as a transition. YouTube has a lot of short Chris Hadfield videos to pick from (https://www.youtube.com/results?search_query=chris+hadfield+kids). Kids will get a chance to get their photo taken with the items they have built and take home the props they have made, but not the items attached to the photobooth background. After the program the backdrop can be moved into the library as a fun promotion tool.

Let parents know that can take photos at the end of the program if they have their own device or staff can offer to take pictures and email them. Remember to announce when and where photos will be taking place and that library photos will be taken during the program (if you want program photos) – get photo release forms filled out as needed. Consider having a sign with a suggested social media handle if they want to share the photos from the program.

Add a space display beside the photobooth in the library and add in your extra pre-build props for people to take a photo with the backdrop.

On a wall or another area, have the program overview listed so children and parents know what to expect during the program.

Welcome and Icebreaker

Script: “Welcome to our Summer Reading Club program! My name is _____. [Include land acknowledgements and general housekeeping rules and information]. In today’s program we are traveling to the stars. Today we will build our space background and then we will make items we wish to be seen in space with and take some fun photos of our space exploration.

Do you have a place in our solar system you would like to visit?

Activity #1: Photobooth - Space backdrop

The kids will help you build the backdrop that you will use at the end of the program. Remind kids they can work with buddies if they want; teamwork is always a great idea! To help with crafting it (kids can design on the floor) and to make it sturdy you can get a fridge box (cut out section) and tape the tablecloth to the cardboard. This will also help with portability of the backdrop. If your group is large enough make 2 or more back

drops so you can slide them together later for a large group photo and it will allow more movement and freedom to design for the kids.

I recommend your rough cut out stars, rockets, comets, planets from cardstock paper using templates or punches. Have the kids finish cutting them out then decorate them (bubble cut if needed). See below section for links to templates and examples. Get them to glue them to the backdrop or staple them. If you don't want to make the backdrop permanent have them decorate the paper and use tape or clothespins to attach them to the star background.

Sparkles can help make the photo pop later on. Try to get 4-5 unique designs of each printed template to have a variety of items on the backdrop. Leave the backdrop flat until the end of the program to dry if you used glue.

Supplies: Large cardboard box, black table cloths, glitter glue, printed paper templates on card stock, felts, crayons, safety scissors, shiny paper, orange tissue, masking tape, stapler

Below are suggested color sheets that you can print. I would recommend that you get 4-5 unique designs of each to have a variety of items on the backdrop.

- [Planets, meteorite, rocket ship, astronaut, rover](#)
- [Planets](#)
- [Stars](#)

Movement Song

Remind parents and children that they can use different motions during the movement songs like pointing instead. Whatever movement works best and feels best, is the best movement to do!

If You're Going to the Moon

[Website to watch If You're Going to the Moon](#)

Tune: *If You're Happy and You Know It*

If you're going to the moon wear your boots (x3)

If you're going to the moon, this is what you have to do

If you're going to the moon wear your boots

Verses: wear your helmet, wear your gloves, Visit us!

Activity #2: Props

If you have enough staff and enough volunteers you can have rotating stations making it possible for every kid to make multiple props. Pick and choose the props to make during the program and make the rest before the program for use at the end of the program photoshoot. Reminds kids they can work with a buddy.

Jet packs Supplies

- 2L pop bottles
- Duct tape in different colours
- Red fabric or tissue paper
- Imagination!

[DIY Jet Packs website link](#)

Rocket ships Supplies

- Craft paint
- Paper towel tube or rolled paper
- Paintbrush
- Glue stick
- Tissue paper
- Construction paper
- Tape
- Scissors

[Flying Rocket website link](#)

Ready to use props you can buy:

- Foil emergency blankets
- Silver spaghetti colanders
- Giant googly eyes
- Headband antennas

Booklist

- ***The Darkest Dark*** by Chris Hadfield
- ***If You Had your Birthday Party on the Moon*** by Lapin, Joyce
- ***Aliens Love Underpants*** by Freedman, Claire
- ***Pete the Cat and the Space Chase*** by Dean, Kim

- ***The Space Walk*** by Biggs, Brian
- Space Activity Lab: Exciting Space Projects for Budding Astronauts
- ***Hello, Opportunity: The Story of Our Friend on Mars*** by McDaniel, Shaelyn
- ***Looking up: An Illustrated Guide to Telescopes*** by Kramer, Jacob
- ***My First Space Atlas*** by Wilsher, Jane
- ***How to Spacewalk Step-by-step With Shuttle Astronauts*** by Sullivan, Kathy
- ***1,000 Facts About Space*** by Regas, Dean
- ***Behind the Scenes at the Space Stations Experience Life in Space*** by Sparrow, Giles
- ***Lots of Things to Know About Space*** by Cowan, Laura

Resources

Facts – Aliens, Space, Technology

- Like all the other planets in our Solar System, the Earth revolves around a medium-sized star – the Sun. This star provides all the energy necessary to sustain life on Earth.
- Before the invention of the telescope, comets seemed to appear out of nowhere in the sky and gradually vanish out of sight. They were usually considered bad omens of deaths of kings or noblemen, or coming catastrophes, or even interpreted as attacks by heavenly beings against terrestrial inhabitants.
- Comets have a variety of different orbital periods, ranging from a few years, to hundreds of thousands of years, while some are believed to pass through the inner Solar System only once before being thrown out into interstellar space.
- Scientists say that there might be many more planets out there in the Universe.
- Internet between planets is being worked on and expected to be available to people when they travel to Mars.
- Brushing teeth and eating in space is very different due to weightlessness. Consider showing [a video of how Astronaut Chris Hadfield Brushes his Teeth in Space](#).

