

Indiana Early Literacy Firefly Award

• 2024 •

Program Guide



#INfireflyaward

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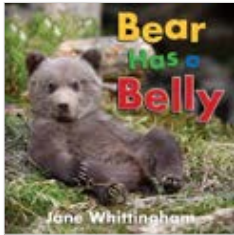
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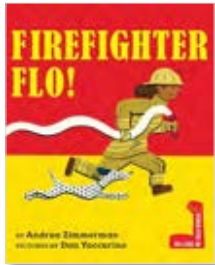
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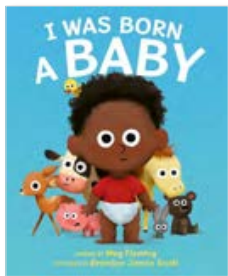


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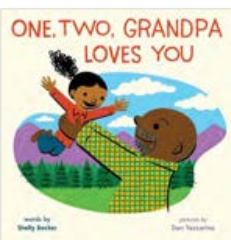
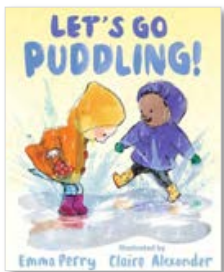
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*This program guide was created for Indiana librarians to use to in their 2024 Indiana Early Literacy Firefly Award programs and storytimes. Parents and caregivers are welcome to use these resources as well. Special thanks to Kendra Bailey, Kat Hill, Ashley Martin, Allison McLean, Jennifer Wakolbinger, Nancy Wuertemberger, and Karen Perry for their contributions. Canva is a great resource for royalty-free images, and we made use of them to make this guide. Special thanks to my neighbor for allowing her daughter to model for us. Special thanks to TeachingBooks.net for their support of our award including printing our ballots and stickers. Don't forget to check out **TeachingBooks for Libraries** via the INSPIRE databases at [INSPIRE.in.gov](https://inspire.in.gov) for more resources for each book. It is so fun to put this together every year! - Suzanne Walker, Indiana State Library / Editor*

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Talk, Sing, Read, Write, Play, and More!



Throughout this guide you will see references to **Talking, Singing, Reading, Writing, and Playing**. These are the five tenets of the *Every Child Ready to Read* (ECRR) early literacy outreach initiative developed in 2011 by the Association for Library Service to Children and the Public Library Association, both divisions of the American Library Association.

ECRR is a research-based program that seeks to educate parents and caregivers on how to nurture early literacy skills in their children and successfully become their children's first teacher (<http://everychildreadytoread.org/about/>). The research for this program found that when caregivers talk, sing, read, write, and play with their children, the children can more readily develop skills tied to early literacy. Those skills include vocabulary, letter knowledge, narrative skills, print awareness, print motivation, and phonological awareness. This is a great finding! **That's why the Indiana Early Literacy Firefly Award has the words Talking, Singing, Reading, Writing, and Playing directly embedded into our logo!** The books chosen for the Firefly Award must be able to support those five practices. By interacting with the Firefly books, we hope parents and caregivers have quality moments with children that lead to the ultimate goal of raising successful readers.



A quick note on **Writing**. Infants and babies won't be able to hold a crayon until they are around 12 months old. It's great to give toddlers and young children opportunities to practice writing by giving them crayons to scribble with, but before that, babies can actually get their hands ready for writing by working on fine motor skills. Anytime we mention **Writing** in the guide we are highlighting activities that develop fine motor skills. Activities like block play, cutting paper, threading beads, finger plays, play dough, finger painting and other sensory activities, and even clapping and waving for babies are all examples of activities that help develop fine motor skills. When you see **Writing** in the guide, think fine motor skills.

The Indiana State Library offers an [Intro to Every Child Ready to Read](#) self-paced Moodle course and occasionally offers in-person sessions based on ECRR. If you work with children in a library setting, we suggest that you get familiar with the tenets of the Every Child Ready to Read program. It's a great way to build your early literacy knowledge and get comfortable working with caregivers and children. Reach out to the Indiana State Library's Professional Development Office for more details.



Talk & Play



Body & Brain



Science & Math

The Indiana Early Literacy Firefly Award also builds upon research found in the [Reimagining School Readiness Position Paper](#) developed by the Bay Area Discovery Museum. This research highlights concepts that are similar to Every Child Ready to Read but also includes a few more things to think about. If you work with young children, we suggest you take the time to read the position paper and explore the toolkit based on these findings.

<https://bayareadiscoverymuseum.org/resources/educator-resources/library-toolkit>

Along with talking and playing, the research shows that "science learning is critical for the development of higher-order thinking..." Additionally, they found that "demonstrating strong math skills at an early age...predicts long term success in school, not just in later math learning but also in later reading proficiency." Because of this finding, we've added several STEM (Science/Technology/Engineering/Math) activities in the guide. You'll also see references to Growth Mindset and Body Movement. These concepts are also covered in the position paper.

The work you do with your youngest patrons is essential to their development. We encourage you to take pride and ownership in what you do and to continually develop your own skills and knowledge of early literacy.

How to Prep a Flannel Board

Flannel or magnet boards are ubiquitous when it comes to storytime. Every well appointed storytime space should have at least one option, and preferably both. Boards allow the storytime performer to lead their participants in rhymes (think “Five Little Pumpkins Sitting on a Gate”), walk through a story using narrative characters and objects, work on counting and letters, and so much more. The boards themselves can be large free-standing styles, much like an easel with a flannel board on one side and a magnet board on the other, or they can be of the smaller, table-top variety. In a pinch, the broad side of a book cart or a shiny cookie sheet can work as a magnet board. Cover a sturdy piece of cardboard with felt and, presto! You have yourself a flannel board. It should be noted that with large scale storytimes (for 50+ participants) boards are not as common. If the felt on your flannel board isn’t “catching” anymore, rough it up with a piece of sand paper to keep pieces in place.

There are many places in this guide where you are instructed to prep pieces for a flannel or magnet board. Some newer librarians may be unsure how to do this. There are many, many methods. Here are a few.

MAGNETS

Peel and stick magnets make creating magnet boards very easy. There are a variety of ways that you can create your pieces.

1. Simply Cut It Out — Print out your desired shape or object, or craft it out of construction paper or other supplies. Print in color or black and white, depending on your library’s copying situation. Cut out your desired shape or object. In most cases you do NOT have to cut around your object in any great detail. A swooping line around your object will usually suffice. Now simply slap a peel-and-stick magnet on the back and you are all set.

2. Laminating — If you want to make a magnet board that will last a while, you might wish to laminate your pieces before attaching a magnet to the back. Be aware, this will make your pieces heavier and you may need to attach extra magnets.

3. Mounting — Laminating is expensive and not all libraries can afford to laminate all their storytime pieces. In these cases, you might consider mounting your paper pieces on colored cardstock or construction paper to give them a bit more heft. Use a color that works with the design of your object.

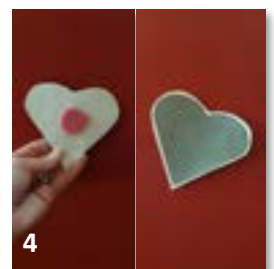


FLANNEL / FELT

When we say “flannel” board we usually mean “felt.” Felt has an advantage over magnets in that it is usually cheaper, but it can be a bit finicky to work with. You can use pieces of felt exactly the same way you’d use a magnet. Glue or tape a small piece of felt to the back of a paper object and it will most likely stick to another piece of felt (or to your flannel board). Other products like Velcro, felt tape, and sandpaper can also be used. **See image 4.**

Felt has one more advantage. You can cut shapes out of felt and stick them to your board without any other prep work. This is great for boards that only require simple shapes like stars, mittens, hearts, etc. **See image 5.** You can even cut out pieces of felt and use a permanent marker to add some details. Smoother (more expensive) felt works best for this.

You can make more intricate felt board pieces by cutting felt of different colors and gluing them together. For this, use tacky glue. The kind in the gold bottle is the best. **See image 6.**



Storytime Plan: All Five Books

THEME | ACTION!

I get it. It's difficult to read five books in one storytime, especially when your audience is ages 0-5. That said, reading all five books in one sitting can be an effective way for patrons to complete the Firefly program. Instead of families coming back multiple times to hear all the nominees, they get a one-and-done sort of experience. This year's books could almost fit under an "animal" theme...there's a dog in both *Firefighter Flo* and *Let's Go Puddling!*, as well as lots of animals in *Bear Has a Belly* and *I Was Born a Baby*. There are even birds in *One, Two, Grandpa Loves You*. So, you could go that direction, however I thought I'd focus on the ACTIONS of talking, fighting fire, going camping, moving our bodies, and stomping in puddles, as well as the ACTION of voting. Here's a storytime plan using all five books focusing on ACTION. This is written from the librarian's perspective. Feel free to adjust this plan as needed. — *Suzanne*

Before you begin you will need:

- Flannel or magnet pieces for the baby animals on page 28. (Read more about flannel piece prep on page 4).
- A large storytime parachute if you have one, or a floaty scarf.

OPEN: Sing your typical Welcome Song.

TALKING POINT | Indiana Early Literacy Firefly Program: *Welcome to Storytime! We have FIVE books today all about ACTION. What is an ACTION? It's when you do something! When we are done reading the books, you can take an ACTION yourself and vote on your favorite book. Your vote will go to the Indiana State Library, and you will help decide which book will win the 2024 Indiana Early Literacy Firefly Award! Are you ready for some ACTION?*

OPENING ACTIVITY AND FLANNEL BOARD | TALKING: *Our first action is TALKING. Let's take a second and talk to our neighbor! Turn to your neighbor and say hello. Hello, neighbor!*

[Participants turn and talk.]

Great! Let's listen to this book about the ACTION of talking, specifically talking about the names of baby animals. But first off...

[Use the Baby Animal Flannel Board Activity on page 25 to engage your audience before reading.]

What is a baby cat called? [Put the kitten on the board and wait for your audience to respond.]

And a baby dog? [Put the puppy on the board and wait for your audience to respond.]

How about a baby horse? [Put the foal on the board and wait for your audience.]

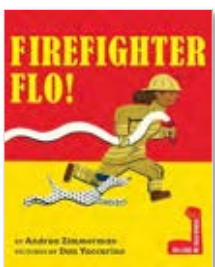
And a baby chicken? [Put the chicken chick on the board and wait for your audience.]

Now this is a tricky one. What is a baby ostrich called? [Your audience may not know this one. Put the ostrich chick on the board and say...] *A baby ostrich is also called a chick! Let's read this book and see how the animals react when they learn about each other's names.*



READ | *I Was Born a Baby* by Meg Fleming

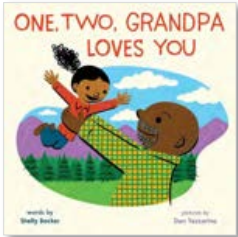
TALKING POINT | Fire Fighting: *Great job listening! Remember, if this is your favorite book, you'll get to vote on it at the end. This is our next book. [Hold up *Firefighter Flo!*] Can you guess what ACTION is going to happen in this book? [Wait for responses.] Right! Fire fighting! Also, just like the first book, this book also has animals in it. There are two dogs. Can you see the dog on the cover? Let's see if we can find the other dog as well. [Read *Firefighter Flo!* focusing on the SOUNDS in the book. Encourage your audience to participate by replicating the sounds.]*



READ | *Firefighter Flo* by Andrea Zimmerman

Storytime Plan: All Five Books, Page 2

TALKING POINT | Camping: Yay! Remember, if Firefighter Flo! is your favorite, you can vote on it at the end. A fire in your house would be scary. It's great that we have firefighters in our community to help us. But, there are times when making a campfire with our friends and family is a really fun ACTION. Have any of you been camping before? Making a campfire can be a lot of fun as long as we are safe. Let's read this book about camping. You can count along, and we'll watch for when they make their campfire. (We can also watch for some baby chicks, just like in our first book!)

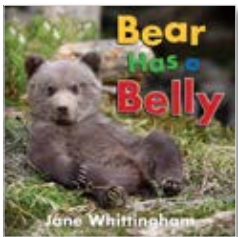


READ | One, Two, Grandpa Loves You by Shelly Becker

MOVEMENT ACTIVITY | Head, Shoulders, Knees, and Toes: Was that book your favorite? If it was, you can vote on it at the end. I don't know about you, but I'm ready to get up and move. Here's an action rhyme we can do together that I bet you know already.

[Do *Head, Shoulders, Knees, and Toes* from page 7. This activity is particularly good when you are doing all five books at once because you won't need to teach it. Most people already know this one!]

QUICK TRANSITION | Great job with that ACTION rhyme! Let's learn more about our bodies with this next book. I will need some help. Can you all say, "I do too!" Let's hear it. [Participants repeat your words.] Listen for that part in the book and say it with me! [During the tongue section, consider reading that part with your tongue sticking out.]



READ | Bear Has a Belly by Jane Whittingham

PLAY | Parachute or Scarf Activity: Great job! If that was your favorite, you'll be able to vote on it in just a second. Before our last book, let's do some more ACTIONS together.

[Do the parachute or scarf activity from page 41.]

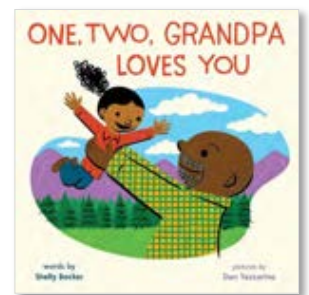
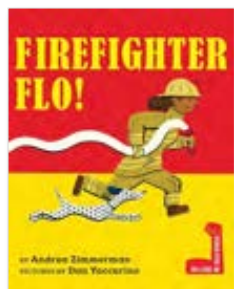
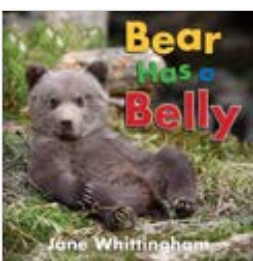
TALKING POINT | Weather: This is our last book. [Hold up *Let's Go Puddling!*.] Have you ever gone outside and jumped in puddles? Is that something we could do today? [Talk about the weather you are experiencing.]



READ | Let's Go Puddling! by Emma Perry

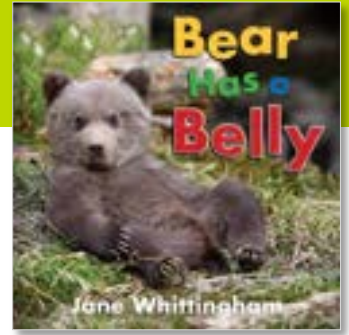
Thank you so much for listening to all those stories! Now it's time to vote on our favorite. [Vote using any method you choose. Options are described on page 63. You can announce your winner if you like.]

CLOSING: [Sing your typical Closing Song. Great job! You did it!]



Bear Has a Belly

By Jane Whittingham



Identify body parts and bask in body positivity in the cutest way possible. This highly participatory title pairs adorable animal photos with a variety of children. Do you like this book? I do too!

TALKING and GROWTH MINDSET | Body Positivity

The back-matter in this book has some great ideas for activities that you can do with children to encourage a body-positive mindset. According to the Mayo Clinic, children often face pressure to meet unrealistic ideals about their bodies. That pressure can take a heavy toll on confidence as well as physical and mental health.

Start your storytime by focusing on the positives. Talk about the great things that bodies can do. Hands can hold things. Feet help you balance and walk. Arms reach! Eyes see! Take some suggestions from your audience and act out these actions together. Pay attention to your audience. It's possible there may be people in your storytime whose bodies do not conform to these standards.

Reading Tip: When you read *Bear Has a Belly* to your group, consider sticking your tongue out when you read the page about the frog. Then your group can answer back with their tongues out as well. This is a great way to play with sounds and bodies!

SINGING | Body Part Rhyme

Here's a gentle rhyme about body parts that is slow and steady. Lead your participants through the rhyme. Consider using vocabulary that is not featured in *Head, Shoulders, Knees, and Toes*.

Where are your elbows?
Where can they be?
Where are your elbows?
Point to them with me!

Where is your neck?
Where can it be?
Where is your neck?
Point to it with me!

Where are your feet?
Where are your palms?
Where are your heels?
Where are your thighs?
Where is your tongue?



SINGING and BODY MOVEMENT | Head, Shoulders, Knees and Toes

Yup. This one is a little obvious, but this rhyme is a perfect pairing with *Bear Has a Belly*. Keep in mind, not all children know traditional rhymes, so it's great to introduce them. Additionally, children that already know this will feel proud of themselves that they can follow along! We are including the chords for this as well, but try to have an assistant or a parent helper lead the motions if a guitar is involved.

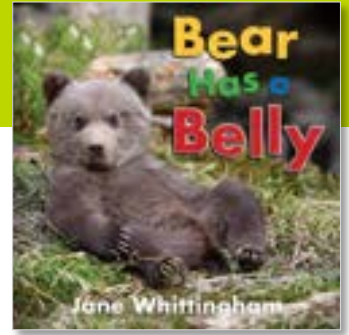
It is fun to mix it up and do some of the body parts over again or out of order. For example, *Head, shoulders, knees, and toes. Knees and toes. Knees and toes. Knees and toes!* Kids love it when you mix it up!

G
Head, shoulders, knees, and toes.
G
Knees and toes.
G D
Head, shoulders, knees, and toes.
D
Knees and toes.
G C
Eyes, and ears, and mouth, and nose.
D G
Head, shoulders, knees, and toes!
G
Knees and toes!

For Babies: To modify this for babies, stretch baby on the floor in front of you, on your legs, or do this with baby in a carrier car seat. Sing the rhyme and point to all baby's body parts.

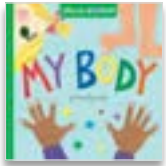
Bear Has a Belly

By Jane Whittingham



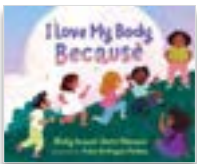
READING | Body Books!

The Centers for Disease Control and Prevention has several tools to help parents watch for important milestones in their children's growth and development. According to the CDC, by age 2 most children will be able to point to at least two body parts when a parent or caregiver asks them to. This book list will help kiddos with this important milestone AND will encourage children to treasure their bodies. Books for babies are included too!



