**Book-Specific Activities**

**Walter’s Wonderful Web**
by Tim Hopgood
9780374303525 • Ages 2–4 • August 2016

1. Use the questions at the end of the book to extend the book. Count the sides of each shape with the kids. This is a great early math skill.

2. Give each child paper cut-outs of the shapes mentioned in the book. Ask them to sort them in buckets at the front of the room. Or make flannelboard pieces and invite all the kids to bring their triangles up. Continue until all the shapes are on the board.

3. Sing “The Itsy Bitsy Spider” with the group. Sing the song a second time using Walter’s name: “The Itsy Bitsy Walter!”

**Babies Ruin Everything**
by Tim Hopgood
9781250080578 • Ages 3–7

July 2016

1. Use the questions at the end of the book to extend the book. Count the sides of each shape with the kids. This is a great early math skill.

2. Give each child paper cut-outs of the shapes mentioned in the book. Ask them to sort them in buckets at the front of the room. Or make flannelboard pieces and invite all the kids to bring their triangles up. Continue until all the shapes are on the board.

3. Sing “The Itsy Bitsy Spider” with the group. Sing the song a second time using Walter’s name: “The Itsy Bitsy Walter!”

**Let Macmillan Children’s Publishing Group Inspire Your Storytime**

**TIPS for Hosting a Successful Storytime**
**Best Storytime Practices**

This guide will give librarians ideas for best practices on choosing storytime books, reading in storytime, and having a successful storytime, along with other storytime materials. Also featured are some title-specific programming ideas and activities to host at storytime. Librarians will gain valuable storytime skills and have ideas for seven different programs based on Macmillan Children’s Publishing Group titles.

### Choosing Books

- Books with repetitive phrases, like *Peep and Egg* by Laura Gehl, work well for both toddlers and preschoolers. They give the children a chance to participate in the refrain.
- Books that are funny, like *Everyone Loves Bacon* by Kelly DiPucchio, are some of the best choices for preschoolers and school-age storytime. The punchline at the end of the book is sure to get a lot of laughter.
- *Music Class Today!* by David Weinstone shows a music class that looks very much like a storytime! Children will be able to see themselves in the story.
- *Ninja!: Attack of the Clan* by Arree Chung. Invite the kids to participate in the refrain.
- *School’s First Day of School* by Adam Rex gives you ample opportunity to practice your voice!
- *I Used to Be Afraid* by Stephanie Graegin has several words printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.

### Reading in Storytime

- Emphasize some words to make reading dynamic. In *Babies Ruin Everything* by Matthew Swanson, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.
- If a book has dialogue, consider getting a co-reader to help each character have a distinctive voice. If not, lower your voice for one speaker and raise your voice for the other.
- Have an opening and closing routine to signal to the children when storytime is about to begin/end.
- Plan ahead to get your materials together and to advertise within your library.
- Practice, practice, practice! Consider letting a co-worker observe you and give feedback on your storytime—especially if it’s your first time.
- Set rules for your patrons to follow and explain them before you start.
- Make flannelboard pieces to go with books that you read.
- Bring in some fall leaves (fake or real) when you read *Summer, Hello Autumn* by Kenard Pak for the kids to see and/or touch.
- Challenge the children to make their own fort just like the one in the story. Provide plenty of cardboard boxes, motion in the book. Have a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc. Do match photographs of animals hibernating with their habitats. Teach the vocabulary words like “hibernation,” “slumber,” and “sleep.”

### Storytime Materials

- Have caregivers point to their child’s body part to match the clothes worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.
- Make shadow puppets on transparency sheets. Use a projector to add the story’s words below the puppet. The children how to make shadow puppets with their hands.
- Play a spider web game. Sit in a circle and toss a ball of white yarn to one child/patient at a time. Each child/patient to hold onto the yarn before they toss it to someone else. Soon there will be a spider web in your circle.

### How to Share with a Bear

**by* Eric Pinder pictures by* STEPHANIE GRAEIN

1. After reading the book, ask children to partner up with either their grown-up or a storytime friend. Provide plenty of cardboard boxes to challenge the children to make their own fort just like the story.