Program – Older Kids

Prepared by: Tiffany Tse, Jane Whittingham, Jamie Fong, D’Arcy Stainton, and Ning Ding, Vancouver Public Library

Supplies

For Racing Balloon Rockets:

- String or yarn
- Balloons
- Balloon pump
- thick straws
- Tape (painters tape recommended)

For Bookmarks:

- [Origami or coloured paper made into a square](#)
- Coloured paper
- Coloured markers
- Gluesticks
- Scissors
- [Rocket ship stencil printouts](#)
- Optional: red, orange, and/or yellow string or ribbons + hole puncher
- Optional: stickers, sequins, or other decorations
- Optional: clothes pins

For straw rockets:

- Straw

For Mini Bottle Rocket:

- 500ml bottle
- Straws or lolly pop sticks
- Sturdy tape
- Cork
- Baking soda
- Vinegar
- Paper towel

Welcome, Introduction, and Icebreaker

Welcome to Beyond Our World! My name is _____. [Add appropriate land acknowledgement]. Today we are going to make some rocket ships and bookmarks, explore some space themes, and have fun!

Icebreaker #1: What am I? (10 minutes)

Before the program, print off a number of small slips of paper, each with a space-related image, with its name underneath. Laminated paper will make this easier, especially if re-using, but is not necessary. Have all of the slips of paper face-down on a table, and place a looped piece of tape on each. Children come up one at a time and stick a piece of paper to their head without looking at it. They then try to guess who or what they are by asking their peers only yes or no questions. Example questions: “Am I alive?”, “Am I big?”, “Have most people seen me before?”, “Am I red?”

Image Ideas: Alien, Astronaut, Black Hole, Moon, Spaceship, UFO, Milky Way, Star, Shooting Star, Satellite, Sun, Planet, Earth

Adaptation: Have children do the ice breaker in pairs, together as a whole group, or have a caregiver help if necessary. Younger kids may not know all the objects or names. Game can be played with cheat sheet prepared in advance to help guide their questions and answers.

Icebreaker #2: Space trivia or jokes

Q: Why did the sun go to school?

A: To get brighter!

Q: Why did the cow go to outer space?

A: To visit the milky way.

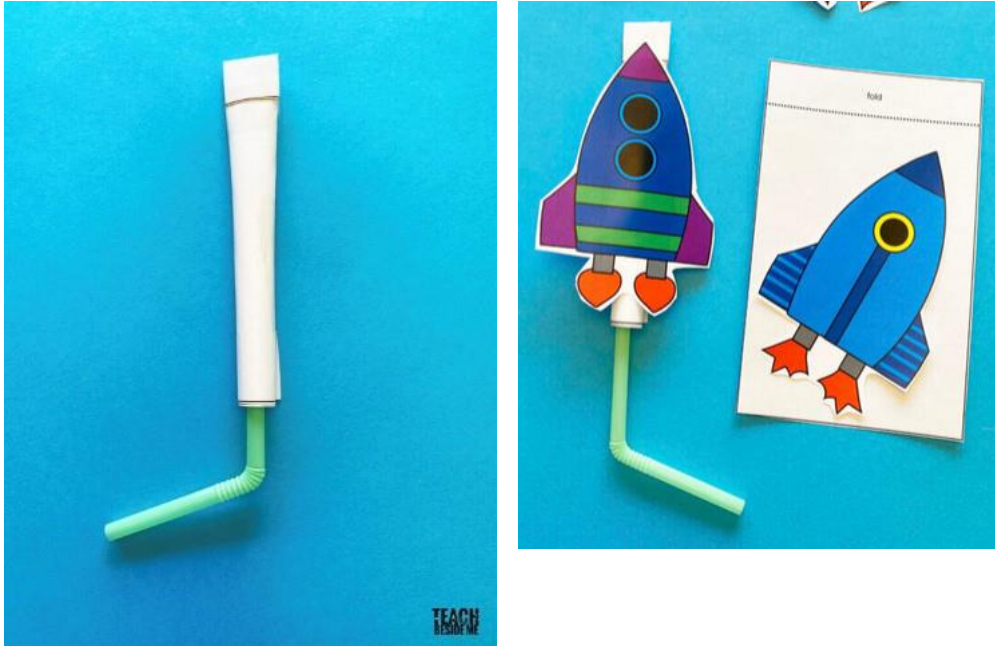
Q: What is an alien’s favourite chocolate?

A: A Mars bar!

For more jokes try the [Funology Website](#)

Activity #1: STEM Rocket Ships (25 Minutes)

Adaptation ideas for younger group



Straw rockets

In advance, cut out letter-sized paper into quarters. During the program, children can design their own rocket ship or use the rocket ship stencil printouts linked above to colour, cut out, and paste the rocket ship together. Wrap a quarter of a paper around a thin straw, fold over the end, and tape it closed so that one end is sealed and the other end is open for the straw to go in and out. Tape the paper to the back of the rocket ship with the open end towards the bottom of the rocket. Insert the straw and blow to shoot the rocket ship upwards!