Books About Bodies Starring People:

- All of Baby Nose to Toes* by Victoria Adler
- Bodies Are Cool* by Tyler Feder
- Dem Bones* by Bob Barner
- Every Body: A First Conversation About Bodies* by Megan Madison
- Everybody Has a Body* by Molli Jackson Ehlert
- Hello World! My Body* by Jill McDonald
- I Love My Body Because* by Shelly Anand and Nomi Ellenson



Books About Bodies Starring Animals:

- From Head to Toe* by Eric Carle
- Nose to Toes, You Are Yummy* by Tim Harrington
- We've All Got Bellybuttons!* by David Martin
- What Can Tails Do?* by Mi-yeon Ahn
- Who Am I? An Animal Guessing Game* by Steve Jenkins
- Who Has These Feet?* by Laura Hulbert



Board Books for Babies:

- I Love All of Me* by Lorie Ann Grover
- Ten Little Fingers and Ten Little Toes* by Mem Fox
- Toesy Toes* by Sarah Tsiang
- Touch Your Nose* by Amy Pixton
- Where Is Baby's Belly Button?* by Karen Katz
- Whose Bones?* by Indiana Author Gabrielle Balkan
- Whose Knees Are These?* by Jabari Asim
- Whose Toes Are Those?* by Jabari Asim



SINGING | Hello, Everybody!

Here's an easy addition to your *Wheels on the Bus* repertoire. It is simple to rewrite this tune over and over again with new words.

*Hello, everybody! Touch your nose.
Touch your nose.
Touch your nose.*

*Hello, everybody! Touch your nose.
Touch your nose.*

Additional verses:

*Tug your ear.
Pat your knees.
Wave your hands.
Tap your toes.
Stomp your feet.*

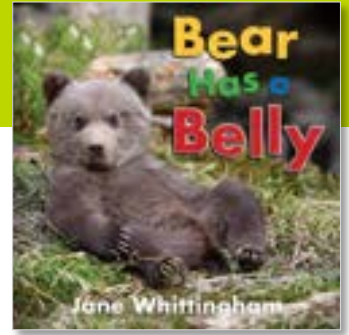


WRITING | Song in My Tummy Scribble Activity (Encore!)

Play "Song in My Tummy" by Laurie Berkner on a device. Have the children listen to the song and draw or scribble in time to the music. Give children the handout with the outline of a person located on page 14 or page 15 so they can follow along with the song. Let them get creative and draw whatever the music inspires them to draw. The lyrics talk about a song being inside your tummy, toes, nose, bones, and heart, and it wants to come out! This is an Encore Activity, meaning it was already featured in the Indiana Early Literacy Firefly Program Guide way back in 2019. It seemed appropriate to bring it back to feature with this title. We hope you agree!

Bear Has a Belly

By Jane Whittingham



WRITING | Body Tracing



This activity is perfect for caregivers and children to do together. Children can press their hands or feet onto a piece of paper and caregivers can trace around their fingers or feet. Alternatively, trusted adults can lay their children down on a giant piece of paper and trace around their whole bodies.

After the tracing is done, children can color in the body parts, caregivers can label different parts, and children can add embellishments to their “whole body” with paints, crayons, markers or any art supplies you have available. This is a fun large-format craft for children. It can be very empowering for children to see themselves BIG!



SINGING | Toe, Shin, Knee, Thigh / Tune: Frère Jacques

Here's yet another rhyming activity where kiddos point to their body parts while chanting them. You can do this several times using different variations like louder, softer, slower, faster, like a robot, etc. This is sung to the tune of *Frère Jacques* or *Are You Sleeping?*

Development Tip: When children sing rhyming songs they are training their ears to notice differences in words and sounds, an essential skill when they start reading.

Toe, Shin, Knee, Thigh.
Toe, Shin, Knee, Thigh.
Belly, Shoulder, Brow.
Belly, Shoulder, Brow,
Ears, Eyes, Nose, Chin.
Ears, Eyes, Nose, Chin.
Let's do it all again.
Let's do it all again.

This time, let's do it LOUDER!

STEM / PLAY | Animal Guessing Game Flannel Board

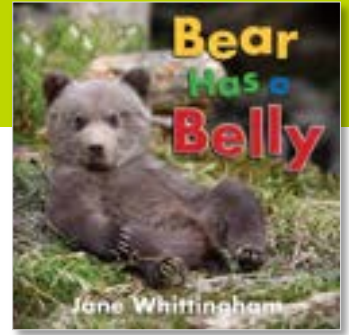
This flannel board will encourage littles to make observations about the world around them. Start by reading *Bear Has a Belly*. After that, attach the body part pieces from pages 12 and 13 of this guide. When you cut out the pieces, cut straight across where the parts come together so they join up easily. Point to a body part and ask the children to guess what animal it came from. When they get it right, add the animal's body to make a complete animal! An easier way to do this is to place the animal on the board and ask the children what part is missing.

Development Tip: Because the children will be encouraged to sit and listen through the activity (and many other activities in this program guide), they will be working on a concept called Self Regulation. Self regulation is the ability to monitor and control our own behavior, emotions, or thoughts and being able to change and adjust according to the demands of a given situation. Activities like this allow children to practice sitting, listening, being engaged in an external activity and being part of a group. This is great for child development.



Bear Has a Belly

By Jane Whittingham

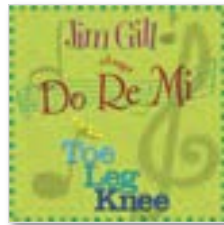


PLAYING / BODY MOVEMENT | Simon Says with Animals

This fun game might trip up even experienced youth librarians! The idea is to only follow the directions when the directions are correct. The players stand and face the storytime leader. The leader starts off by saying a true statement about something animals really do like, "Ducks fly." Then, they flap their arms like wings. Because this is true (ducks do fly), the participants join in.

The leader continues by doing several other "true" animal activities such as: Cats meow, Cows moo, Horses trot, and Hens cluck. The participants should join in because these are true statements. After a few animals have been named the leader can change it up by testing everyone's concentration. The leader might say, "Dogs moo," and then start mooing. But we know that dogs don't moo! Cows moo! If any player starts to moo after them, they are out of the game and should sit down. Play until you run out of time or until all the children are seated.

Development Tip: Games like this are great for kids because they allow children to practice concentration. Concentration is like a muscle that requires regular exercise. When children practice concentrating, they are teaching themselves how to sustain their attention on a variety of tasks, even when those tasks are not entertaining.



TALKING | Build a Teddy Bear

For this activity you'll need to prep the flannel pieces from page 11. Put the body piece of the bear in the center of your board and mix up the other pieces off to the side. Ask the children to help you put the pieces back on the bear.

For a simpler activity, simply assemble the bear and show your audience each piece as you place it on the board. You can describe what you are doing by using words like left, right, above and below.

SINGING | Body Song Round Up

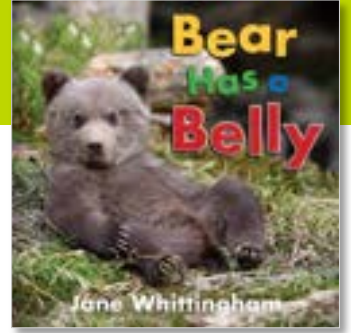
Body movement songs are everywhere. This list specializes in movement songs that specifically mention bodies and their parts.

- "Beanbag Body" by Judi Cranston
- "Don't Stop Baby Bot Dance" by Lingokids
- "Hokey Pokey" Traditional
- "If You're Happy and You Know It" Traditional
- "My Body is Healthy" by Mr. Yipadee
- "My Eyes, Nose, Mouth, Ears" by Muffin Songs
- "One Little Finger" by Noodle and Pals
- "There's a Song in My Tummy" by Laurie Berkner
- "Toe, Leg, Knee" by Jim Gill

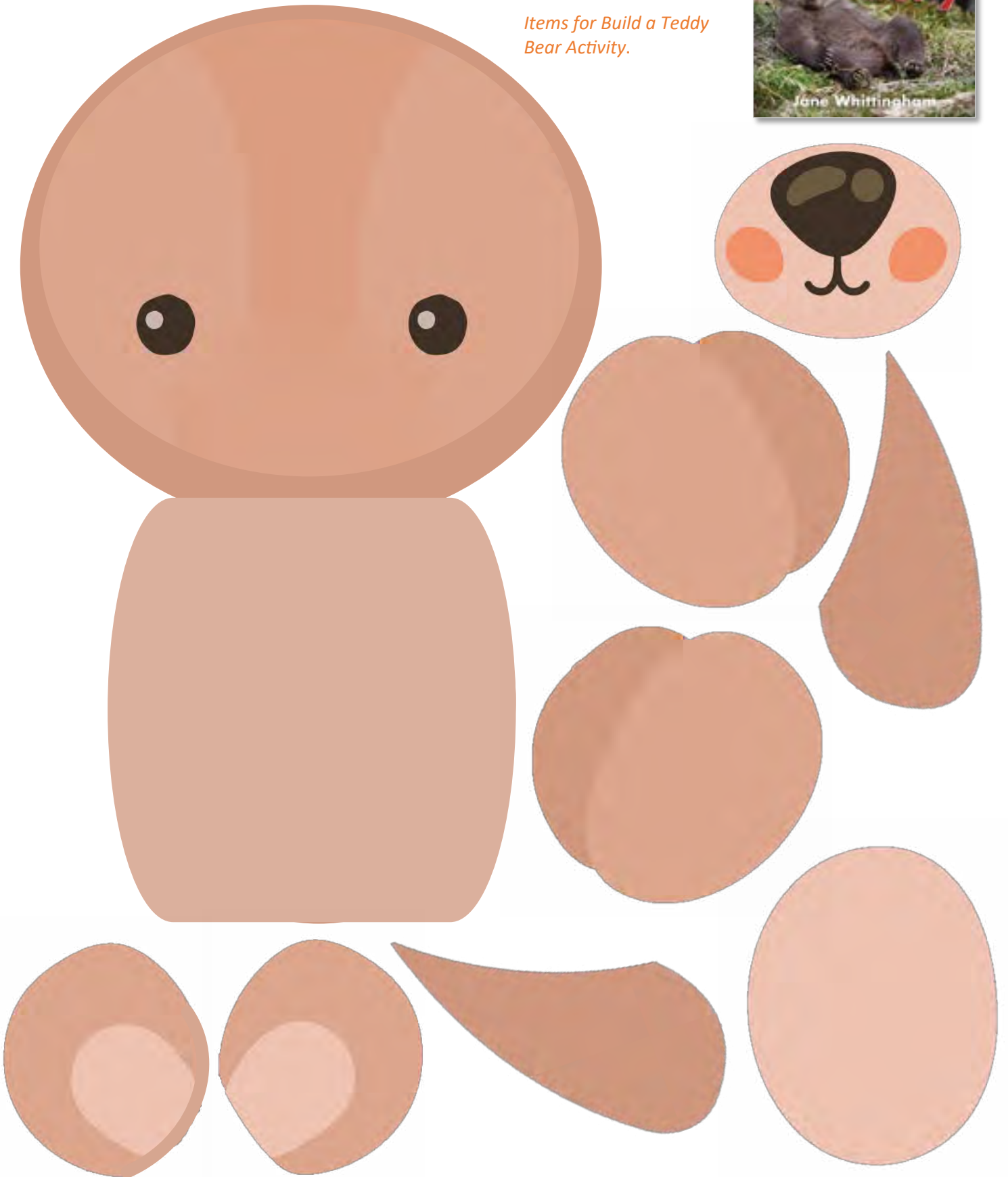


Bear Has a Belly

By Jane Whittingham

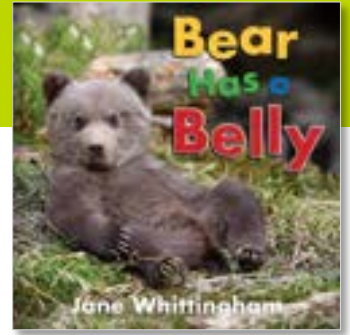


Items for Build a Teddy Bear Activity.