2. Make simple flannelboard pieces of blueberries, a back scratcher, bat, a honey oat cereal. Ask the children to help you order the story on the board.

3. Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to cut out their forts for shared book reading.

### The Airport Book

**by Lisa Brown

1. Make shadow puppets on transparency sheets. Use a projector to add the story’s words below the puppet. The children how to make shadow puppets with their hands.

2. Since the book focuses so much on colors, call attention to the colors worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.

3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.

### Goodbye Summer, Hello Autumn

**by Kenard Pak

1. Talk about the changes of the seasons that are shown in the book. Have a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc.

2. Match photographs of animals hibernating with their habitats. Teach the vocabulary words like “hibernation,” “slumber,” and “sleep.”

3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.

### Maggie and Michael Get Dressed

**by Denise Fleming

1. Have caregivers point to their child’s body part to match the clothes worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.

2. Since the book focuses so much on colors, call attention to the colors worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.

3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.

### How to Read in Storytime

- *Books with repetitive phrases, like Peep and Egg (by Laura Gehl), work well for both toddlers and preschoolers. They give the children a chance to participate in the refrain.*
- *Books that are funny, like Everyone Loves Bacon (by Kelly DiPucchio), are some of the best choices for preschoolers and school-age storytime. The punchline at the end of the book is sure to get a lot of laughter.*
- *Music Class Today! (by David Weinstone) shows a music class that looks very much like a storytime! Children will be able to see themselves in the story.*
- *Ninja! (by Arree Chung) is a distinctive voice. If not, lower your voice for one speaker and raise your voice for the other.*
- *Have an opening and closing routine to signal to the children when storytime is about to begin/end.*
- *How to Share with a Bear (by Eric Pinder) pictures by Stephanie Graegin*
  1. After reading the book, ask children to partner up with either their grown-up or a storytime friend. Provide plenty of cardboard boxes to challenge the children to make their own fort just like the story.
  2. Make simple flannelboard pieces of blueberries, a back scratcher, bat, a honey oat cereal. Ask the children to help you order the story on the board.
  3. Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to cut out their forts for shared book reading.
- *The Airport Book (by Lisa Brown)*
  1. Make shadow puppets on transparency sheets. Use a projector to add the story’s words below the puppet. The children how to make shadow puppets with their hands.
  2. Since the book focuses so much on colors, call attention to the colors worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.
  3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.
- *Goodbye Summer, Hello Autumn (by Kenard Pak)*
  1. Talk about the changes of the seasons that are shown in the book. Have a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc.
  2. Match photographs of animals hibernating with their habitats. Teach the vocabulary words like “hibernation,” “slumber,” and “sleep.”
  3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.
- *Maggie and Michael Get Dressed (by Denise Fleming)*
  1. Have caregivers point to their child’s body part to match the clothes worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.
  2. Since the book focuses so much on colors, call attention to the colors worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.
  3. To give storytime an extra spark, wear a red scarf like our protagonist as you read.

**Book-Specific Activities**

1. **Special Event**
   - Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to cut out their forts for shared book reading.
   - Make simple flannelboard pieces of blueberries, a back scratcher, bat, a honey oat cereal. Ask the children to help you order the story on the board.
   - Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to cut out their forts for shared book reading.

2. **Book-Specific Activities**
   - *How to Share with a Bear (by Eric Pinder) pictures by Stephanie Graegin* 1. After reading the book, ask children to partner up with either their grown-up or a storytime friend. Provide plenty of cardboard boxes to challenge the children to make their own fort just like the story. 2. Make simple flannelboard pieces of blueberries, a back scratcher, bat, a honey oat cereal. Ask the children to help you order the story on the board. 3. Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to cut out their forts for shared book reading.

3. **Storytime Materials**
   - Choose a variety of materials to use in storytime. 1. Bring in some fall leaves (fake or real) when you read *Summer, Hello Autumn* by Kenard Pak for the kids to see and/or touch. 2. Make flannelboard pieces to go with books that you read. 3. Give your voice a break between stories and use some recorded music. Have a dance party with the kids.

4. **Having a Successful Storytime**
   - Plan ahead to get your materials together and to advertise within your library. 1. Practice, practice, practice! Consider letting a co-worker observe you and give feedback on your storytime—especially if it’s your first time. 2. Make sure you have enough space in your library or room.

