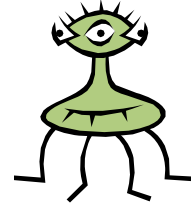


Sarah Allerton
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ELI Conference Assignment



Story Hour #1

Early Literacy Skill Focus: *Vocabulary*

Theme: Monsters -- For children age 2-5

Greeting/Opening Song: “*Open, Shut Them*”

Introduction to Early Literacy Skill: “Today we will talk about ‘vocabulary’—knowing the names of things, feelings, and concepts. This is an important early literacy skill. Researchers have found that children who have learned a lot of different words find it easier to read when the time comes.”

First book: ***When a Monster is Born***, by Jan Taylor, ill. by Nick Sharratt

A word used over and over in this book is *possibilities* (every other page says that after something has occurred in the story, “there are two possibilities” for what can happen next. The children love to decide which possibility they think is more likely to happen. When the word first comes up, I explain that “two possibilities” means that there are “two choices” or “two different things that can happen”. The first two or three times that it’s written, I remind them what it means. Then for the last several times, I read it straight, and the children catch on that different things can happen and they can make a choice.

Song: “***If You Ever See a Monster***”, to the tune of “*The More We Get Together*”

*If you ever see a monster, a big ugly monster
If you ever see a monster here’s what you should do.
Make this face and that face
And that face and this face
If you ever see a monster be sure to shout, “Boo”!*

Second book: ***Leonardo the Terrible Monster***, by Mo Willems

Here’s another chance to focus on vocabulary, because the word “terrible” is sometimes used to mean “mean”, and sometimes it means “awful”.

Songs while still sitting: “***Itsy Bitsy Spider***” and “***Four Green and Speckled Frogs***”. For the second song I use a felt board on my lap. Make a brown felt log and blue pool. Put felt on the back of clip art frogs and move them from the log to the pool as the song progresses.

“Four green and speckled frogs, sat on a speckled log, eating some most delicious bugs—Yum, Yum! One jumped into the pool where it was nice and cool. Then there were three green speckled frogs. Gloop, gloop!” Continue until all of the frogs are in the pool.

Stand up for last two songs:

Instead of “*Head, Shoulders, Knees and Toes*” sing “***Horns, Fangs Knees and Claws...Eyes and Ears and Tail and Paws....***”

The “**Monster Pokey**” instead of “*Hokey Pokey*”, putting in Claws, Horns, Fangs, Tail, Big Hairy Feet, Whole Monster Self.

Finish with the “**Popcorn Rhyme**” that we *always* end with...

You put the oil in the pot an you let it get hot (mime putting oil in)

You put the popcorn in and you start to grin (crouch down and grin)

Sizzle, sizzle, sizzle, sizzle, POP! (Slowly up and up until you jump and shout “POP”)

Closing Aside on Early Literacy: “Go ahead and use words that are unfamiliar to your child. Don’t replace words in books that they may not understand. Just explain them. It will expand their vocabulary.”

Craft: Monster Collages. A great open-ended activity.

Needed: Card or construction paper for background and monster bodies, glue, markers, ribbons, buttons, googly eyes, pipe cleaners, tin foil, feathers...whatever you have in your craft cupboard! You could cut out the shape for the body to get young children started. Encourage creativity and ask them to name or tell a story about their monster.