Bear Has a Belly

By Jane Whittingham

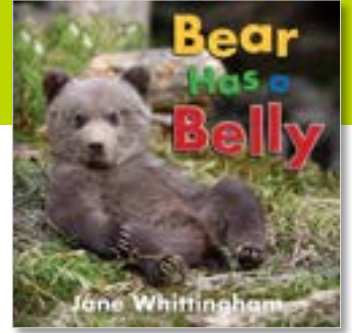


*Items for Animal Guessing
Game Flannel Board.*

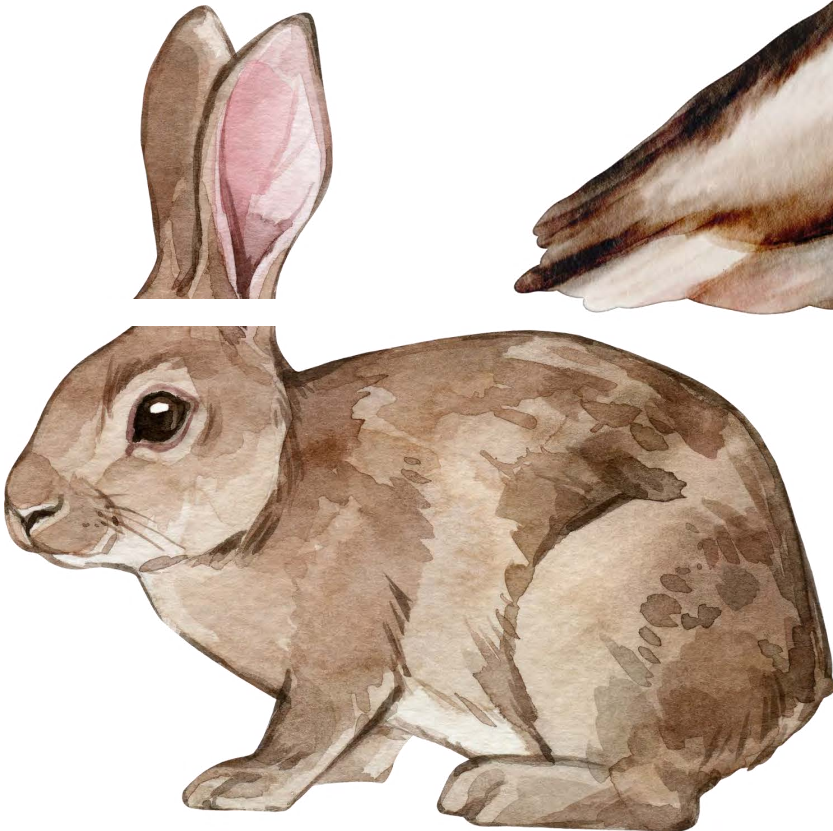


Bear Has a Belly

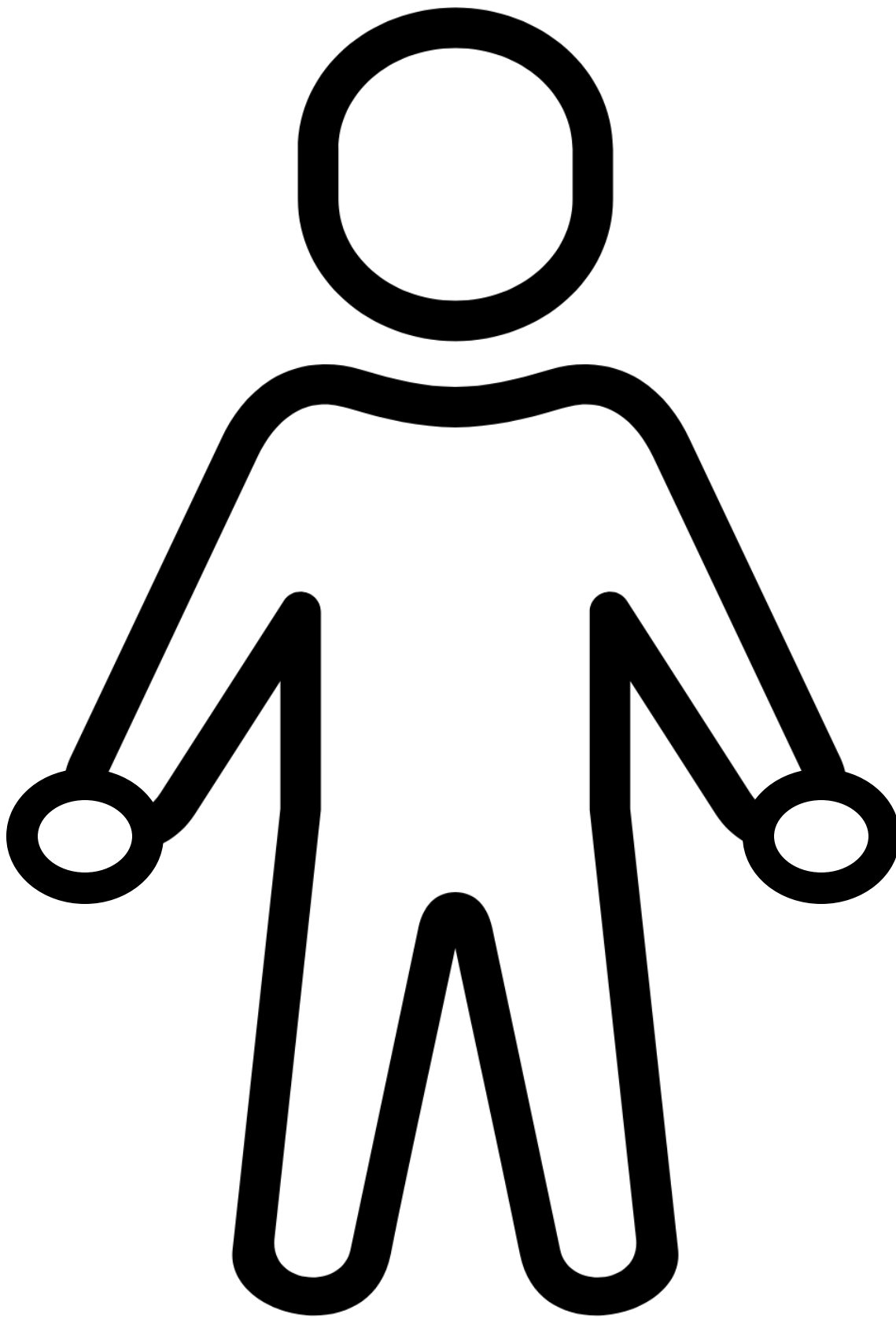
By Jane Whittingham



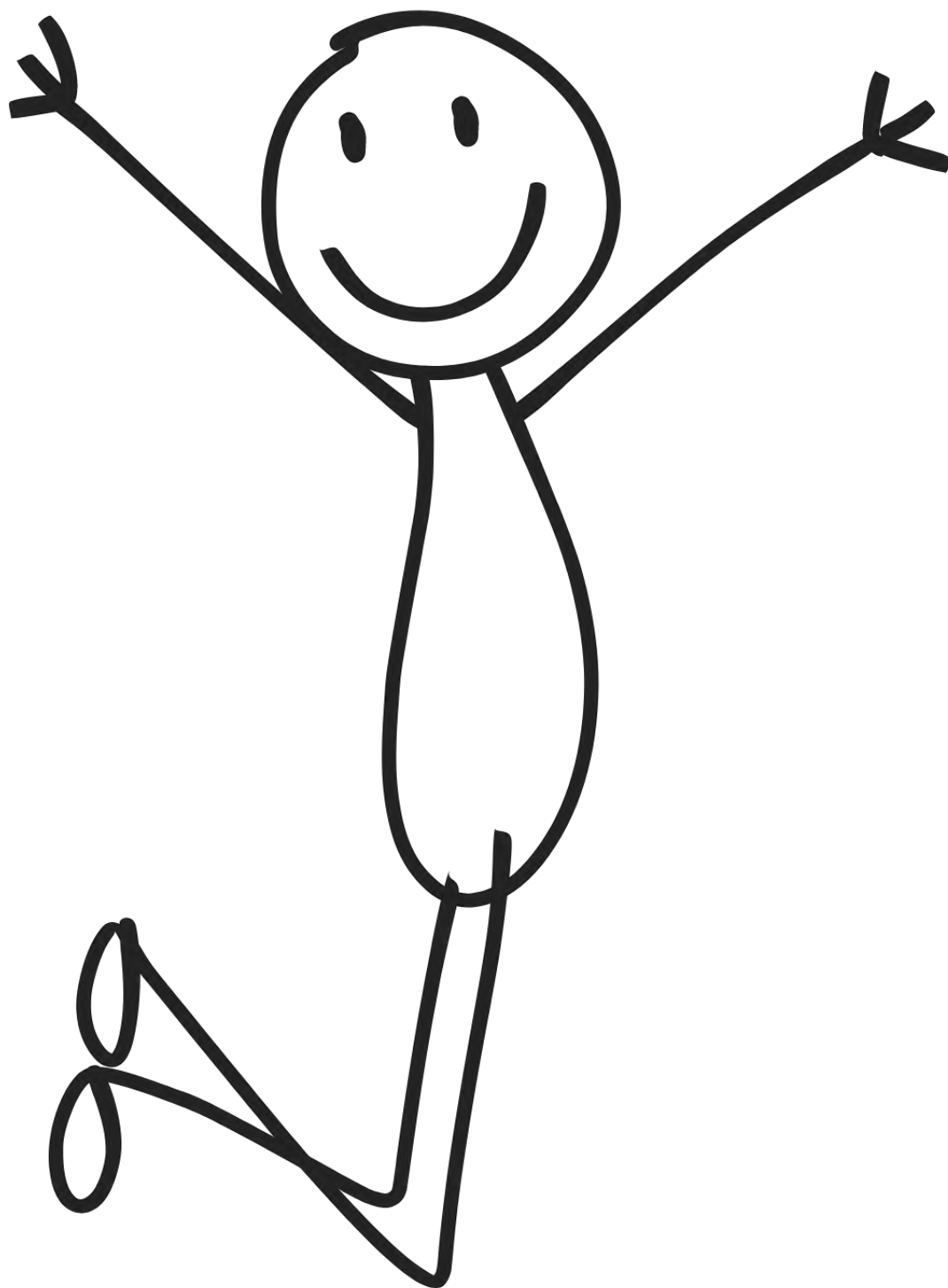
*Items for Animal Guessing
Game Flannel Board.*



Name _____



Name _____



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



When the phone rings at the fire station, Firefighter Flo and her crew leap into action, along with their cute canine assistant! Explore firefighters and clangy sounds in this action-packed read.

TALKING | Community Helpers

Firefighters are one of many jobs that help communities stay safe and healthy. How many other jobs can your storytime attendees name? Pictured below are cooks, delivery drivers, doctors, construction workers, nurses, firefighters, teachers, police officers and librarians. *Firefighter Flo!* fits in great with a variety of themes for storytimes including Community Helpers, Firefighters, Fire Safety, Sounds, and even Working Dogs! Incorporate this book into the storytime theme that works best for your library.



SINGING | Hurry, Hurry, Drive the Fire Truck Tune: One Little, Two Little

This song is to the traditional tune of *One Little, Two Little...* It's easy to play on a guitar or ukulele and the repetition makes it easy to teach and fun to learn.

G
Hurry, hurry, drive the fire truck
D D7
Hurry, hurry, drive the fire truck
G
Hurry, hurry, drive the fire truck
D D7 G
Ding, ding, ding, ding, ding!

Hurry, hurry, climb the ladder
Hurry, hurry, climb the ladder
Hurry, hurry, climb the ladder
Ding, ding, ding, ding, ding!

Hurry, hurry, squirt the water
Hurry, hurry, squirt the water
Hurry, hurry, squirt the water
Ding, ding, ding, ding, ding!

Slowly, slowly, back to the station
Slowly, slowly, back to the station
Slowly, slowly, back to the station
Ding, ding, ding, ding, ding

READING | Community Helpers / Read-A-Likes / Sounds

Try including a few of these titles in your storytime featuring *Firefighter Flo!* Whatever theme you choose, we've got you covered. When you read the story, note all the words that describe the *sounds*. Consider using a different action, voice, or body movement to illustrate each sound as you read it.



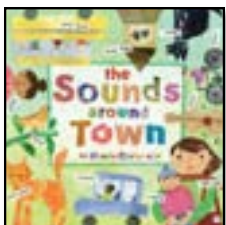
Read-A-Likes

Clifford the Firehouse Dog by Indiana Author Norman Bridwell
Dot the Fire Dog by Lisa Desimini
Fire Chief Fran by Linda Ashman
Fire Engine No. 9 by Mike Austin
My Mom is a Firefighter by Lois G. Grambling



Community Helpers

Career Day by Anne Rockwell
Someone Builds the Dream by Lisa Wheeler
Thank You, Omu! by Oge Mora
What do Brothas Do all Day? by Ajuan Mance
Whose Hands are These? by Miranda Paul



Sounds

Bumpety, Dunkety, Thumpety-Thump! by K. L. Going
Clifford's Noisy Day by Indiana Author Norman Bridwell
I Got the Rhythm by Connie Schofield-Morrison
Say Zoop! by Hervé Tullet
The Sounds Around Town by Maria Carluccio



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



SINGING / FLANNEL BOARD | Five Brave Firefighters

Use this rhyme as a flannel board OR an action rhyme, depending on how you want to work with it. For the flannel board, prep the pieces, including the gray firepole. When the “bell” rings, slide the firefighter down the pole and off your flannel board. *These images were generated with AI through Canva.*



Action Rhyme: Five Brave Firefighters

Five brave firefighters
(stand up, hold up five fingers)
Sleeping in a row
(hands against face like “sleeping”)
Ring goes the bell
(librarian rings bell/s)
And down one goes!
(sink to the ground)

If supplies permit, you could also hand out bells to each child to ring on the third line.

Flannel Board: Five Brave Firefighters

Five brave firefighters
Standing in a row.
Ring goes the bell,
And down one goes!

Repeat until all five firefighters have slid down the pole.



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



GROWTH MINDSET / BODY MOVEMENT | Fire Safety

Talk with the group about what to do if they see a fire. Ask them what they know already about calling 911. Hold up the numbers 911 or show them what that would look like on a phone. Talk about dialing 911, but only in the case of a true emergency.

Fires are very smoky, which can make a room feel dark and scary. To escape a smoky room you need to get low to the ground and crawl. Create a simulation by putting dark sheets or tablecloths over a table and having the kids crawl under the table. Alternatively, you could use a play tunnel for practice.

Finally, teach the children about Stop, Drop, and Roll. Remind them, if there is fire on your body or your clothes, don't panic! Instead Stop, Drop, and Roll. Practice several times and make it into a game. When you hear the bell, Stop, Drop, and Roll! Or, you could use orange colored scarves to go around a circle and when the "fire" scarf touches the children, they must Stop, Drop, and Roll!

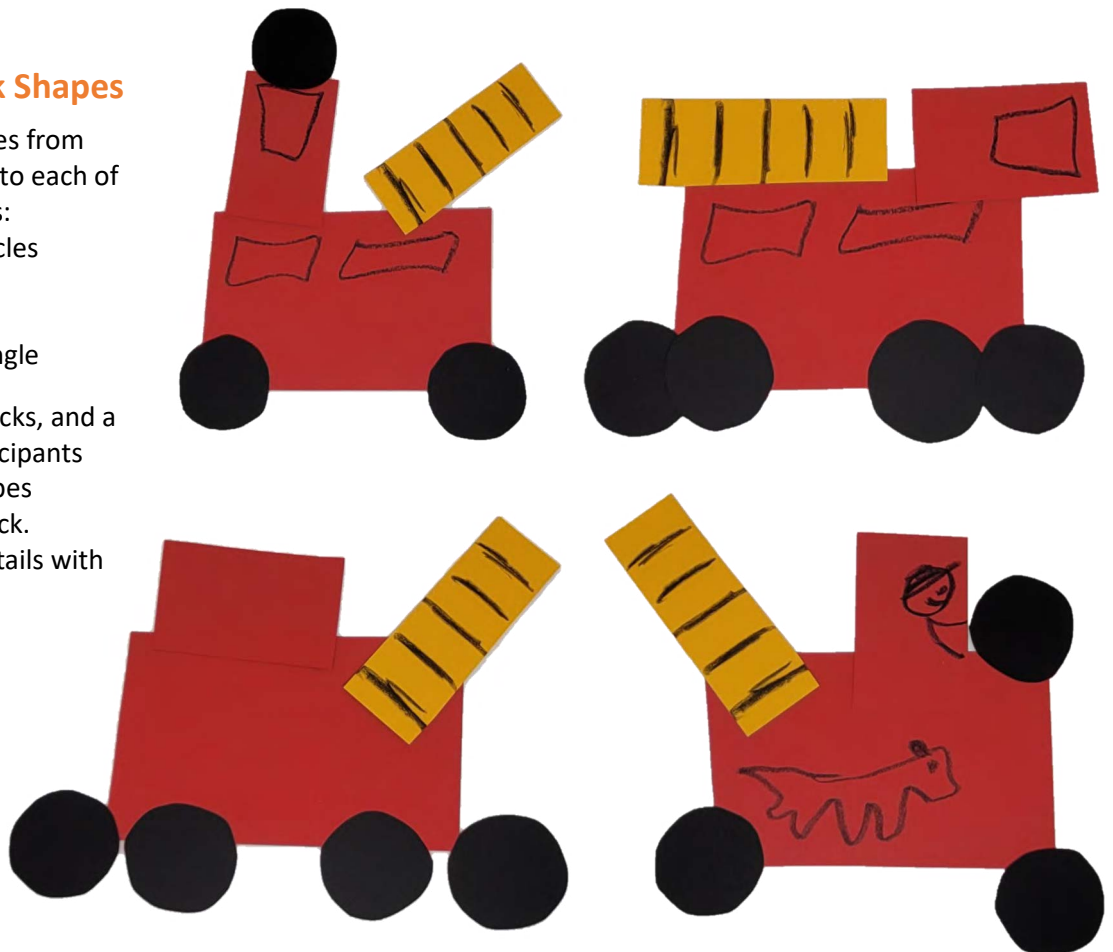


WRITING | Fire Truck Shapes

Pre-cut the following shapes from construction paper to give to each of your storytime participants:

- Four medium black circles
- 1 big red rectangle
- 1 small red rectangle
- 1 narrow yellow rectangle

Set out the shapes, glue sticks, and a few crayons. Let your participants decide how to put the shapes together to make a fire truck. Encourage them to add details with their crayons.



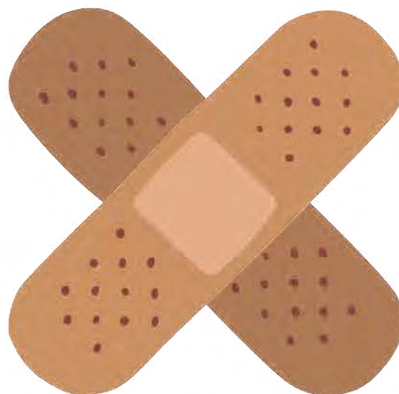
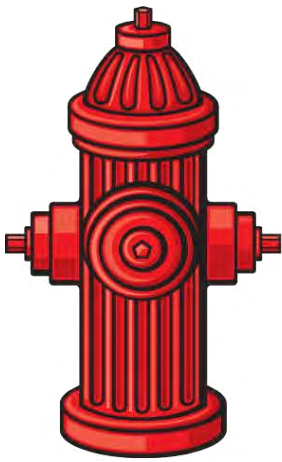
Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



TALKING | Sorting Activity: Who Uses This?

This activity encourages children to think about different careers and sort items into categories. Prep your flannel board using the images below and the ones on the next page. Ask the children to help you sort the items. There's a variety of ways you can do this. You can put all the images on the board in their groups and ask the children who would use each group of items. You could divide your flannel board into quarters or columns and ask the children to help you sort the items into Firefighter, Mail Carrier, Nurse, or Preschool Teacher. You could talk about each item individually and take ideas from the children as to how each item could be used. If children sort incorrectly, ask them to explain to you why they think a particular item might be used by a particular profession. Their answers might surprise you!



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



WRITING | Dalmatian Toilet Paper Roll Paper Craft

This craft is super simple once you have enough toilet paper rolls for your group. Each child needs one toilet paper roll, a black crayon or marker, a piece of black paper, and a glue stick. Scissors and googly eyes are optional.

Start by having the parent draw a simple dog face on the toilet paper roll. Have the child either cut out or tear out two shapes that can be the dog's ears. Glue the dog's ears to the inside of the roll. Then, have the child tear out several pieces of paper that can be the dog's spots. They can glue these all over the tube to complete their spotted dog. For even more fun, give each child several toilet paper rolls and use a variety of colors.



PLAYING | Fire Safety Scavenger Hunt

Extend your fire safety conversations by creating a scavenger hunt for your families. As with any scavenger hunt, make sure they know what areas of the library are part of the hunt. Consider marking each item they are looking for with a small sign so they know it's part of the hunt. Items they could search for might include:

- Smoke Detectors
- Emergency Exits
- Fire Extinguishers
- Fire Blankets
- Fire Alarms
- Ground Level Windows
- Land Line Telephones or Cell Phones



Give each participating set a clipboard with their Scavenger Hunt worksheet. At each location, have a small basket or box of stickers that the children can attach to their sheet when they find the item. Plain colored dots work well for this, or you could get fancy with themed stickers. When they complete their scavenger hunt, they can turn in their worksheet for a prize. Worksheet is on the next page.



*Preschool Teacher Items for
Sorting Activity, Who Uses
This?*

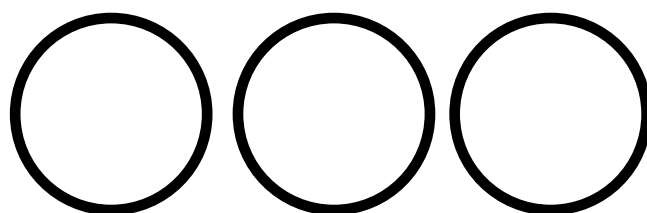
Name _____

Fire Safety Scavenger Hunt

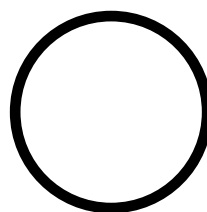
Find these fire safety items located throughout the library. Take a sticker and mark your chart once you find the item. Parents and caregivers, talk to your child about why each item is important for fire safety. When you find each item, ask the child to describe the item to you. Bring the completed sheet back for a prize.



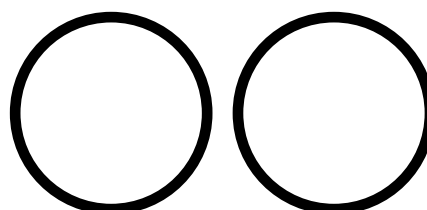
**Find 3 Smoke
Detectors**



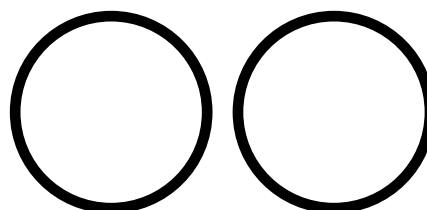
**Find 1 Smoke
Fire Alarm**



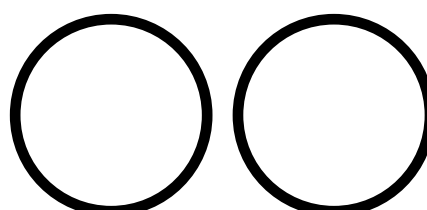
**Find 2
Emergency
Exits**



**Find 2 Fire
Extinguishers**



**Find 2 Library
Telephones**



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



NARRATIVE / FINE MOTOR SKILLS | Put the Fire Out!

This activity is messy, but fun. Children can help you build a town, set it on fire, and put the fire out. You might want to write a story together about how the fire started. (Popping popcorn in a microwave for too long can start fires and is not too scary.)

For this activity you will need:

- A wide, shallow plastic bin with no holes in the bottom
- Duplo blocks or other plastic interlocking bricks
- Shaving Cream
- Tempera Paints (Red / Yellow / Orange)
- Squirt Bottles
- Water
- Spoon (optional)
- Towels for clean up



For starters, build a variety of buildings with Duplo blocks or other plastic interlocking bricks. Set up your village or town inside a shallow storage bin or sensory bin with no holes (you want to be sure that the mess you create will not leak out onto the floor). You could have one town, or have several smaller bins to divide your participants into groups. Cover your buildings with shaving cream. Blend red and yellow paint into the shaving cream and form peaks with your fingers or a spoon. Add some “fire” coming out of the windows so it looks more realistic. You could do this ahead of time or (more fun!) allow the children and parents help you “set the village on fire.”