Potential discussion questions:

- What happens if you used a thicker or thinner straw?
- What if your rocket ship was larger or smaller?
- What if your rocket ship had a different design and shape?

Images and activity inspired by [Karyn from Teach Beside Me](#)

Racing Rockets

Adaptation ideas for younger group - Racing Balloon Rockets



In advance, determine where the rocket racecourse will be, such as between two shelves, chairs, or door handles, and set-up as necessary. The racecourse can be outdoors if you wish. During the program, children cut out some triangles out of coloured paper to make the fins of the rocket. Tape the fins to the sides of the thick straws on one end to form the rocket. To have two or more rockets race at a time, string each rocket through a long piece of string or yarn and attach the string ends to make the racecourse. Blow up balloons for each rocket without tying the balloon. Have a balloon pump available for any children who cannot blow up a balloon or doesn't want to. While holding the balloon closed with fingers, tape the side of the balloon to the side of the rocket straw. Make sure the balloons are taped in the correct direction so that the rockets move forward. When all the rockets are ready at the start point, count down and let go of the balloon to race!

Potential discussion questions:

- What happens if one balloon is blown up smaller than the other?
- What if the balloons were taped sideways or on an angle?
- What if you used a thicker or thinner straw?
- What if the fins were a different shape or size?
- What if you used fewer, more, or no fins at all?

Image, instructions, and questions by Beck Poulsen from [*Hands On as We Grow*](#).

Adaptation ideas for older group – Racing Mini Bottle Rockets

[Racing Mini Bottle Rockets Instructions](#)

This activity is best done outside. Tape 3 straws to the sides of a 500ML plastic pop bottle so that they form stilts if the bottle is turned upside-down. Fill the bottle with about 3cm of vinegar. Wrap some baking soda up in paper towel as a little parcel and drop it into the vinegar. Quickly cork the bottle, stand the bottle on the stilts and stand back! See whose rocket goes the furthest and if there is a difference in the volume of baking soda to vinegar, or how much weight it takes to prevent launch. The rocket may make a pop noise, so kids who are sensitive to noise may want to wear ear protection or have their ears covered in advance of the launch.



Activity #2: Rocket Ship Bookmarks (25 minutes)

Adaptation ideas for younger group - Rectangular bookmark

In advance, cut coloured paper into long strips for the base of the bookmark. Children choose a bookmark base, then draw or cut out shapes of the rocket ship to glue on and decorate. Optional: finish the bookmark by punching a hole at the end of the rocket and attach red, orange, and/or yellow ribbon or string to look like fire. Feel free to offer full-sized paper for children to create their own bookmark shapes and designs.



Adaptation ideas for older group - Corner bookmark

Use origami paper, and follow the origami instructions from Artsy Craftsy Mom to make [DIY Rocket Corner Bookmark for Kids](#). Children can cut out their own shapes or follow the rocket ship stencil printouts linked above to make the bookmark. Glue the rocket ship onto the corner bookmark and decorate with markers, stickers, sequins, or other decorations.

Book Suggestions

- ***Space explorers: the secrets of the universe at a glance!*** By Giulia De Amicis
- ***The sky is not the limit*** by Jeremie Decalf
- ***The book of blast off! 15 real-life space missions*** by Timothy Knapman
- ***How to spacewalk: step-by-step with shuttle astronauts*** by Kathy Sullivan
- ***The astronauts guide to leaving the planet*** by Terry Virts
- ***Exoplanets: a guide to the worlds outside our solar system*** by Wendy Bjazevich
- ***Space activity lab: exciting space projects for budding astronomer*** by Nigel Wright
- ***Spacecare: a kid's guide for surviving space*** by Jennifer Swanson
- ***Packing for Mars for kids*** by Mary Roach

Closing

Ask if anyone would like to demonstrate shooting their rocket ship or to show everyone their bookmark. What did the group learn from making their rocket ship? What was most effective in making their rocket ship go far? What did they try that didn't work out and how did you change it? Thank everyone for coming and hope they had fun!

Week 7 - Collections and Memories

Storytime

Prepared by: Corene Maret Brown, Port Moody Public Library

Welcome Song: I Wake Up My Hands (*To the tune of "Buffalo Gals"*)

I wake up hands with a clap, clap, clap

Clap, clap, clap! Clap, clap, clap!

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

Then I wake up my hands some more!

Continue with extra verses: Wake up feet (stomp), head (nod), eyes (blink), legs (pat), tongue (bleh!)

Prop song: Mix a pancake!

Introduce the idea of collections – like antiques. Bring an old-fashioned iron skillet to show off your flipping skills.

Mix a pancake,

Stir a pancake,

Pop it in a pan.

Fry a pancake,

Toss a pancake,

Catch it if you can!

Story: *Memory Jars* by Vera Brosgol or
The Word Collector by Peter H. Reynolds

Prop Rhyme: Cup of Tea

For this, you can show teacups and a tea pot.