5. **Emphasize some words to make reading dynamic.** In *Babies Ruin Everything* by Matthew Swanson, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.

6. **If a book has dialogue, consider getting a co-reader to help each character have a distinctive voice.** If not, lower your voice for one speaker and raise your voice for the other.

7. **Have an opening and closing routine to signal to the children when storytime is about to begin/end.**
1. Use this book in a storytime session, choosing one rhyme per storytime class to highlight and do with the children.
2. Provide extra copies in storytime for families to check out and use at home.

Walter’s Wonderful Web
by TIM HOPGOOD
9780374303525  • Ages 2–4  • August 2016

1. Use the questions at the end of the book to extend the book. Count the sides of each shape with the kids. This is a great early math skill.
2. Give each child a paper cut-out of the shapes mentioned in the book. Ask them to sort them in buckets at the front of the room. Or make flannelboard pieces and invite all the kids to bring their triangles up. Continue until all the shapes are on the board.
3. Sing “The Itsy Bitsy Spider” with the group. Sing the song a second time using Walter’s name: “The Itsy Bitsy Walter!”

Walter’s Wonderful Web
illustrated by NAOKO STOOP
9780374303525  • Ages 2–4  • August 2016

Let Macmillan Children’s Publishing Group Inspire Your Storytime!
Best Storytime Practices

This guide will give librarians ideas for best practices on choosing storyline books, reading in storytime, and having a successful storyline, along with other storyline materials. Also featured are some title-specific programming ideas and activities to host in your library. Public librarians will gain valuable storyline skills and have ideas for seven different programs based on Macmillan Children’s Publishing Group titles.

Choosing Books

- Books with repetitive phrases, like Peep and Egg/I’m Not Hatching by Laura Gehl, work well for both toddlers and preschoolers. They give the children a chance to participate in the refrain.
- Books that have relatable situations are a good choice for storyline.
- Books with repetitive phrases, like The Airport Book by David Wiesner, show a class that very much will be like themselves in their storyline.
- Books that are funny, like Everywhere Loves Bacon by Kelly DiPucchio, are some of the best choices for preschoolers and school-age storyline.

How to Read in Storytime

- Emphasize some words to make reading dynamic. In Hello Autumn by Kenard Pak, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.
- Set rules for your patrons to follow and explain them before you start.
- Make sure you have plenty of time before your storyline to set up the room and take a few deep breaths prior to letting your patrons in.
- Plan ahead to get your materials together and to advertise within your library.

Storytime Materials

Choose a variety of materials to use in storyline.

- Bring in some fall leaves (fake or real) when you read Goodbye Summer, Hello Autumn by Kenard Pak for the kids to see and touch.
- Make flannelboard pieces to go with books that you read.
- Give your voice a break between stories and use some recorded music.
- Have a dance party with the kids.

Having a Successful Storytime

- Plan ahead to get your materials together and to advertise within your library.
- Practice, practice, practice! Consider letting a co-worker observe you and give feedback of your storyline—especially if it’s your first time.
- Make sure you have plenty of time before your storyline to set up the room and take a few deep breaths prior to letting your patrons in.
- Plan rules for your patrons to follow and explain them before you start.
- Have an opening and closing routine to signal to the children when storyline is about to begin.

Book-Specific Activities

Goodbye Summer, Hello Autumn

1. Talk about the changes of the seasons that are shown in the book. Have a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc.
2. Match photographs of animals hibernating with their houses. Teach the vocabulary words like “hibernates,” “sleeps,” etc.
3. To give storyline an extra spark, wear a red scarf like our protagonist as you read.

I Used to Be Afraid

1. Make shadow puppets on transparency sheets. Use a projector to add light. Challenge the children how to make shadow puppets with their hands.
2. Play a spider web game. Sit in a circle and toss a ball of white yarn to one child/parent pair. Tell each child/parent to hold onto the yarn before they toss it to someone else. Soon there will be a spider web in your circle.