Allow the children to put out the fire with their squirt bottle “fire extinguishers.” This is the messiest part of the program. The spray will go EVERYWHERE. Take precautions! You could have one squirt bottle per child, or just use a few squirt bottles and have the children take turns. Talk about how this pretend fire is very different from a real fire (not hot, no smoke, not affecting the air, not destroying anything...etc.) After everyone has had a turn, allow the children to experiment with different methods of putting out the “flames.” Do cups of water work better than the squirt bottles? Can you use Duplos as vessels to deliver the water to the flames? This messy (but fun) program is perfect to do outdoors.



Firefighter Flo!

By Andrea Zimmerman, Illustrated by Dan Yaccarino



SINGING / PLAYING | Rhythm Stick Firefighting Songs!

Make a joyful noise by listening to a variety of songs about putting out fires, fire safety, and firefighters. Use a variety of rhythm instruments so that everyone can follow along and be part of the band. Rhythm instruments that are kid friendly include:

- Rhythm Sticks
- Egg Shakers
- Tambourines
- Jingle Bells with Handles
- Wooden Blocks with Sand Paper Attached
- Maracas
- Mini Cymbals
- Castanets
- Spoons
- Small Drums

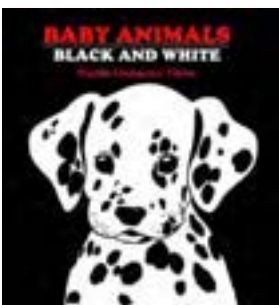


Giant List of Great Fire Songs

- "Fire" by Coco's Lunch
- "Fire Burning" by Kidz Bop Kids
- "Fire! Fire!" by Wee Sing
- "The Fire Truck Song" by Blippi
- "(I Woke Up in a) Fire Truck" by Karen K and the Jitterbugs
- "Fire Fighter Girl" by Lucky Diaz
- "Firefighter" by StoryBots
- "Firefighter Song" by The Learning Station
- "Fire Safety" by Poppet Stars
- "Fire Truck" by Geof Johnson
- "Fire Truck Rolling" by The Wiggles
- "Hurry Hurry Drive the Fire Truck" by The Kidboomers
- "Save the Day!" by The BeatBuds
- "Smoke Alarm" by Brian Kinder
- "Stop Drop and Roll" by Mr. Eric
- "We're Firefighters" by Bounce Patrol

Ella Jenkins | Play Your Instruments and Make a Pretty Sound

This is an amazing song if you have a good collection of percussion instruments at your library. Do a search for this song and enjoy the magic it brings. For *Firefighter Flo!* this song works by focusing on SOUNDS instead of FIREFIGHTING.



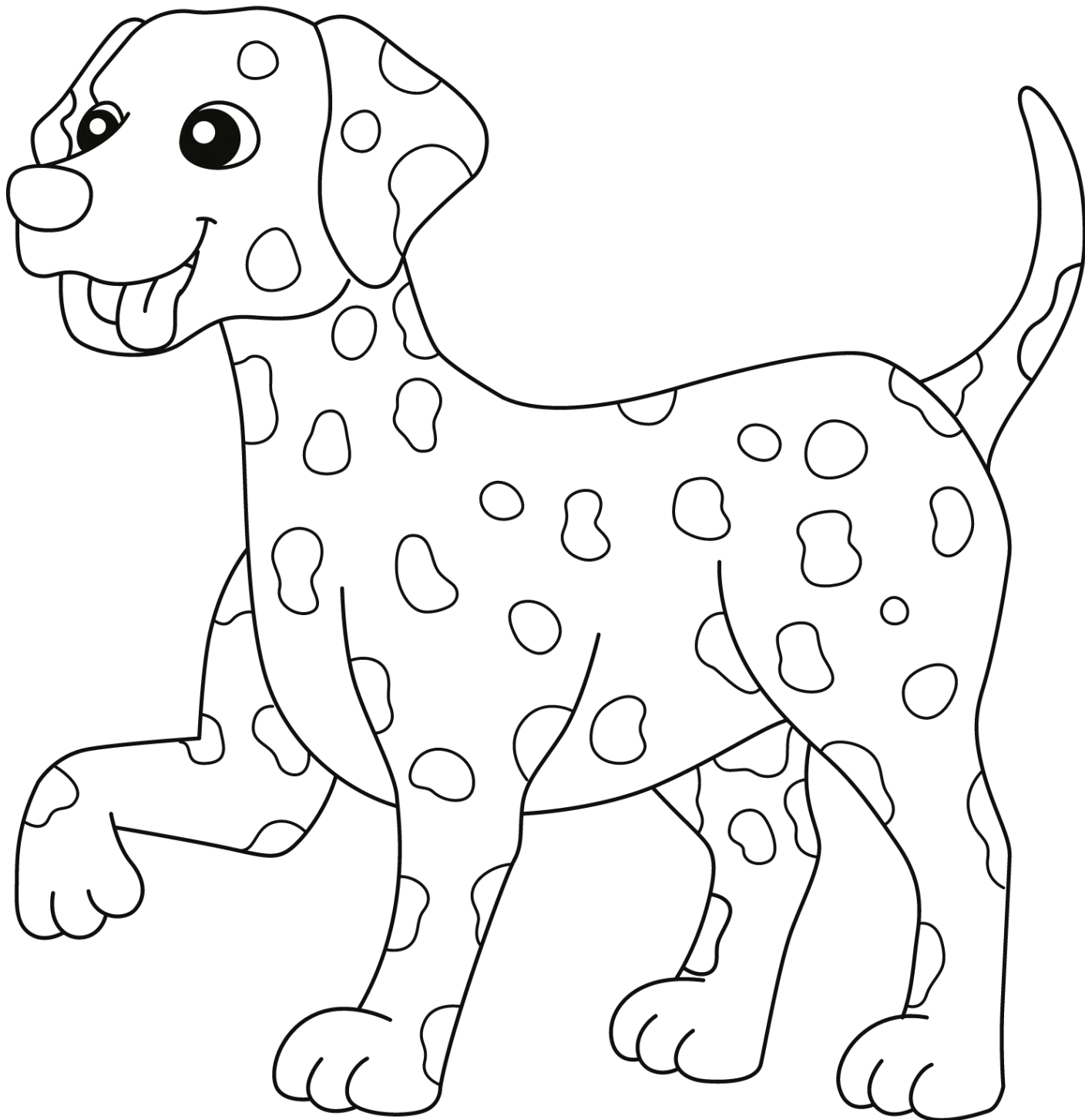
TALKING | Babies and Images

According to Michigan State University, until babies are about 3 months old, they can't really focus on anything that's more than 8-10 inches away from their face. Additionally, high contrast images are easier for babies to focus on and can help their vision development.

The dog in *Firefighter Flo!* is a perfect example of such an image, but babies might not be able to pick out the dog from the busy-ness of the rest of the book. Instead, use board books that feature black and white images for babies. A perfect companion is *Baby Animals, Black and White* by Phyllis Limbacher Tildes. Give a copy of the book to each grown-up / child pair during Baby Time, or give each pair different board books featuring high contrast images. Instruct the parent to show the child the images in the book. Play some calming music in the background. Encourage Board Book Sharing Time at all your sessions specifically for Babies. Help parents learn how to share books with even the youngest infants.

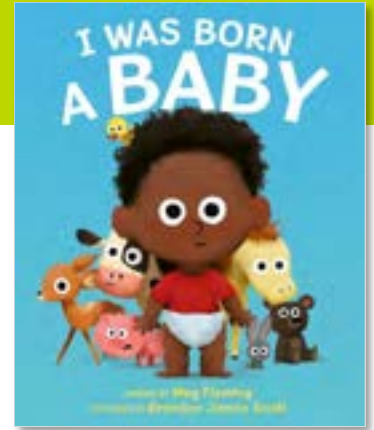


Name _____



I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



A parade of animals tell us what they are called as babies, but some of them are called the same name! How is this so?! This rhyming romp is sure to delight babies and grown-ups alike.

TALKING | Baby Animal Flannel Board

Before you dive into this rhyming romp, begin your storytime with a flannel board to determine how familiar your group is with the concept of baby animal names. This book is SO FUN because it introduces the reader to many charming words for various types of baby animals, but your group probably already knows a few. Using the magnet board images on page 28 ask them:

- *What is a baby cat called?* When they respond “kitten,” put the image of the kitten on your board.
- *What is a baby dog called?* When they respond “puppy,” put the image of the puppy on your board.
- *What is a baby horse called?* When they respond “foal,” put the image of the foal on your board. (This one is tricky. Some people might not know this.)
- *What is a baby chicken called?* When they respond “chick,” put the image of the chicken chick on your board.
- *What is a baby ostrich called?* They might not know this one. Let them know that a baby ostrich is also called a chick, then put the picture of the ostrich chick on your board.

After that, see how many other baby animal names they can name? How do they feel when they find someone with the same name as them? After this pre-flannel board, you can launch into the book knowing you did a great job introducing the theme.

STEM / PLAYING | Animal Match Up

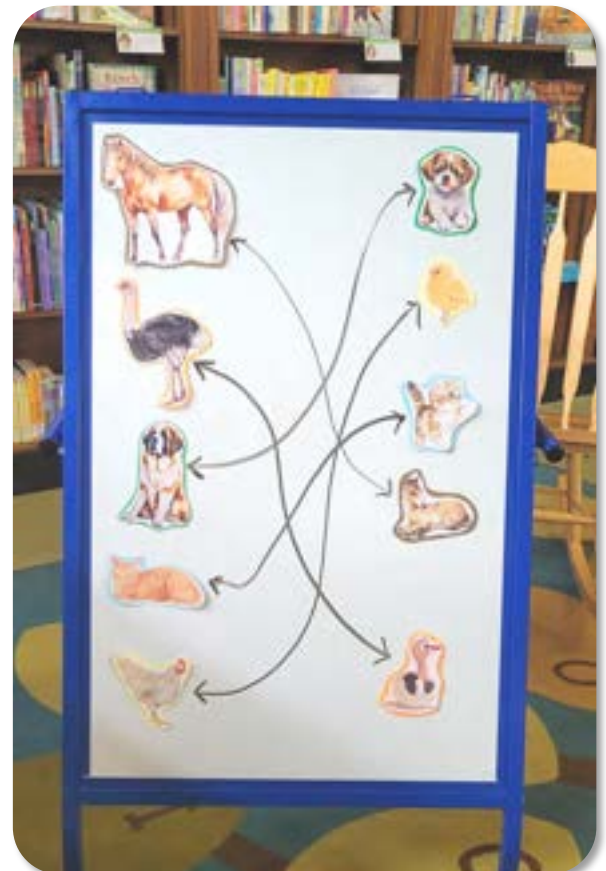
The baby animals on page 28 have corresponding parent animals on pages 29 and 30. Prep both sets of flannel board pieces and play a matching game with your participants. Put the babies on the top of your board and the parents at the bottom. You can simply put the matching sets together or, if you use a white board, you can draw a line to connect the animal pairs together. Children love seeing dry-erase markers in action!



READING | Animal Baby Books

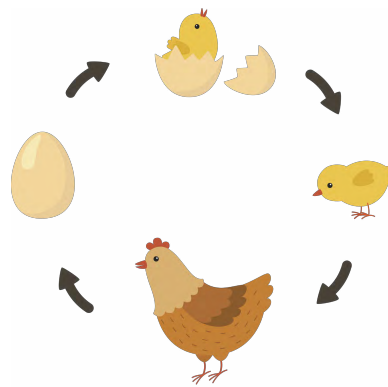
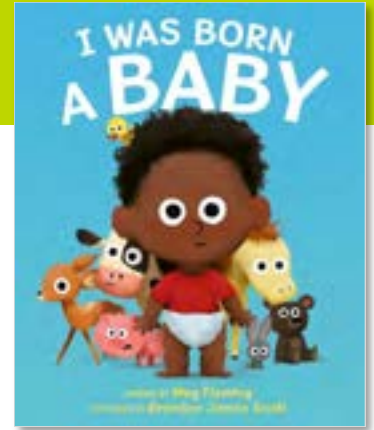
Baby animals are the cutest. Cozy up with a few of these titles to complete your storytime featuring animals and baby animals.

- *A Baby Like You* by Catherine Thimmesch
- *Beastly Babies* by Ellen Jackson
- *A Book of Babies* by Il Sung Na
- *Do You Know What I Am?* by Chad Geran
- *Flip, Flap, Fly!* by Indiana Author Phyllis Root
- *Hello Hello* by Brendan Wenzel
- *Pouch!* By David Ezra Stein
- *Wiggle, Walk, Wash!* by Elliot Kruszynski
- *Wake Up!* By Indiana Author Helen Frost



I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



STEM / TALKING | Life Cycle of a Chick

Even small children can understand that a chick comes from an egg and that chicks grow up into chickens. Prep the flannel pieces from page 33. Explain the life cycle of a chicken to your group while putting the circle in order. (Pre-set the arrows on your board ahead of time.) Then, put all the items at the bottom of your board and have the children tell you which piece goes first. Have a discussion about the differences chickens go through when they are growing up versus children. If you'd like to explore more on this topic with your group, consider checking out the Chicks Storytime Kit from the Indiana State Library. Visit our website for more information:

<https://www.in.gov/library/services-for-libraries/kits/>

STEM / TALKING | Animal Farm Field Trip!

Indiana's map is covered with opportunities for children to go and see real baby animals. Search for animal experiences in your area and partner with another library to make the most out of a field trip program. Key phrases you might try searching for include:

- Petting Zoos
- Farm Experiences
- Animal Encounters
- Farm Field Trip
- Animal Field Trip
- Animal Parks



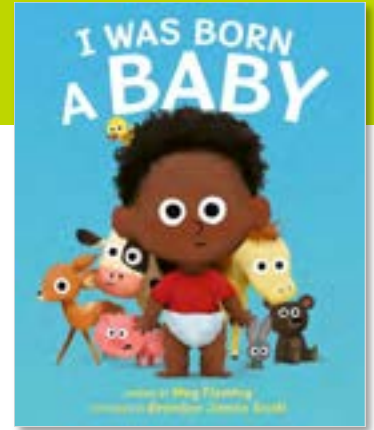
SINGING | Baby Bounces

Baby Lap Bounces are a staple of storytime. Baby bounces pair close contact between caregiver and child with rhymes and knee bounces, teaching the child about rhythm while allowing closeness with baby. Here are a few Baby Bounces you can find online that feature the word "baby."

- "Bouncing, Bouncing, Baby on My Knee"
- "Did You Ever See a Baby Go This Way and That?"
- "Ride, Baby Ride"
- "Snuggle Up Together, Baby On Your Lap"
- "Tiny Little Baby Loves Bouncing, Bouncing"

I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



SINGING | Over in the Meadow Round Up

There's a perfect song to pair with this book. Originally written in 1970 by Olive A. Wadsworth, "Over in the Meadow," is a traditional song/poem that has dozens of versions available. The song celebrates both baby animals and counting. Many of its iterations take place in different natural settings, so there's certainly a version that will work for your storytime. Author Marianne Berkes has featured many versions of this song in her picture books, some of which focus more on the scientific names for the baby animals. *Over in the Forest: Come and Take a Peek* is a good example. Here are the original words of Wadsworth's poem according to AllPoetry.com.

*Over in the meadow,
In the sand in the sun
Lived an old mother toadie
And her little toadie one.
"Wink!" said the mother;
"I wink!" said the one,
So they winked and they blinked
In the sand in the sun.*

*Over in the meadow,
Where the stream runs blue
Lived an old mother fish
And her little fishes two.
"Swim!" said the mother;
"We swim!" said the two,
So they swam and they leaped
Where the stream runs blue.*

*Over in the meadow,
In a hole in a tree
Lived an old mother bluebird
And her little birdies three.
"Sing!" said the mother;
"We sing!" said the three
So they sang and were glad
In a hole in the tree.*

*Over in the meadow,
In the reeds on the shore
Lived an old mother muskrat
And her little ratties four.
"Dive!" said the mother;
"We dive!" said the four
So they dived and they burrowed
In the reeds on the shore.*

*Over in the meadow,
In a snug beehive
Lived a mother honey bee
And her little bees five.
"Buzz!" said the mother;
"We buzz!" said the five
So they buzzed and they hummed
In the snug beehive.*

*Over in the meadow,
In a nest built of sticks
Lived a black mother crow
And her little crows six.
"Caw!" said the mother;
"We caw!" said the six
So they cawed and they called
In their nest built of sticks.*

*Over in the meadow,
Where the grass is so even
Lived a gay mother cricket
And her little crickets seven.
"Chirp!" said the mother;
"We chirp!" said the seven
So they chirped cheery notes
In the grass soft and even.*

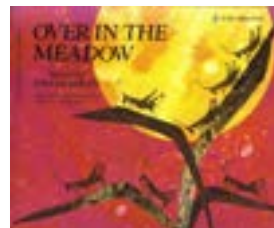
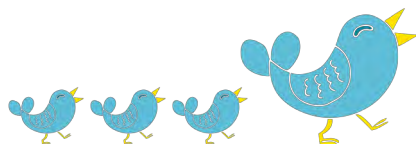
*Over in the meadow,
By the old mossy gate
Lived a brown mother lizard
And her little lizards eight.
"Bask!" said the mother;
"We bask!" said the eight
So they basked in the sun
On the old mossy gate.*

*Over in the meadow,
Where the quiet pools shine
Lived a green mother frog
And her little froggies nine.
"Croak!" said the mother;
"We croak!" said the nine
So they croaked and they splashed
Where the quiet pools shine.*

*Over in the meadow,
In a sly little den
Lived a gray mother spider
And her little spiders ten.
"Spin!" said the mother;
"We spin!" said the ten
So they spun lacy webs
In their sly little den.*

READING | Over in the Meadow Books

- *Over in the Arctic...* by Marianne Berkes
- *Over in Australia...* by Marianne Berkes
- *Over on the Farm* by Marianne Berkes
- *Over in the Forest...* by Marianne Berkes
- *Over in the Grasslands...* by Marianne Berkes
- *Over in the Jungle...* by Marianne Berkes
- *Over in the Meadow* by John M. Feierabend
- *Over in the Meadow* by Ezra Jack Keats
- *Over in the Meadow* by John Langstaff
- *Over on a Mountain...* by Marianne Berkes
- *Over in the Ocean...* by Marianne Berkes
- *Over in a River...* by Marianne Berkes



I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



*Items for Pre-Reading Flannel Board and
Animal Match Up Flannel Board*

I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



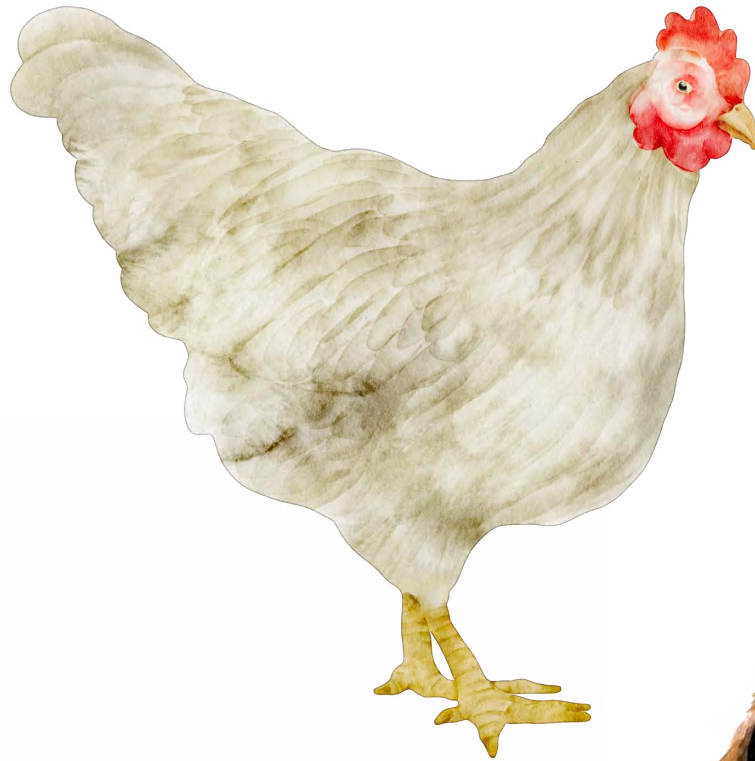
*Items for Animal Match Up
Flannel Board*

I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



*Items for Animal Match Up
Flannel Board*



I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



MOVEMENT / PLAYING | Milk Cap Movement!