Here is a cup, and here is a cup!

And here is pot of tea.

Pour a cup and pour cup and have a sip with me!

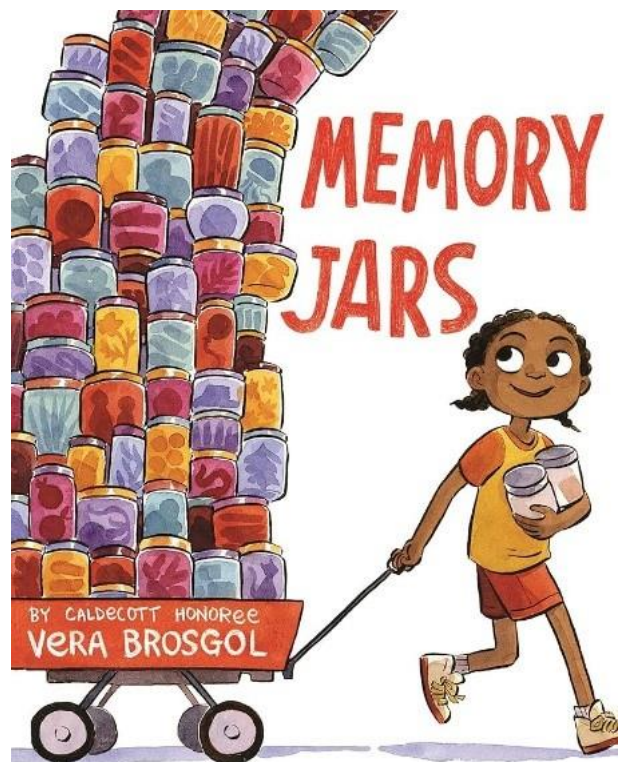
Action Song: I'm a Little Teapot

I'm a little teapot

Short and stout!

Here is my hand and here is my spout

When I get all warmed up



Here me shout:

“Tip me over and pour me out!”

Puppet/Felt Song: Old MacDonald

This work well with felts or puppets. Can talk about how Old MacDonald has a large collection of animals – perhaps some of them are a little unusual!

Old MacDonald had a farm.

E-I-E-I-O.

And on this farm, they had some chickens.

E-I-E-I-O.

With a cluck, cluck here

And a cluck, cluck there

Here a cluck! There a cluck!

Old MacDonald had a farm

E-I-E-I-O!

Action Song: Walking, Walking (*To the tune of “Frere Jacques”*)

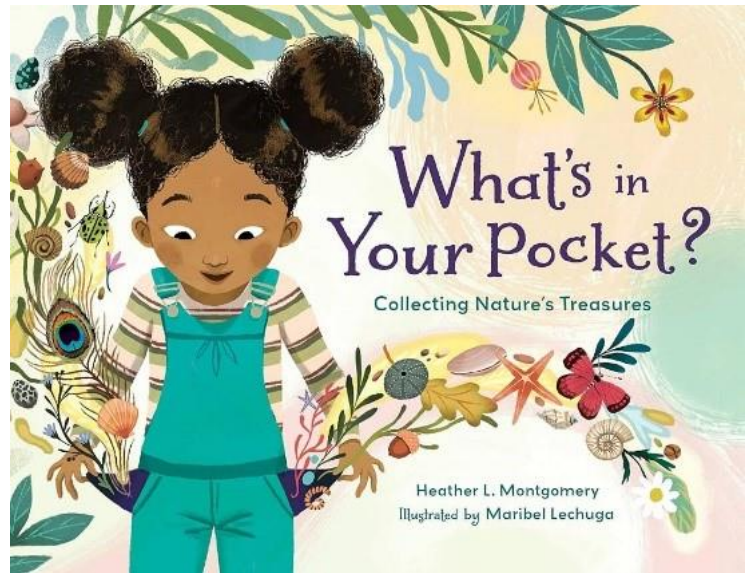
Walking, walking, walking, walking

Hop, hop, hop! Hop, hop, hop!

Running, running, running

Running, running, running

Now we stop! Now we stop!



Story: *What's In Your Pocket?* By Heather L. Montgomery or *If You Find a Leaf* by Aimée Sicuro

Prop song: Cuckoo Clock

If you have an old-fashioned clock or watch, you can show the kids how to wind it.

When the “bird comes out”, you can have a puppet pop and surprise the kids. Pretend that you don't see it and you can continue to later hours to extend the song.

Tick tock, tick tock

I'm a little cuckoo clock

Tick tock, tick tock

Now the time in one o'clock... CUCKOO!

Continue with two o'clock, three o'clock until you “catch” the puppet appearing.

Action song: The Wishy-Washy Washer Woman

Way down in the valley where nobody goes *Wag finger*

There's a wishy-washy washer woman washing her clothes,
She goes: ooh! aah! ooh ahh, ooh ahh, ooh, ahh *Pretend to scrub clothes on a washing board up and down*

That's how the wishy-washy washer woman washes her clothes!

Way down in the valley where nobody goes *Wag finger*

There's a wishy-washy washer woman drying her clothes

She goes: *(blow!)* aah! *(blow!)* aah! *(blow!)* aah *(blow!)* aah!