How to Share with a Bear

1. After reading the book, ask children to partner up with either their grown-up or a storyline friend. Provide plenty of cardboard boxes to challenge the children to make their own bear just like the story.
2. Make simple flannelboard pieces of blueberries, a back scratcher, bath towel, and oatmeal cereal. Ask the children to help you order the story on the board.
3. Host a Family Fort Night. Ask families to bring pillows and blankets to the library. Open the event with a reading of this book and then invite families to curl up in their forts for shared book reading.

The Airport Book

1. Have caregivers point to their child’s body part to match the clothes worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, caregivers would point to their child’s feet.
2. Since the book focuses so much on colors, call attention to the colors you see in storytime. If a child is also wearing a yellow shirt, clap your hands!"/ “If you’re wearing blue pants, jump twice!"/ "If you’re wearing a yellow shirt, clap your hands!"
How to Read in Storytime

- Emphasize some words to make reading dynamic. In Bobbie Run Everything by Matthew Swanson, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister. Matthew Swanson, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.

- If a book has dialogue, consider getting a co-reader to help each character have their own voice.

- Emphasize some words to make reading dynamic. In Bobbie Run Everything by Matthew Swanson, several words are printed in italics. Read those words with a loud, whiny voice to capture the distress of a reluctant big sister.

- Make flannelboard pieces to go with books that you read.

- Bring in some fall leaves (fake or real) when you read Goodbye Summer, Hello Autumn by Kenard Pak for the kids to see and/or touch.

STORYTIME MATERIALS

- Choose a variety of materials to use in storytime.

- Bring in some fall leaves (fake or real) when you read Goodbye Summer, Hello Autumn by Kenard Pak for the kids to see and/or touch.

- After reading the book, ask children to partner up with either their grown-up or a storytime friend. Provide plenty of cardboard boxes so that the children can make their own fort just like the story. Challenge the children to make their own fort just like the story. Challenge the children to make their own fort just like the story. Challenge the children to make their own fort just like the story.

- Set up a display of CDs, children's books, and adult travel guides for patrons to check out afterwards to take on their trip. Prepare children for airport travel.

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- Match photographs of animals hibernating with their names. Teach the vocabulary words like “habitats,” “hibernate,” and “sleep.” Match photographs of animals hibernating with their names. Teach the vocabulary words like “habitats,” “hibernate,” and “sleep.”

- To give storytime an extra spark, wear a red scarf like our protagonist as you read.

- Play a game with clothing. Ask the children to follow simple directions:

- 1. Have caregivers point to their child’s body part to match the clothes. Michael is dressing Maggie in white when you read the book. For example, when Michael puts on the yellow socks, caregivers would point to their child’s feet.

- 2. Since the book focuses so much on colors, call attention to the colors worn in storytime. If a child is also wearing red sneakers like Maggie or Michael, point that out.

- Have a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc.

- Create a checklist pre-written and ask the children to come up and check off if they’ve felt the wind, seen leaves change, heard thunder, etc.

- Play a spider web game. Sit in a circle and toss a ball of white yarn to one child/pair. Tell each child/pair to hold onto the yarn before they toss it to someone else. Soon there will be a spider web in your circle.

- To give storytime an extra spark, wear a red scarf like our protagonist as you read.

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- To give storytime an extra spark, wear a red scarf like our protagonist as you read.
Book-Specific Activities

Sing With Me!
Illustrated by Naoko Stoop
9780805099041 • Ages 1–4 • July 2016

1. Use this book in a storytime session, choosing one rhyme per storytime class to highlight and do with the children.
2. Provide extra copies in storytime for families to check out and use at home.

Other Featured Titles

Walter’s Wonderful Web
by Tim Hopgood
9780805099058 • Ages 2–4 • August 2016

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2. Give each child paper cut-outs of the shapes mentioned in the book. Ask them to sort them in buckets at the front of the room. Or make flannelboard pieces and invite all the kids to bring their triangles up. Continue until all the shapes are on the board.
3. Sing “The Itsy Bitsy Spider” with the group. Sing the song a second time using Walter’s name: “The Itsy Bitsy Walter”.

Babies Ruin Everything
by Tim Hopgood
9781250080578 • Ages 3–7 • July 2016

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3. Sing “The Itsy Bitsy Spider” with the group. Sing the song a second time using Walter’s name: “The Itsy Bitsy Walter”.

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