Here's a spin on the traditional "act like an animal" game. Instead of just calling out an animal for your kiddos to act like, fill a basket with double sided milk caps showing the image of the animal on one side and the action on the other. (Once you have this prepped, you could use it with older children too, and have them pull out the cap and read the instructions!) An option is to set an interval timer to go off every 30 seconds. During the first 30 seconds, pull the animal cap, read the instructions and have the children think about what action they will do. Next, have the children (and caregivers) act like that animal. When the timer goes off again, they freeze while you pull the next animal. Having a timer provides purpose AND children can practice self-regulation while they are waiting for the next animal to be called. Enjoy the (regulated) chaos! (Lids from some drinkable yogurts work well for this too!)

Jump like a Kangaroo!



Waddle like a Penguin!



Swing your trunk like an Elephant!



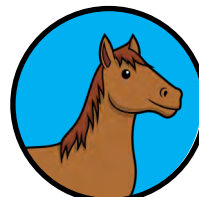
Peck like a Chicken!



Snap your arms like an Alligator!



Gallop like a Horse!



Slither like a Snake!

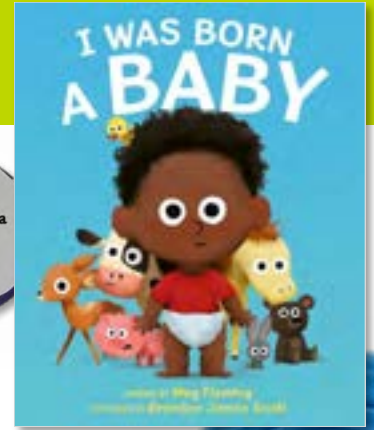


Float like a Butterfly!



I Was Born a Baby

By Meg Fleming, Illustrated by Brandon James Scott



Leap like a Frog!



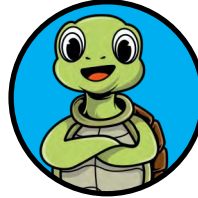
Pounce like a Cat!



Quack like a Duck!



Crawl like a Turtle!



Moo like a Cow!



Swish like a Fish!



Bark like a Dog!



Strut like a Rooster!



Crab walk like a Crab!



Walk tall like a Giraffe!

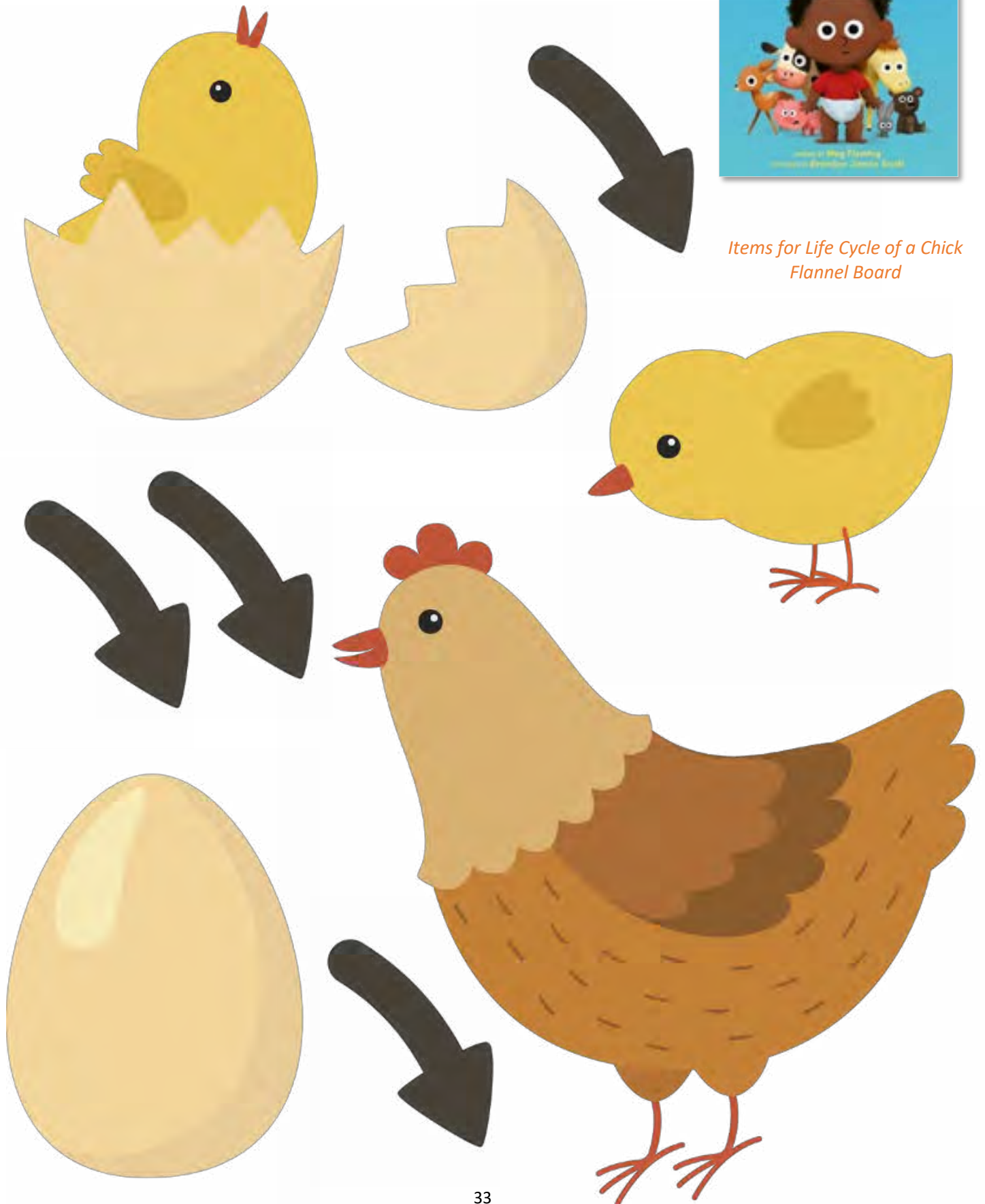


I Was Born a Baby

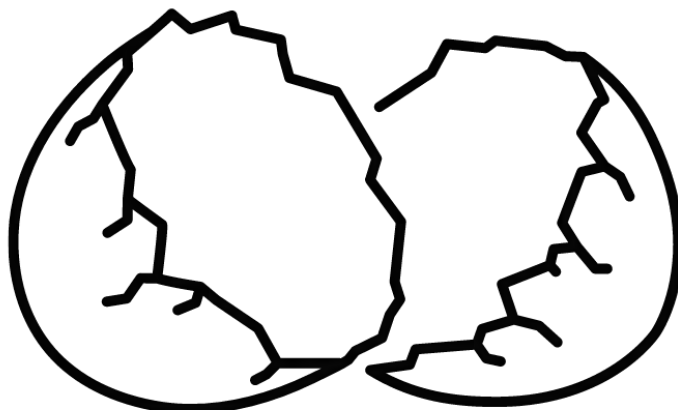
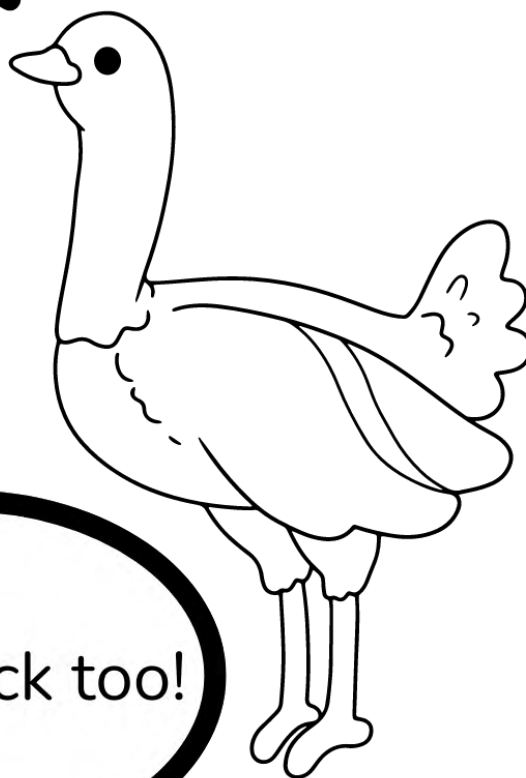
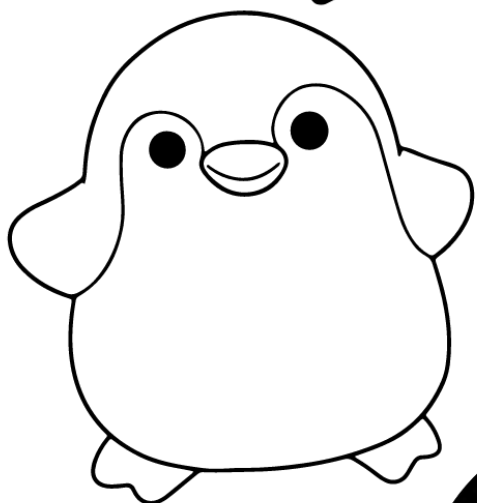
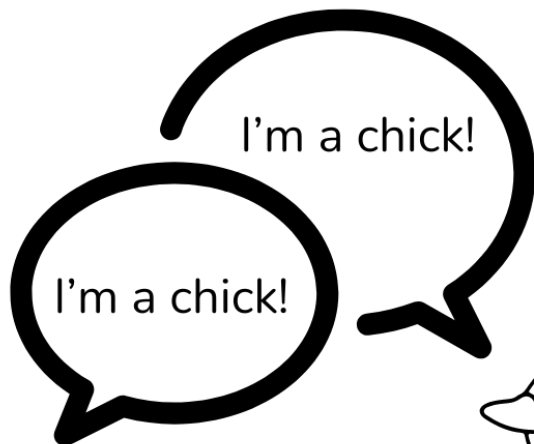
By Meg Fleming, Illustrated by Brandon James Scott



Items for Life Cycle of a Chick
Flannel Board

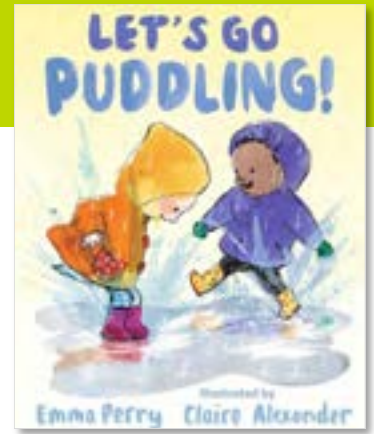


Name _____



Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



When clouds darken skies and raindrops appear, three adorable toddlers convince their grown-ups to take them on a rainy, puddly adventure! A cozy read for a rainy day!

READING | Rainy Day Adventures!

Books about rainy days abound. Add one or two of these to your storytime plan:

- *Bringing the Outside In* by Mary McKenna Siddals
- *Hello, Rain!* by Kyo Maclear
- *In the Rain* by Elizabeth Spurr
- *On a Rainy Day* by Sarah LuAnn Perkins
- *Puddle* by Hyewon Yum
- *Raindrops Roll* by Indiana Author April Pulley Sayre
- *Raindrops to Rainbow* by John Micklos Jr.
- *The Thingamabob* by Il Sung Na
- *Thirsty Thursday* by Indiana Author Phyllis Root
- *This is the Rain* by Indiana Author Lola M. Schaefer



SINGING / FINGER PLAY | Raindrops

Try this finger play modified from one available via PennState Extension. Children can do this finger play while seated or while standing. For added variation, try it both ways.

Raindrops, raindrops. (Move fingers to imitate rain)
Falling all around. (Move fingers to imitate rain)
Patter on the roof. (Tap fingers on your head)
Patter on the ground. (Tap fingers on the ground)

Here is my umbrella. (Pretend to open an umbrella)
It will keep me dry. (Pretend umbrella over head)
When I go out in the rain, (Hold pretend umbrella...)
I hold it up so high. (...high up in the air.)

SINGING | Puddle Hop (Tune: The Bunny Hop) By Jennifer Wakolbinger

Teach this catchy tune to your group and you'll be hopping and bopping in no time! It's easy to find an instrumental version of "The Bunny Hop" to play in the background. Add the lyrics to a screen for your parents to sing along!

Baby Bounce: You can also adapt this song to be used as a Baby Bounce for Baby Time.

*What a lot of fun,
Make sure your boots are on,
Now put your feet together and hop, hop, hop!*

*So many puddles,
You know just what to do,
Find the puddles all around and hop, hop, hop!*

*Join in all the fun,
We don't need the sun,
A puddle here, a puddle there, hop, hop, hop!*

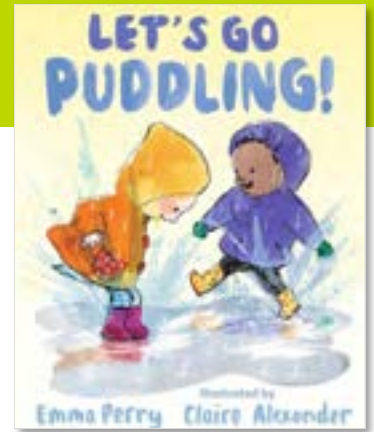
COLLABORATIVE SUMMER LIBRARY PROGRAM | Puddling Adventure!

This summer, is your library using the Collaborative Summer Library theme of ADVENTURE BEGINS AT YOUR LIBRARY? If so, the Firefly Program is a perfect tie in. Go on a puddling adventure with *Let's Go Puddling!* Talk about camping and other outdoor adventures with *One, Two, Grandpa Loves You.* Nothing is more adventurous than being a firefighter, which you can explore in *Firefighter Flo!* Get your adventure on this summer with CSLP and the Indiana Early Literacy Firefly Award!

ADVENTURE *BEGINS AT YOUR* LIBRARY™

Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



FINE MOTOR SKILLS / GROWTH MINDSET | Cupcake Liner Umbrella Craft

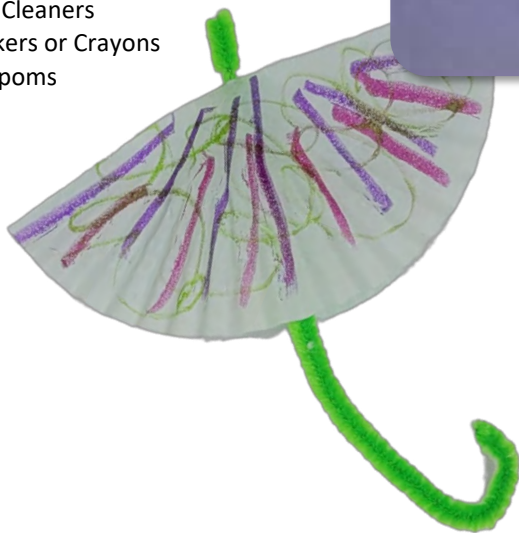
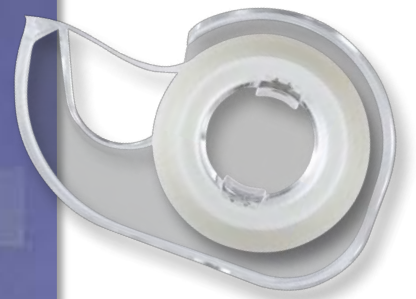
You can do this craft a few ways. For the youngest children, have them decorate the cupcake liners with crayons or markers, and then have them help their grown-up assemble the craft. For older children, simply give them the supplies, show them a sample and let them try different things. Encourage them to make more than one so they can determine which method worked best for them. For example, did they like using tape better than a glue stick? Did they poke a hole in the center of their cupcake liner or did they layer their pieces on the paper?

Allowing children time and space to try different things, work out problems, and tinker with options is a great way to practice problem solving which is fantastic for brain development.

For the raindrops experiment with cutouts, thumbprints, pompoms, scraps of paper, stickers...whatever you have on hand!