That's how the wishy-washy washer woman dries her clothes,

Way down in the valley where nobody goes,

There's a wishy-washy washer woman folding her clothes,

She goes: *Clap hand back and forth four times.*

That's how the wishy-washy washer woman folds her clothes!

Goodbye song: I Say Goodbye with a Clap, Clap, Clap *(To the tune of Buffalo Gals)*

I say goodbye with a clap, clap, clap

Clap, clap, clap! Clap, clap, clap!

I say goodbye with a clap, clap, clap

Until I say goodbye once more!

Continue with extra verses: Say goodbye with a stomp, nod, blink, hug, and wave

Program – Younger Kids

Prepared by: Liana Herman, Fraser Valley Regional Library

Supplies

See each separate activity below.

Pre-program prep (if necessary)

Decide what activity you wish to do. The first activity is a collection activity. The second activity is a memory activity. Activities 3 through 5 are passive programs.

Introduction and Ice Breaker

Get a discussion going with the children about what collections they have at home. And what they want to collect in the future.

Collections are groups of an item that you like and want to keep. What collections do you have at home? Stuffed animals? Lego? Figurines? Playing cards? Are they important to you?

Once that discussion has run its course, ask the children what kind of memories the collections have for them. And if they think, when they are really old (like 30 or so, they'll think that's old) if they will remember the collections they had today.

Ask what memories the children have that are important to them. Note whether it has to do with friends/home/school/activities and lead the discussion further based on their interests.

Story and Discussion (optional)

Collection stories:

- ***The Collectors*** by Alice Feagan
- ***The Word Collector*** by Peter H. Reynolds
- ***Hats off to Mr. Pockles*** by Sally Lloyd-Jones
- ***The Great Whipplethorp*** Bug Collection by Ben Brashares
- ***Memory Jars*** by Vera Brosgol

Memory Stories:

- ***Hundred years of happiness*** by Thanhà Lai.
- ***The Little Toymaker*** by Cat Min
- ***On the Trapline*** by David A. Robertson and Julie Flett
- ***The Pocket Book*** by Alexandra S.D. Hinrichs

- **Remember 10 with Explorer Ben** by Catherine Veitch

Activity #1: Collage Making

Collection activity

Supplies:

- Paper
- Glue
- Scissors
- Collect discarded books and magazines from your library that the children can use for cutting out collections.
 - Collections could be anything - from an item to all things being one color

Have the children glue the cut out pieces onto paper to make their collage

Activity #2: Memories of my life booklet

As an in-library program.

Supplies:

- Print off as many copies of the booklet as you need.
- Coloring items
- Pens/pencils
- Anything else you might use to decorate the booklet.

This is a longer version of the passive program version. This one allows for drawings, whereas the passive booklet just for words.

Remember that you can adapt the wording from “parents” to “caregivers” or whatever you see fit.

Memories of my life

Name: _____

This is me

My birthday is:
This is my cake.

My place of birth is:
This is a picture of it.

My parents are:
Here's a picture of them.

My siblings are:
This is their picture.

I have pets.
Here they are!

This is my school.
Its name is:

My friends names are:
Here's what they look like.

My favorite color is:
My favorite food is:

Activity #3: Memories of my life booklet

Please see attachment.