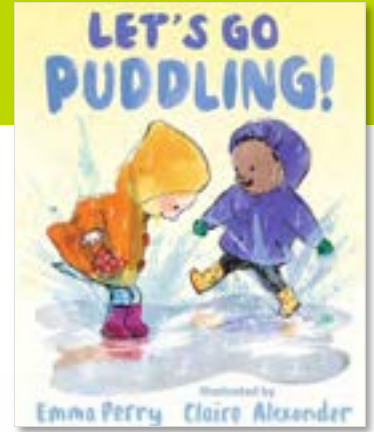
Possible Supplies:

- Paper Cupcake Liners
- Construction Paper
- White Paper
- Tape
- Glue Stick
- Scissors
- Pipe Cleaners
- Markers or Crayons
- Pompoms



Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



FINE MOTOR SKILLS / PLAY | DIY Rice Shakers

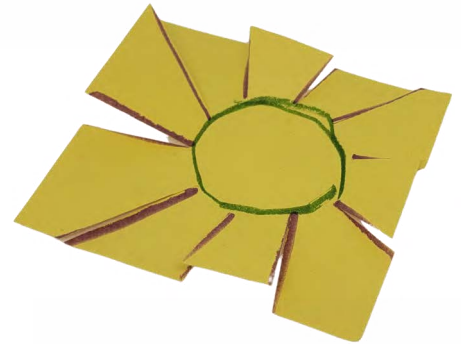
This craft can be changed and adjusted depending on the level of skill your kiddos bring. There are some parts that are tricky and other parts that are perfect for toddlers. You might even consider closing up the first hole for your participants and pre-cutting the hole closures.

For each participant you will need:

- One cardboard tube from a paper towel roll
- Sheet of foil
- Two tablespoons of dry rice
- Option 1: Two rubber bands
- Option 2: Tape
- Construction Paper
- Scissors
- Pencil
- More construction paper for decorating (optional)
- Crayons and markers for decorating (optional)



Start by closing up one end of your tube. Cut a square of construction paper about 4 inches by 4 inches. Place your tube end down in the center of this square and use your pencil to trace around the opening so you now have a circle on your paper. In our image, that circle is green.



Draw lines radiating out from the circle to the edge of the paper. Cut those lines to the circle, but not crossing the line made by the circle. In our image, those lines are purple. See the image for clarification. While you are at it, make a second one of these for the other end.

Now, just gather that square around the hole at the end of your tube. (You can put the lines on the outside for decoration or on the inside so you don't see them.) Secure it with a rubber band or with packing tape.

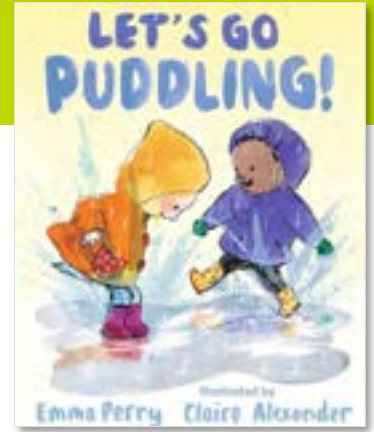


Next, take your length of foil and roll it into a loose column, sort of twisting it like a spring. This part will be fun for children to help with. Foil is a fun, shiny, sensory opportunity for kids. Put your foil all the way into your tube. Add the rice and close up the other end. Try out your rice shaker! It should sound like rain when you turn it around. If it doesn't sound like rain, add more rice, change the shape of your foil, or try something else. Toddlers can help decorate their tubes by covering a sheet of construction paper with their own designs. Parents can roll these over their tubes and secure with tape, glue, or rubber bands. What games can you play with your rice shaker?



Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



STEM | Make it Rain (Encore!)

This simple demonstration shows children what happens when it rains. Fill a clear cup with water. Add a layer of foam shaving cream. This represents a cloud. Add several drops of food coloring. When the cloud gets too heavy, the drops fall through as rain! Explain to the children that when water droplets grow heavy in the clouds, gravity pulls them down from the clouds as rain, just like in the demonstration. This is an Encore Activity, meaning it was already featured in the Indiana Early Literacy Firefly Program Guide back in 2022. We hope you don't mind seeing it again!



STEM / TALKING | Weather Tools

Consider making this simple weather wheel out of a paper plate and using it with your storytimes each week. What kind of observations can children make about the weather? Images are on page 40.

See if you can install a thermometer outside a window near your storytime area where children can see it. Record the temperature each week on a chart or a graph. What observations or predictions can children make after participating in temperature tracking over a whole year of storytimes?

SINGING | If You're Feet Are Cold and Wet by Suzanne Walker

Tune: If You're Happy and You Know It

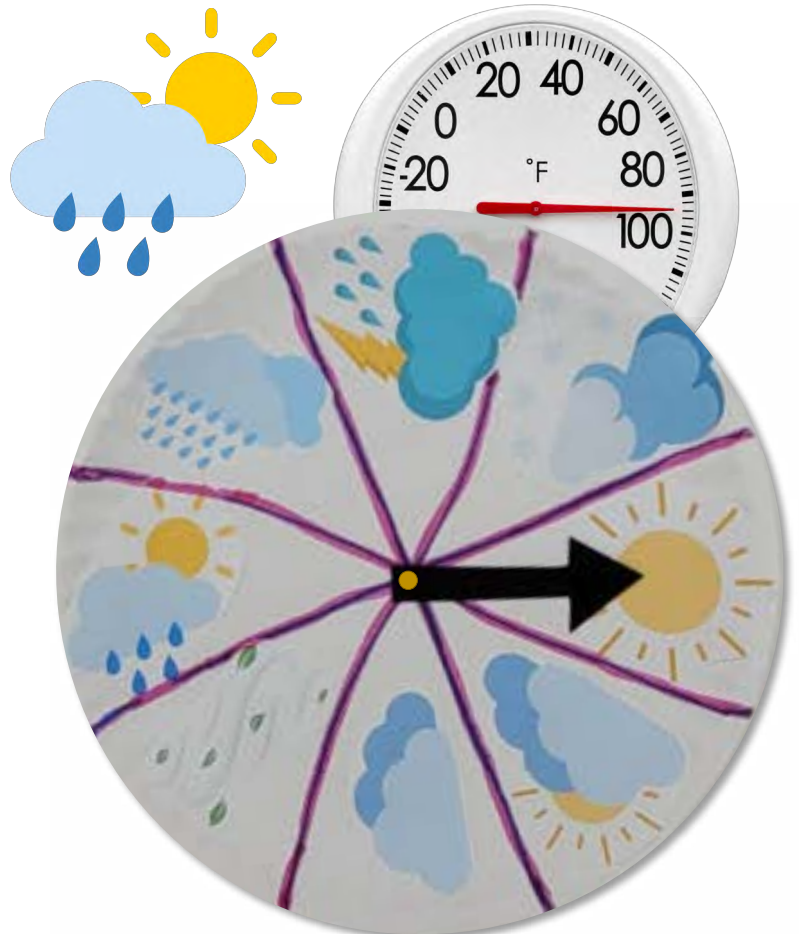
Combine a well-known tune with different lyrics and a quick flannel board for a rhythmic singing activity your group will enjoy. This can also be a motion song where children mime putting on their boots, coat, hat and putting up their UM-BREL-LA! Images for the flannel board are on page 39.

*If your feet are cold and wet, wear your boots!
If your feet are cold and wet, wear your boots!
If your feet are cold and wet, don't you wait another sec!
If your feet are cold and wet, wear your boots!*

*If your body's cold and wet, wear your coat!
If your body's cold and wet, wear your coat!
If your body's cold and wet, don't you wait another sec!
If your body's cold and wet, wear your coat!*

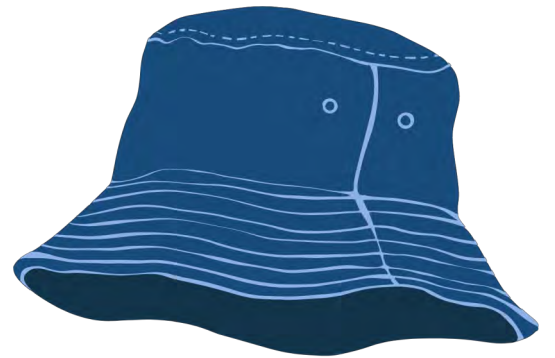
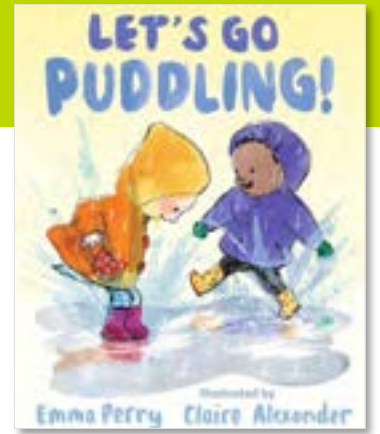
*If your head is cold and wet, wear your hat!
If your head is cold and wet, wear your hat!
If your head is cold and wet, don't you wait another sec!
If your head is cold and wet, wear your hat!*

*If it's raining in your eye, get your UM-BREL-LA!
If it's raining in your eye, get your UM-BREL-LA!
If it's raining in your eye, and you need to get it dry!
If it's raining in your eye, get your UM-BREL-LA!*



Let's Go Puddling!

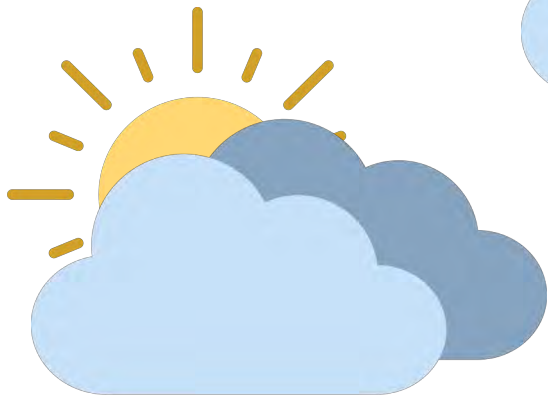
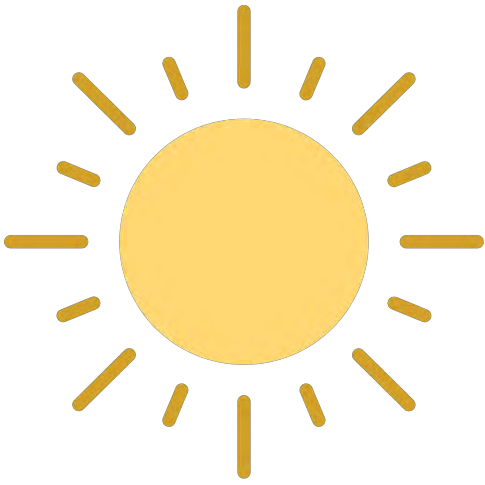
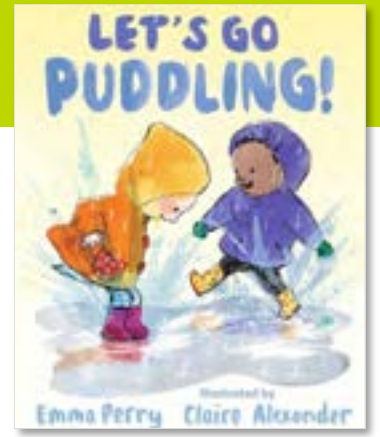
By Emma Perry, Illustrated by Claire Alexander



*Items for If Your Feet Are Cold and Wet
Flannel Board*

Let's Go Puddling!

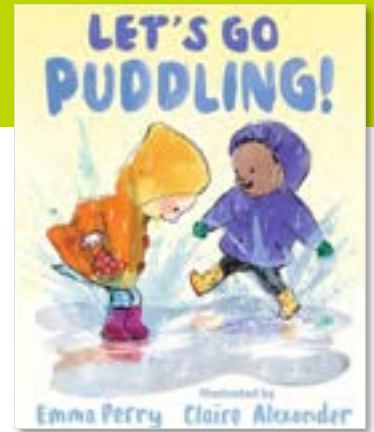
By Emma Perry, Illustrated by Claire Alexander



Items for Weather Wheel

Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



BODY MOVEMENT / PLAY | Parachute Rain Down!

Nothing makes children squeal with delight quite like parachute time. The Indiana State Library has two 12-foot parachutes available for lending in our Movement Storytime Kit. Details about all our circulating kits (including Storytime and Duplo kits) available here: <https://www.in.gov/library/services-for-libraries/kits/>. For *Let's Go Puddling!*, you can easily incorporate parachute time. For extra giggles, have the children sit under the parachute and encourage grown-ups to help you raise and lower the parachute over their heads and bodies. Can they feel the breeze and the "rain?" Pair it with one of the songs below for an experience that's fun for both caregivers and children. Alternatively, you could have the children sit in a group in the middle of the room and have the grown-ups brush scarves over them to simulate "rain."



SINGING | Amazing Rain Songs for the Parachute, Singing, Dancing, or Rhythm Instruments

Parents and caregivers like music too. Give them a treat by playing an oldie but goodie rain song during parachute time.

"Grown Up" Rain Songs

- "I Love a Rainy Night" by Eddie Rabbitt
- "I Wish It Would Rain Down" by Phil Collins
- "Let It Rain" by Eric Clapton
- "Standing in the Rain" by Al Green
- "Rockin' With the Rhythm of the Rain" by The Judds

Rain Songs for Children

- "BOOTS" by The Laurie Berkner Band
- "Ella's Umbrella" by JellyBean Queen
- "Here Comes the Rain" by fleaBITE
- "It's Raining It's Pouring" by CoComelon
- "Puddle Jumping" by Splash 'N Boots
- "Rain" by Fabulous Lemon Drops
- "Yaka Yelyukwa (Rain Song)" by Emily Wurramara



SINGING | The Seed Cycle Tune: The Farmer in the Dell

It's always good to remind children why rain and water are essential for the Earth and for humans! Try incorporating the movements below in this version of "The Farmer in the Dell" by Wee Sing.

C

The Farmers sow their seeds.

C

The Farmers sow their seeds.

C

Heigh Ho! The Derry O!

G

C

The Farmers sow their seeds.

(Children curled up as "seeds" on the ground.)

The wind begins to blow...

(Children run around like wind.)

The rain begins to fall...

(Run around with scarves.)

The sun begins to shine...

(Children walk slowly with arms in a circle over their heads.)

The seeds begin to grow...

(Children are seeds again and slowly "grow" up.)

The farmers cut their grain...

(Scything action.)

The farmers bind their sheaves...

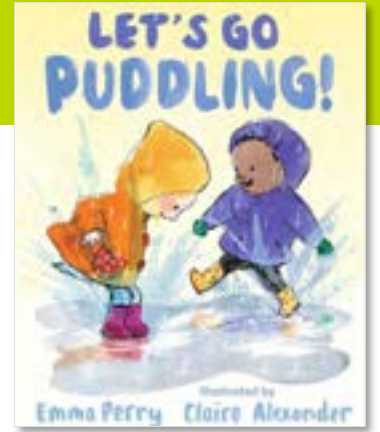
(Children stand back to back.)

And now the harvest's in...

(Join hands and walk around in a circle.)

Let's Go Puddling!

By Emma Perry, Illustrated by Claire Alexander



MATH / SINGING | Five Little Raindrops

Classic “Five Little” rhymes do a lot in terms of child development. They allow children to hear rhymes which can help with learning how to read. They introduce children to words (new vocabulary!) that they might not hear every day. For example, in this rhyme, we use the word “raindrops.” While a parent might look outside and say, “Hey! It’s raining!,” they are less likely to comment on raindrops dripping. And, of course, there are the numbers. Classic “Five Little” rhymes usually either count up for down from five. Learning numbers is essential to start developing concepts like less and more. You can also pause this activity at any time and ask the students to tell you how many raindrops are still on the board. If they can do it without counting, that is an example of subitization, an important pre-math skill.

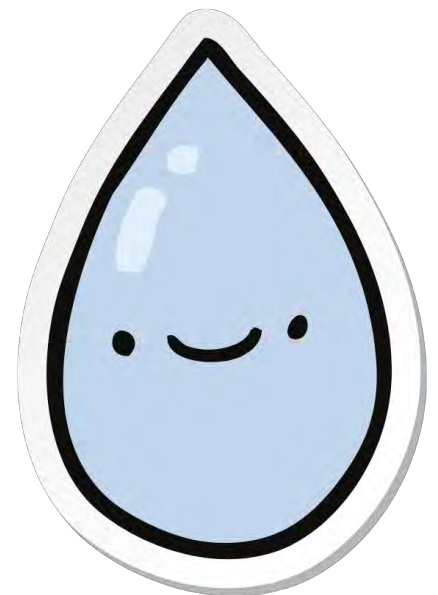
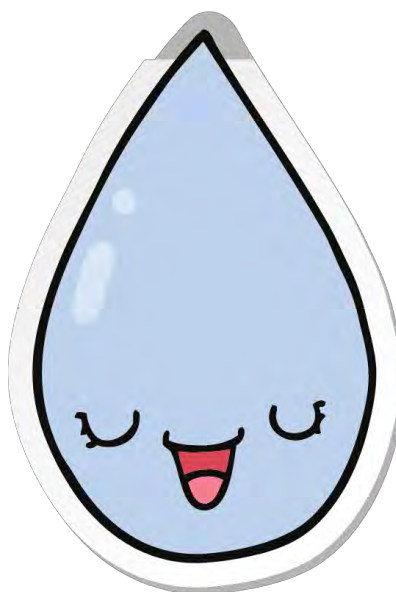
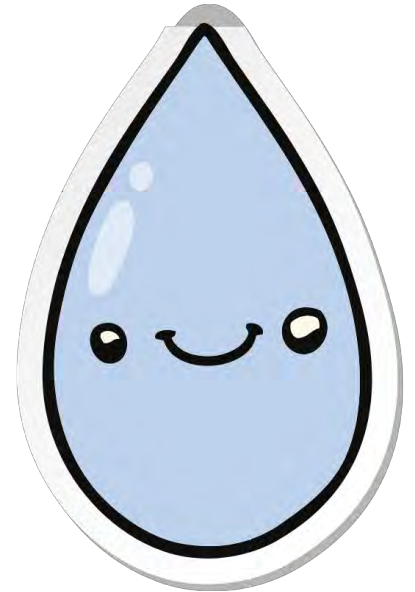
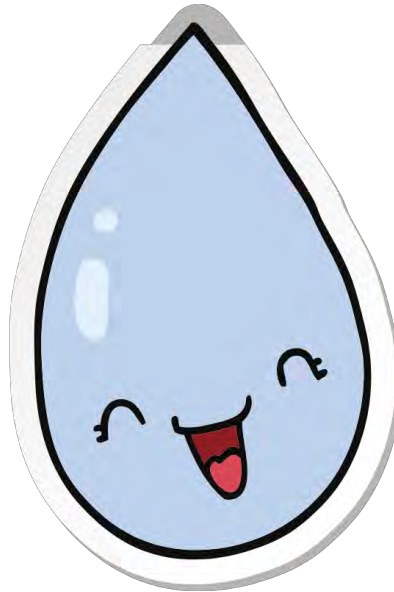
*Five little raindrops dripping on the floor,
One rolled away, and then there were four.*

*Four little raindrops dripping on the trees,
One rolled away, and then there were three.*

*Three little raindrops dripping on my shoe.
One rolled away, and then there were two.*

*Two little raindrops dripping just for fun.
One rolled away, and then there was one.*

*One little raindrop...the rain is almost done.
It rolled away. Oh! I see the sun.*



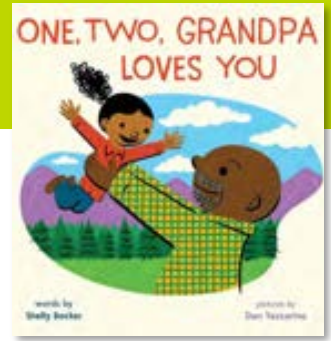
Items for Five Little Raindrops

Name _____



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino

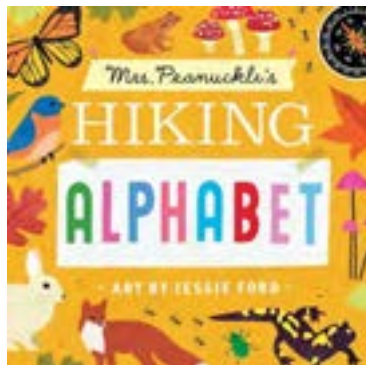
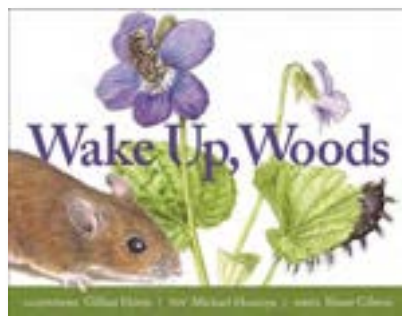


It's a special day when Grandpa comes to take his granddaughter out in nature for an unforgettable camping trip. Enjoy the great outdoors with *One, Two, Grandpa Loves You!*

READING | Grandparents and Camping

It is so important to get children outdoors. Sunshine gives their bodies the ability to make Vitamin D, which is essential for many body processes. Being outdoors encourages exercise. Looking at distances is great for eye health. And appreciating nature is great for the Earth. Round out your celebration of grandparents and camping with this booklist.

- *Goodnight Great Outdoors* by Lucas Alberg
- *Grandma's Purse* by Vanessa Brantley-Newton
- *Grandpa and Me* by Danielle McLean
- *Grandpa Loves Me* by Marianne Richmond
- *Grandpas are the Greatest* by Ben Faulks
- *Hike* by Pete Oswald
- *The Hike* by Alison Farrell
- *Let's Go For a Walk* by Ranger Hamza
- *Let's Go On a Hike* by Katrina Liu
- *The Little Book of Grandparents* by Zack Bush
- *Mrs. Peanuckle's Hiking Alphabet* by Mrs. Peanuckle
- *Wake Up, Woods* by Indiana Authors Michael Homoya and Shane Gibson



READING / PLAYING | Grandpa and I Went Fishing One Day Flannel Board by Ashley Martin

Use the five catfish on the next page to do this easy Flannel Board with your attendees. The last verse about releasing the fish is optional.

*Grandpa and I went fishing one day
At a pond that was far away
I saw five catfish. Wow! Oh, Wow!
I caught one and it said, "Meow!"*



*Grandpa and I went fishing one day
At a pond that was far away
I saw four catfish. Wow! Oh, Wow!
I caught one and it said, "Meow!"*



*Grandpa and I went fishing one day
At a pond that was far away
I saw three catfish. Wow! Oh, Wow!
I caught one and it said, "Meow!"*



*Grandpa and I went fishing one day
At a pond that was far away
I saw two catfish. Wow! Oh, Wow!
I caught one and it said, "Meow!"*



*Grandpa and I went fishing one day
At a pond that was far away
I saw one catfish. Wow! Oh, Wow!
I caught one and it said, "Meow!"*



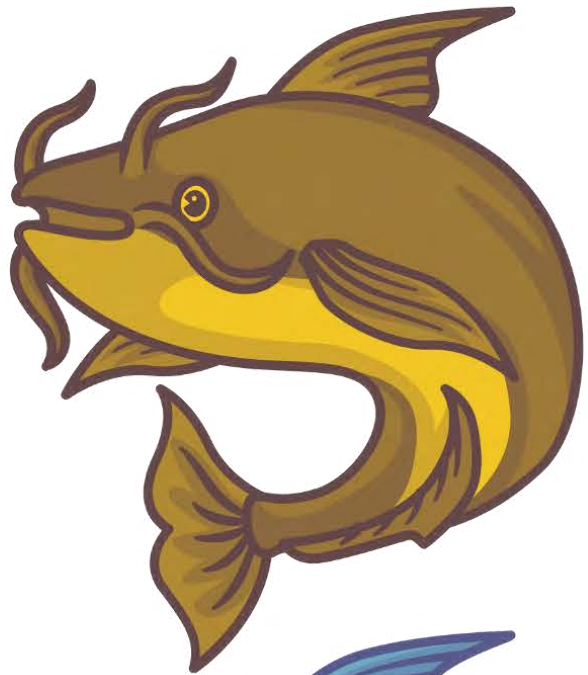
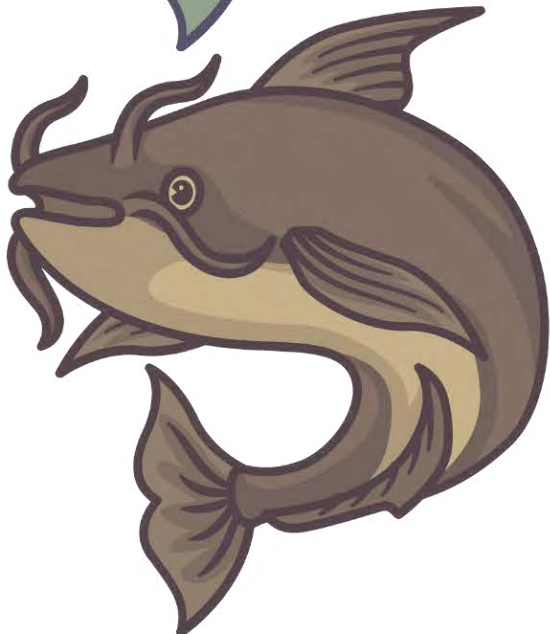
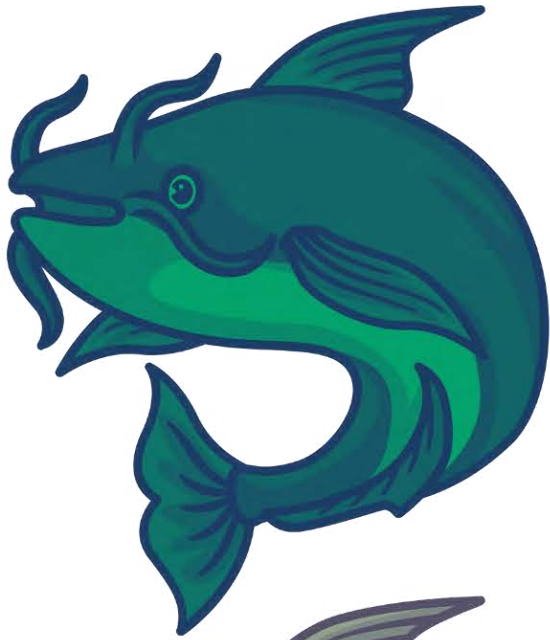
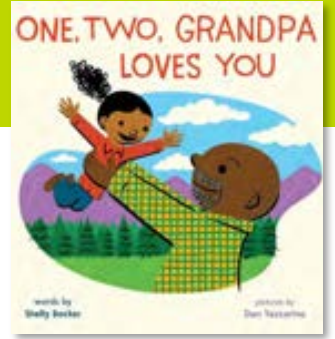
*Grandpa and I went fishing one day
At a pond that was far away
I saw one catfish. Wow! Oh, Wow!
I caught it and it said, "Meow!"*

Optional:

*Grandpa and I went fishing one day
At a pond that was far away.
We caught some fish but we let them swim away,
They are happy in their pond for another day.*

One, Two, Grandpa Loves You

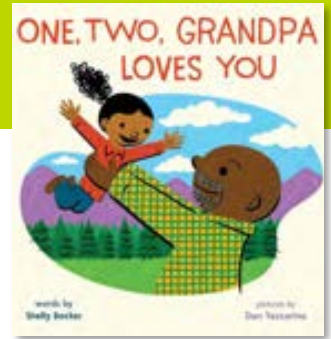
By Shelly Becker, Illustrated by Dan Yaccarino



Five Catfish for Flannel Board.

One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



SINGING | Camp "Fire" Singalong

Create a pretend campfire in your library and gather your participants around for a rousing singalong. To create your pretend campfire, you can use any manner of methods or purchase one that you can use in multiple programs. A quick search online reveals many different types of pretend campfires you can purchase:

- Plush Campfire Set
- Inflatable Campfire
- Cardboard Campfire Decoration
- Electronic Fire (BOB LED Simulated Flame Effect)

However, if you don't want to buy anything, you can make a convincing pretend campfire with construction paper logs, tissue paper flames, and (the most important part) some sort of flashlight or other battery-operated light in the middle. You can either make the pretend fire as part of your program, OR you can have it ready to go ahead of time.

Gather your participants around you and lead them in some classic children's campfire singalongs using the list below or your own favorite songs. A "campfire" song is any song you sing around a campfire. There are no rules! Use a playlist and device if that makes you more comfortable. For added fun, allow the children to use the Rubber Band Instruments featured on page 50. S'mores and guitars optional.



- "99 Bottles of Milk"
- "Baby Bumble Bee"
- "Baby Shark"
- "The Banana Song"
- "The Bear Went Over the Mountain"
- "Boom Chicka Boom"
- "Fruit Salad Camp Song"
- "Green Grass Grew"
- "I'm a Nut"
- "Itsy Bitsy Spider"
- "Hey Lolly"
- "Hole in the Bottom of the Sea"
- "Hole in My Bucket"
- "Make New Friends"
- "On Top of Spaghetti"
- "Peanut Butter and Jelly"
- "A Ram Sam Sam"
- "Row, Row, Row, Your Boat"
- "This is the Song that Never Ends"
- "Twinkle, Twinkle"



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



STEM | Shadow Tracking

Get outside and start introducing kids to the movement of the Earth. For this STEM activity, have your children and their adults stand in the same spot at various times and mark with chalk on the sidewalk how “tall” their shadow is at each hour. Discuss why our shadows shrink and grow and what that teaches us about the movement of the earth. Bonus points if this is with a grandparent!

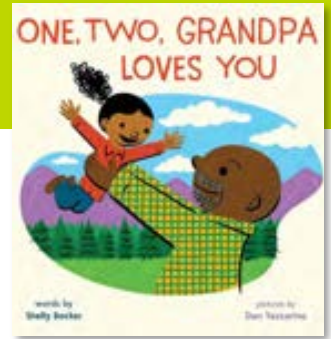
To do this in storytime, start your storytime outdoors and do the measuring. Head outside halfway through and measure again. Encourage your attendees to visit the spot once again before they leave the library to do a third measurement. Alternatively, children could do this activity with a toy. Dolls, teddies, or “robots” built out of Duplo blocks work well for this. This is a great science activity that will spark lots of curiosity. For another outdoor chalk activity perfect for this book, see page 55.

Chalk marks where to stand.



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



FINE MOTOR SKILLS / GROWTH MINDSET | Let's Create!

In the story, Grandpa and the child come home from their camping trip with a fantastic haul of nature crafting supplies. Leaves, pinecones, pine needles, acorns, buckeyes, sweet gums, and sticks can combine together into beautiful mobiles to commemorate a day spent outdoors.

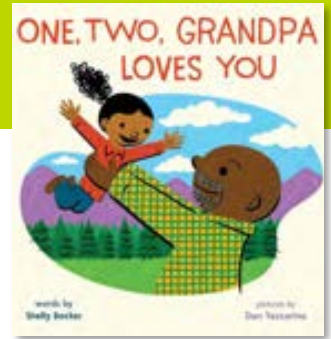
To make **Nature Mobiles** with your group, you can either gather the nature supplies ahead of time OR take your group on a nature hike to collect these items. While it is tempting to put a lot of parameters on what children can and can't pick up, try to do this with an open mind. Of course, steer children clear of poison ivy, but let them explore.

While making the Nature Mobiles, keep this process as free and open as possible. Encourage your group to try different things. Can they make their nature mobile hang straight? Provide a variety of string like twine or yarn. Provide scissors. Optional additions might include plastic yarn needles and glue. This is a great opportunity for children to try different things, tinker around, and work it out so that their mobile hangs straight. Problem solving is essential for brain development and can help children develop resiliency.



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



FINE MOTOR SKILLS | Handprint Campfires

This craft can be done a few ways and the results will vary depending on what supplies you use. The basic premise is to layer handprints in different colors (red, yellow, and orange) in order to create a campfire on a bed of construction paper logs. Mix it up and try this craft based on whatever supplies you have on hand. One note, if you try this craft with paint, start with lighter colors then move to darker, or let children see what happens when you go in reverse!



SINGING | Finding Songs About Camping

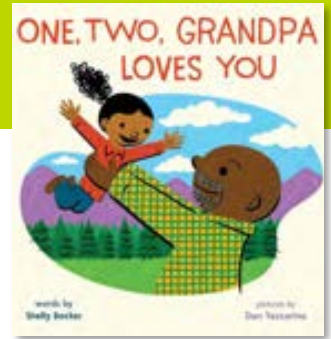
Finding songs to sing while camping (or pretending to camp) is easy. You can sing any song! However, finding songs *about* camping is a different matter. You'll inevitably end up with "campfire songs" which very often have nothing specific to do with camping. That said, here are a few songs that mention camping directly. If you need more songs, broaden your search and look for songs that celebrate the great outdoors. You'll find as many songs for that theme as there are stars in the sky.

- "A-Camping We Will Go!" by The Kiboomers
- "The Best Day Ever" by Saul Paul
- "Campfire Song Song" by SpongeBob SquarePants
- "Camping Holiday" by Caludia Robin Gunn
- "Camping Outside" by Bubble Guppies Cast
- "Camping Song" by CoComelon
- "The Camping Song" by Danny Go!
- "Fireflies" by The Laurie Berkner Band
- "Going Camping" by John Denver and the Muppets
- "Goin' Camping" by Wee Sing
- "Walking in the Forest" by Super Simple Songs



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino

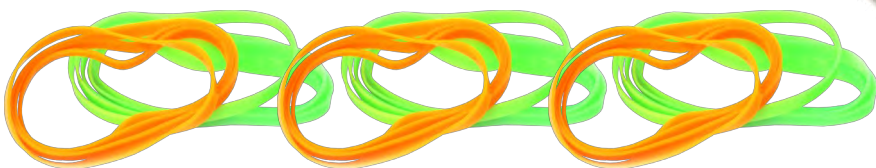


FINE MOTOR SKILLS / STEM / PLAYING | Rubber Band Instruments

Rubber band instruments are easy to make and they make fun sounds. All you need is some kind of box (tissue box, shipping box, cereal box) or container and a variety of rubber bands. The variety is important. It's easier to get different tones if you have rubber bands of differing weights and tightnesses. In the examples here, we've used a tissue box with pencils slid under the rubber bands. The pencils are essential. Try it with the pencils then try it without. Hear the difference? We also anchored our pencils with tape. This is much more of an *activity* than it is a craft. Encourage your group to try different things to make new sounds.

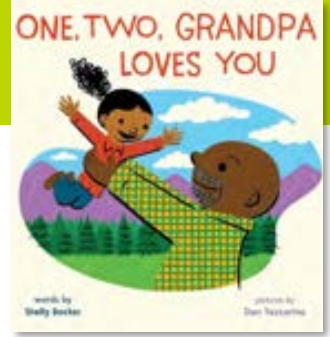
Can they make a higher sound?
What about a lower sound?

Can they play a song or
write their own?



One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



TALKING / READING | Camping Flannel Board

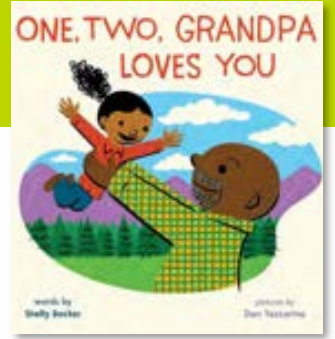
Build a camping scene with your group by adding items to your flannel board. Start by asking your group what they might need while camping. We've included a LOT of items here, including some wildlife. This is great for vocabulary development, hearing different words, and you could even write a story with your group about a camping adventure. We've left out mountains and bears because it's less likely to find these items in Indiana. Feel free to add more items!



Items for Camping
Flannel Board

One, Two, Grandpa Loves You

By Shelly Becker, Illustrated by Dan Yaccarino



Items for Camping
Flannel Board



Name _____



Counting to 10

A Special Section to Celebrate 10 Years of the Firefly Award



READING | Let's Count to 10!

It's worth mentioning again that studies have found that demonstrating strong math skills at an early age predicts long term success in school, not just in later math learning but also in later reading proficiency. Because of that it makes a lot of sense to add a section to our guide that celebrates counting, while we are also celebrating 10 years of the Indiana Early Literacy Firefly Award!