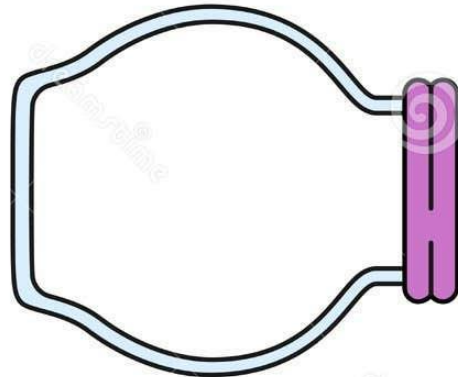
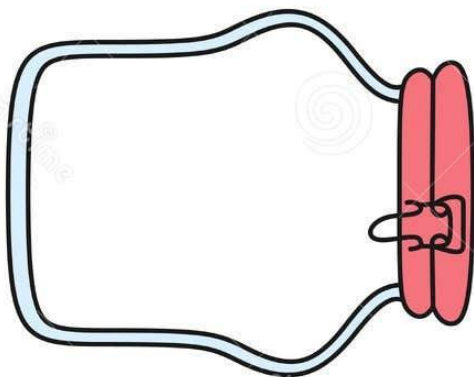
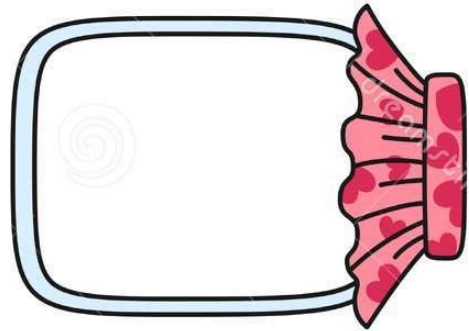
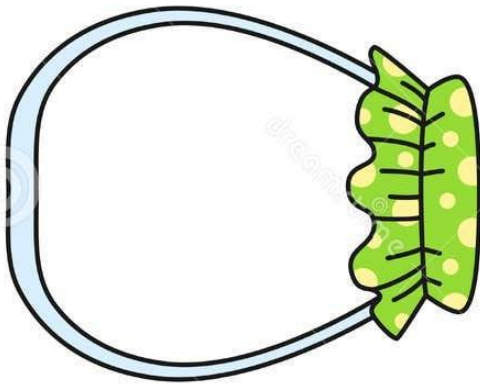
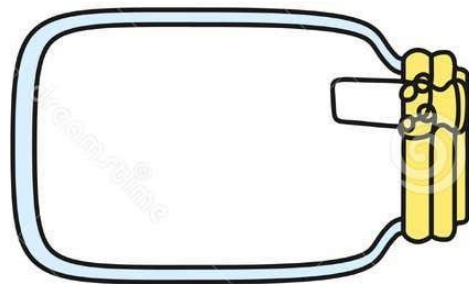
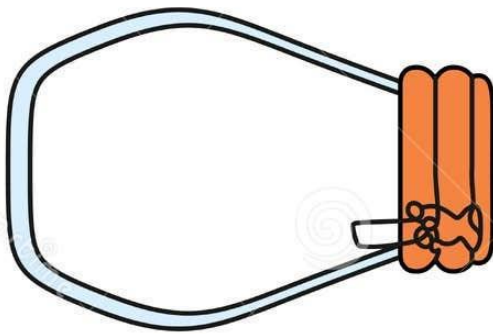
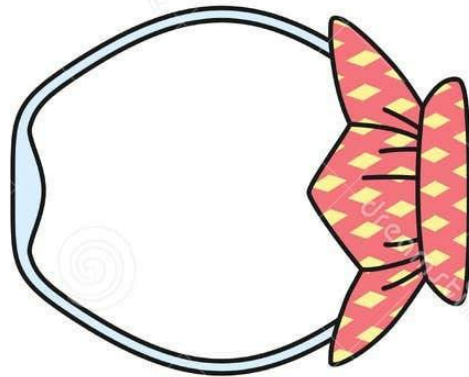
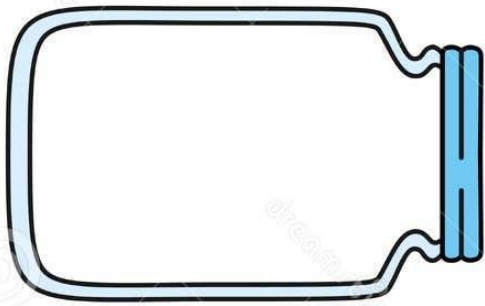
This page asks the same information as the booklet above, but with no space for drawings.

Activity #4: Display Wall Memory/Collection Jars

(please find as attachment)

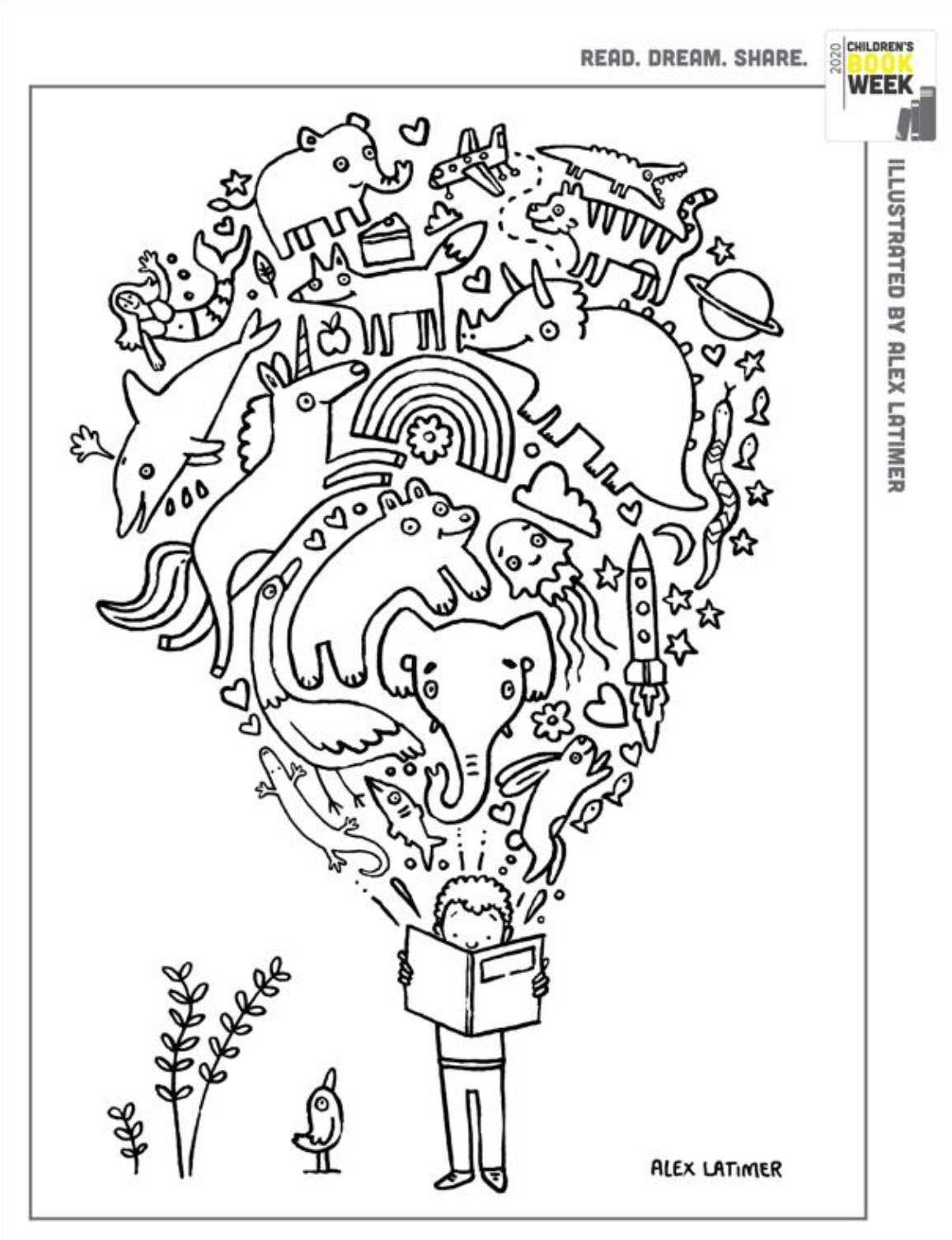
On a display wall, create a large, empty jar, or some paper shelves

- Use the jars below to decorate the wall.
- Have staff and patrons color in a jar. They can use it as a memory jar or as a collection jar.
- Display artwork for all to enjoy!



Activity #5: Colouring Pages

Please see attachment below.



Closing

Have a show-and-tell circle of their art work and ask if anyone is able to share about what makes their collection important, and their memories special.

Program – Older Kids

Prepared by: Sabrina Gurniak and Kelly Savage, Vancouver Public Library

Supplies

- Macramé cord / cotton string / yarn / thick yarn (min 10 feet per participant)
- Tiny or big clothespins (10 per participant)
- Foot-long large sticks or dowels – (chopsticks can work) 2 per participant
- Beads, buttons, feathers, tassels, flowers, grasses, shells, etc. (optional)
- Discarded magazines and / or comics and graphic novels.
- Craft books for display
- Map and / or globe & “dot” stickers
- Sturdy packing tape
- Paper, drawing materials and “Photo Booth Rolls” (see end of document).
- **Optional:** Polaroid or digital camera and film
- **Optional:** Photo booth props
- **Optional:** Battery powered fairy lights
- **Optional:** Hot glue gun

Welcome, Introduction, Land Acknowledgement, and Icebreaker (15 minutes)

“Welcome everyone! My name is _____ today we are going to make Macramé Memory Wall Hangings! On these you can hang pictures of your friends and family, notes or letters from people, pictures of your favorite stars or any other memorabilia that you want to keep and display (Memorabilia means things you want to keep because they remind you of a good memory.)” Include appropriate land acknowledgement.

Icebreaker:

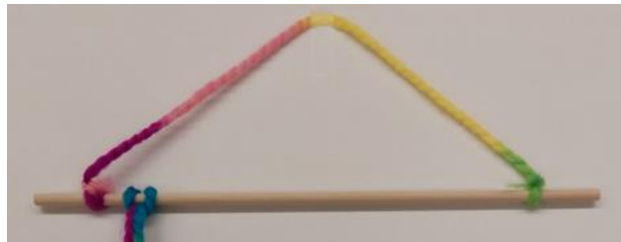
Where have you been, where are you going? Have the group form a circle on the floor and take a look at a map of your town, of Canada and the world (or the globe). Hand out the stickers and ask the kids to put a sticker in every place they have been or want to go. Encourage informal group conversation about their experiences in the places they have visited, and what they want to do / see in the places they aspire to go. “What do you remember? What was your favorite part? What would be the #1 thing you want to see there and why? What would you have to pack in your suitcase to go?”

Activity #1: “Macramé” Wall Hanging (30 minutes)

Option 1 (best for older kids)

Prepare before the program:

1. Prep per participant:
 - Cut string into 3-foot lengths – 3 per participant
 - Cut string into 1-foot lengths – 1 per participant
 - 2 pieces of dowel per participant
 - Optional decorative items and clothes pins
2. Take the 1-foot length of string and tie each end firmly with an overhand knot ([directions for an overhand knot](#)) about one inch from each end of the dowel. This will be the hanging string.



3. Take the 3-foot lengths of string and loop the centre of each one around the dowel, pulling the string through so that the two ends of the string are the same length when it is tightened. Do one in the centre and the two others against the hanging string on the inside.



4. Tape the dowel to a table on each side, to make it easier for the kids to work with.



5. Continue on next steps for a completed sample for kids to see.



During the program:

6. Adding beads, buttons and optional decorations as you go. Show the kids how to separate the 6 strings that are now hanging down. Using an overhand knot, tie one string from each of the outside sets of string to an inside string, about 3-inches down.



7. Make another row of three knots, one in the centre and two using the outside string. Continue this pattern of knots for 5 rows, threading on decorations as you go.
8. When you have 4 – 5 inches of string left, help the kids to make one final knot for each pair, then tie the 2nd piece of dowel snugly on the other side of that knot using two or three over hand knots. There is now a knot above and a knot below. Trim the excess thread to about an inch, then unbraided it to make a “tassel” look.



9. Add any decorations that need to be hot-glued and / or magazine cuttings and / or fairy lights. Send home 10 clothespins per participant.



Accessibility adaptation: younger kids or kids with mobility support needs might need help tying knots. A grownup or friend can help. If your group has lots of participants that need help tying knots, everyone can make smaller pieces (fewer knots) so there is time to help everyone. Another option would be to create one large wall hanging and everyone can take turns trying the knots.

Option 2 (Best for younger kids)

Prepare before the program:

1. Prep per participant:
 - Cut string into 3-foot lengths – 18 or more per participant
 - Cut string into 1-foot lengths – 9 per participant
 - 1 piece of dowel per participant
 - Optional decorative items and clothes pins

During Program show the kids how to:

2. Take the 3-foot lengths of string and, in bunches of three to six strings, loop them around the dowel, pulling the string through so that the two ends of the string are the same length when it is tightened (same as option 1). Repeat for as many strings as you want.
3. Trim the strings in the shape of how you want the ends to taper (diagonal, triangle, other)



4. Tape the ends of the dowel to the edge of a table. Start braiding each of the bundles of string, adding beads, buttons and other decorative items as you go.



5. Add any decorations that need to be hot-glued and / or magazine cuttings and / or fairy lights. Send home 10 clothespins per participant.



Adaptation ideas for younger group

Go on a nature walk together to try to find sticks, make smaller wall hangings (with less cord if kids need help tying the knots)

This “Kid Friendly Macramé Wall Hanging” from the Handmade Charlotte blog has [step-by-step instructions for tee-shirt yarn](#).

Adaptation ideas for older group

Challenge them to tie macramé knots, make tassels, and/or wrap cord around the dowel or stick.

Activity #2: Decorate your wall hanging (15 minutes)

Draw some favorite memories on paper, collect natural elements from a nature walk, cut out some images of favorite stars or characters from magazines, or comic books. Refer back to the icebreaker activity and see if there are any things they plan to add from the summer and their adventures.

Activity #3: Photo Booth (15 minutes)

Prepare before the program:

- Find an open space, preferably with blank wall
- Arrange photo booth props on a table

Option 1: Use the polaroid camera to take photos of the kids for them to add to their wall hangings. Take a few groups shots for everyone to have one.

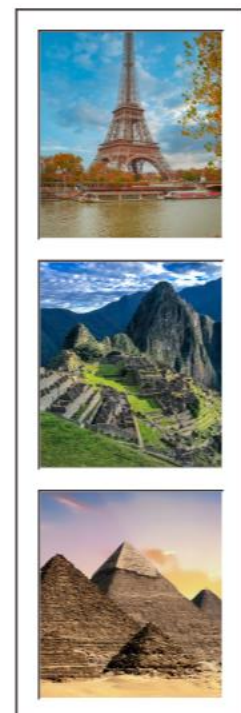
Option 2: Invite the adults who came with the kids to take photos of the kids they brought. Offer to take photos with their adults. (If needed, set boundaries about only taking photos of the kids they brought. This is not necessary if all the kids have their own adult with them)

Adaptation ideas for older group

If any of them have a camera, they are welcome to take photos of themselves. Set boundaries around taking photos of others, if the adults of the other kids are not there.

Activity #4: Tiny Travel Portraits (15 minutes)

Have kids draw tiny portraits of themselves and/or their friends, then paste them over the images below. Have kids draw their portraits on white paper, then cut them out and glue onto the backgrounds, similar to the images in Knuffle Bunny by Mo Willems. Here is a [Canva link](#) for options.



BC SRC Contact Information

If you have any questions about BC SRC first check the website's [FAQ section](#). If the answer isn't there, feel free to contact the Provincial Assistant, Kate, at the following address: infobcsrc@bcla.bc.ca

Have a terrific summer and a fantastic Summer Reading Club!



Appendix A – Activity Sheet Credits

Theme 1: Mysterious Creatures

- Real Extinct or Imaginary Image Sources - All public domain from Wikimedia:
 - [Platypus](#):
 - [Trilobites](#)
 - [Scorpion](#)
 - [Griffin](#)
- Bug Scavenger Hunt free printable from [Mommy Style](#)

Theme 2: Dig Deep

- Rocks and Minerals Word Scramble from [Big Activities](#)

Theme 4: Natural Curiosities

- Grow your Own Food: [Hess UnAcademy](#)
- Feathered Friends: [Bird Advisors BC Backyard Birds](#)
- Jokes from [Here's a Joke](#)

Theme 5: Works of Art

- Match the Canadian Artwork Image Sources:
 - [Robert Bateman](#)
 - [Canadian Encyclopedia](#)

Week 6: Beyond Our World

- Lander Activity Drawing: James Tan, released as public domain under CC0 1.0 Universal
- Solar system colouring sheets: [Best Coloring Pages for Kids](#)
- Jokes: All adapted from [Can't Get Enough Space Stuff: Fun facts, Awesome Info, Col Games, Silly Jokes, and More!](#) by Julie Beer and Stephanie Warren Drimmer, except the final joke

Theme 7: Collections and Memories

- Jokes: [Science Fun](#)