Count to 10 Book List:

Chicka Chicka 1, 2, 3 by Bill Martin Jr.
Dog's Colorful Day by Emma Dodd
Feast for 10 by Cathryn Falwell
One-Osaurus, Two-Osaurus by Kim Norman
One Tomato by Indiana Author Rebecca Mullin
Race Car Count by Indiana Author Rebecca Kai Dotlich
Room for Everyone by Naaz Khan
Ten Black Dots by Donald Crews
Ten Little Fingers, Two Small Hands by Kristy Dempsey
Ten Little Rabbits by Virginia Grossman
Ten, Nine, Eight by Molly Bang
Ten Red Apples by Pat Hutchins



COUNTING | Count it up with Duplos!

This activity works best if you can give each participant a stack of 10 Duplos (or really, any other type of object that you have a lot of that is not a choking hazard.) On your flannel board (or your screen) put up a number, one through ten, and ask your participants to make a stack of that number of items. Have the parents check the children's work and help them count to reach the desired number. Mix it up! Maybe try it one time with the numbers all in order, then try again with the numbers mixed up. If you use Duplos for this, children get the added benefit of exercising their fine motor skills.

COUNTING / SELF REGULATION / PLAY / BODY MOVEMENT | Count to 10 Game!

This deceptively simple game is harder than it seems. Have your participants sit in a circle or in one long line. Caregivers and children can sit together. Tell the group that you are all going to count up to 10 and then start over. Start with the first child or first caregiver/child pair. They need to stand up and say, "One." Then the next person or pair in line stands up and says, "Two." Continue until you get through all the members of your group and everyone is standing.

This works best if you have at least 10 attendees. If you have more than 10, instead of moving onto 11, start over with 1 until everyone is standing. If you have less than 10, just count to 5, then start over. This game teaches self-regulation because not only do the children have to pay attention to the numbers, they also have to wait their turn, and sit or stand at the proper time. It might help to give each participant their corresponding number to hold, stand on, or wear around their neck.

This is harder than it sounds, so tell your group that the first time is just practice. See how many times you need to practice before you can do it without mistakes!



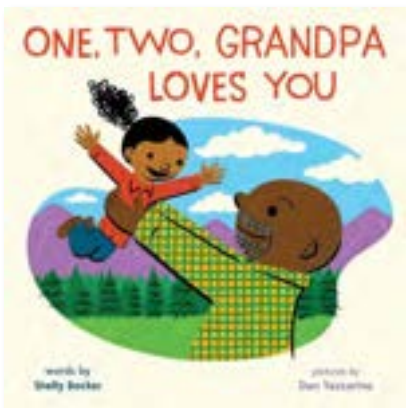
Counting to 10

A Special Section to Celebrate 10 Years of the Firefly Award



MOVEMENT / STEM | Nature Counting Grid

You could easily do this activity as part of *One, Two, Grandpa Loves You!* Take your group outside and have them draw a big grid on the sidewalk from one to ten. Have caregivers help their children find X number of items from nature for each square. Another way to do this is to put numbers in a hat from one to ten. Have each participant draw out a number and then they need to find that number of items from nature to place in their square. It's up to you whether or not you have the items be all the same or all different.



For example, you might have one feather, two rocks, three twigs, four buckeyes, five acorns, six sweet gums, seven pinecones, eight oak leaves, nine pebbles, and ten maples leaves. You could do a tiny bit of tree identification too!



SINGING | I Caught a Fish Alive Chant

This is a classic chant for jumping rope. Some five year olds might be ready to learn to jump rope, but most children ages 0-5 are not ready for that quite yet. However, toddlers begin experimenting with jumping as early as 18 months. Try this song either as a jumping song or a clapping song. Even though this song talks about a finger on the right hand, keep in mind that children don't start understanding right from left until around age seven, however, there's nothing wrong with giving them a little exposure to the concept.

*One, two, three, four, five.
I caught a fish alive!*

*Six, seven, eight, nine, ten.
I let him go again.*

*Why did you let him go?
Because he bit my finger so!*

*Which little finger did he bite?
This little finger on my right.*



Counting to 10

A Special Section to Celebrate 10 Years of the Firefly Award



STEM / PLAYING / GROWTH MINDSET |

Playing Card Math, Biggest!

Remember the card game, *War*? This game used to be played a lot by children, but the name of the game might be off-putting to some people. Rename it “Biggest!” and teach a child in your life how to play. The premise is super simple. Shuffle the cards and deal them all out to two players. Each player flips over the top card (without looking to see what it is!) and whichever card has the highest number (or is the Biggest!) wins both the cards. If you want to play this with younger children, take out the face cards. Help the child count the number of shapes on each card OR look at the numbers that are usually printed on the card to determine which card is Biggest! If you get a tie, do a tie-breaker by flipping over a second set of cards. Which ever card is the biggest gets all four cards. In this version of the game, the Aces are low and just represent 1.

Card games are wonderful for children because they help them understand the concepts of taking turns, counting, higher and lower, and even how to cope with not being the winner. Explaining to children how low-stakes this card game is AND how it’s not about skill might help a child who has a difficult time losing.



To do this in storytime, print out the large playing cards. Put two of them on your board and ask which one is the Biggest!

SINGING | Ten Little Fireflies

This simple song can be played with a guitar and children can follow along on their fingers. Counting on fingers is an important developmental milestone and studies suggest that children who count on their fingers will have better math understanding later on.

D
One little, two little, three little fireflies,
A
Four little, five little, six little fireflies,
D
Seven little, eight little, nine little fireflies
A G D
Ten fireflies in the jar!

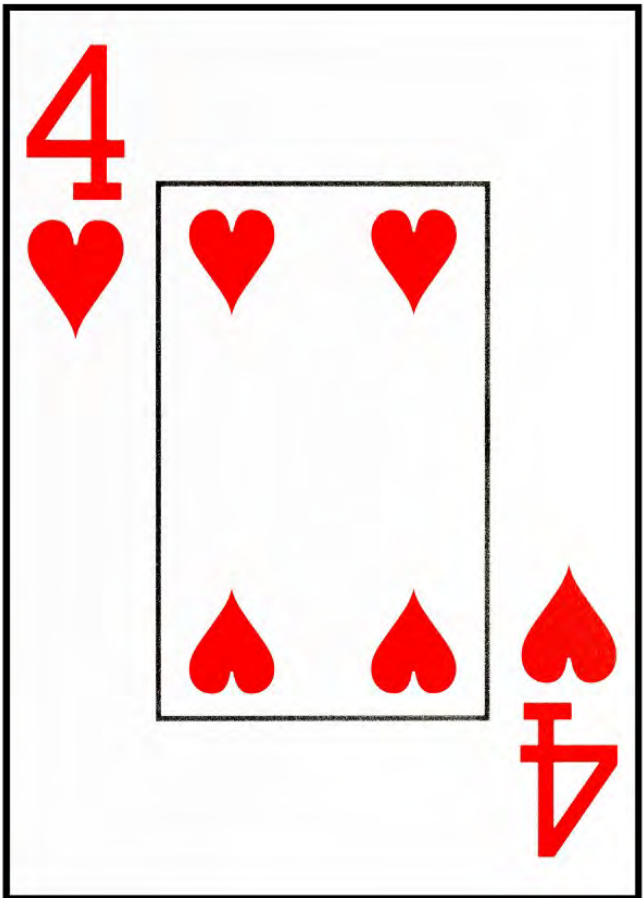
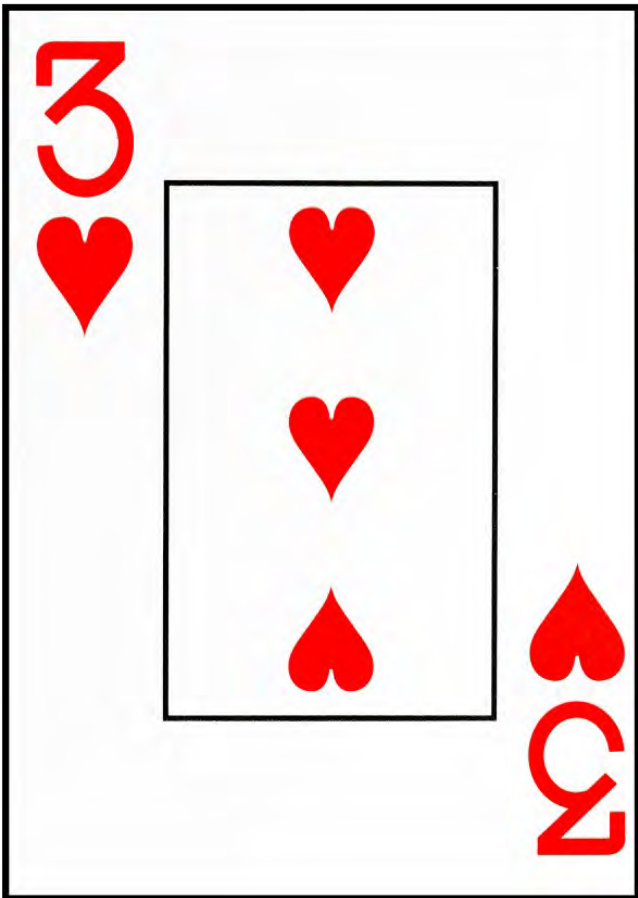
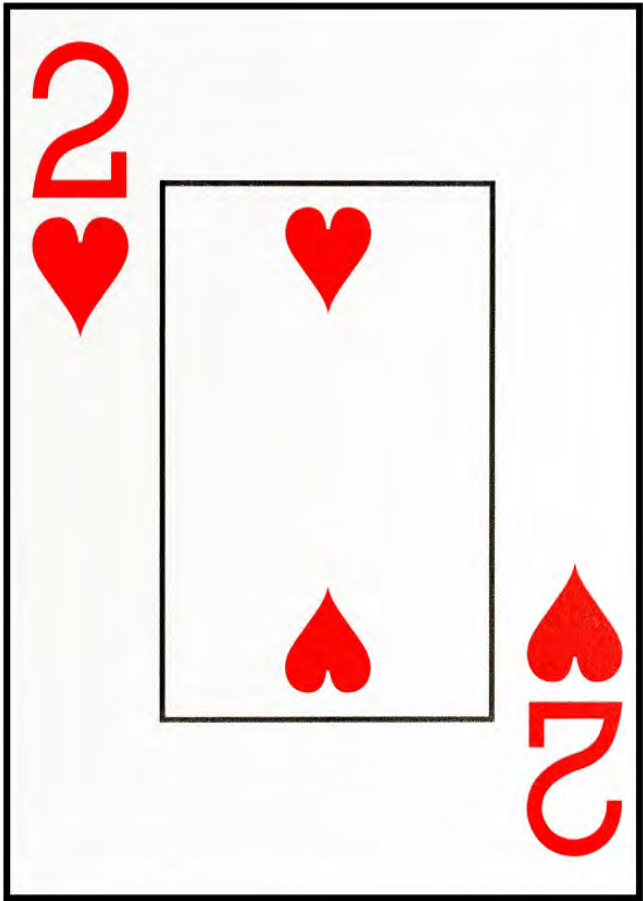
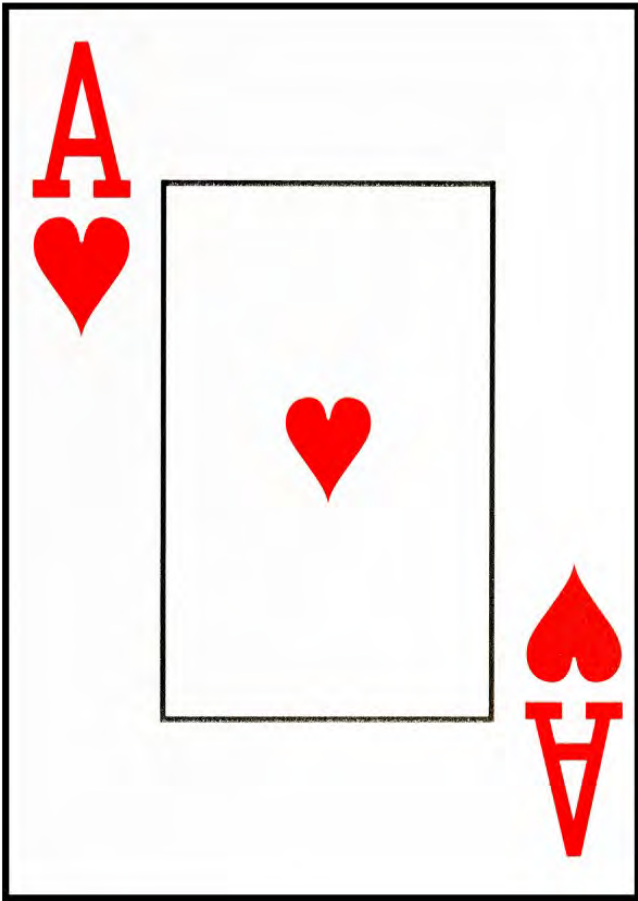
STEM | Beginning Math with Fireflies (Encore!)

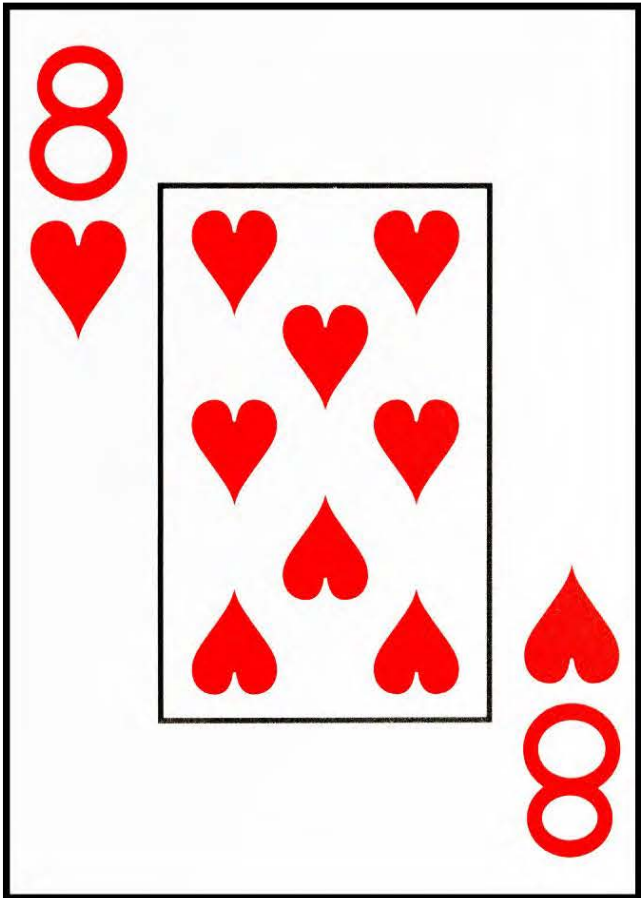
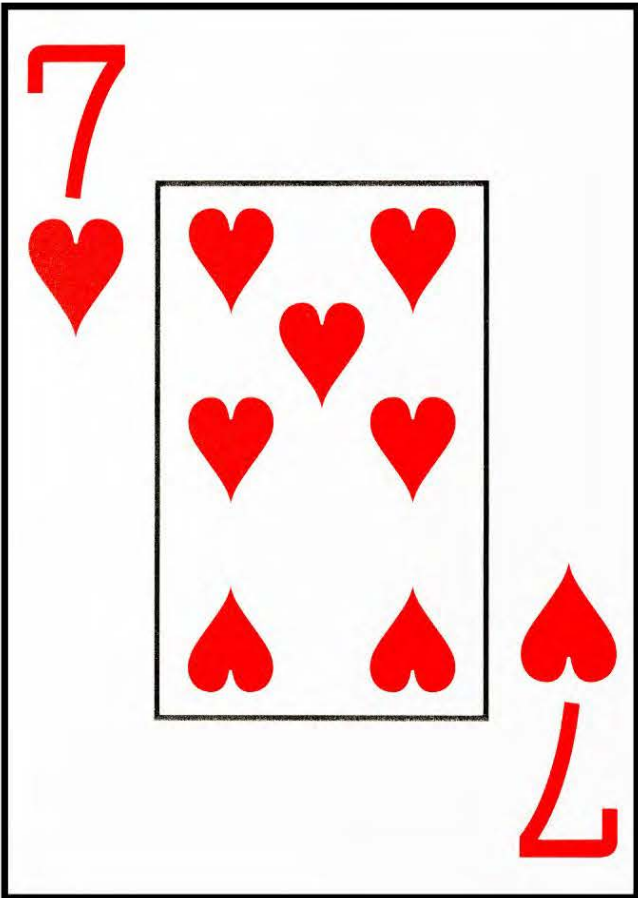
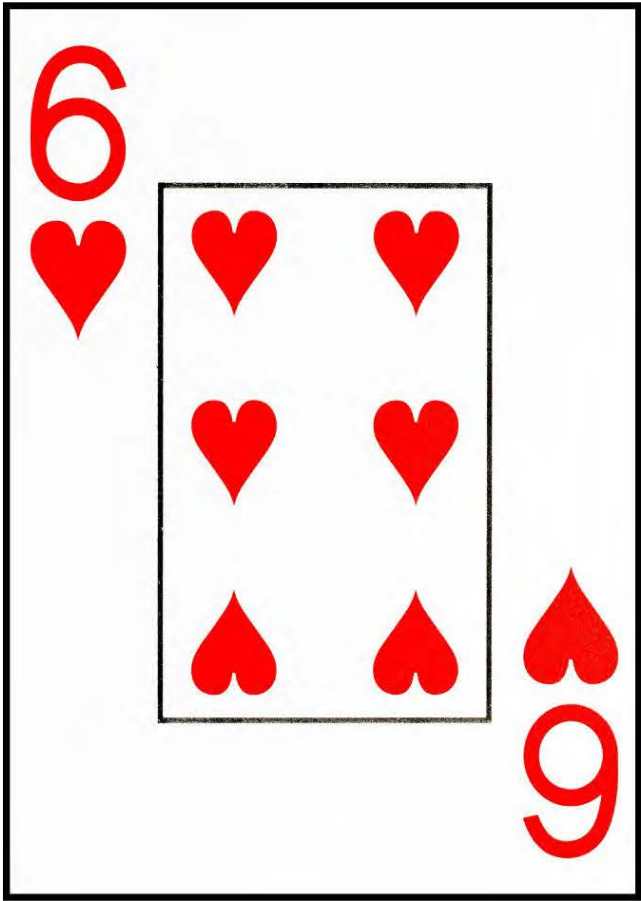
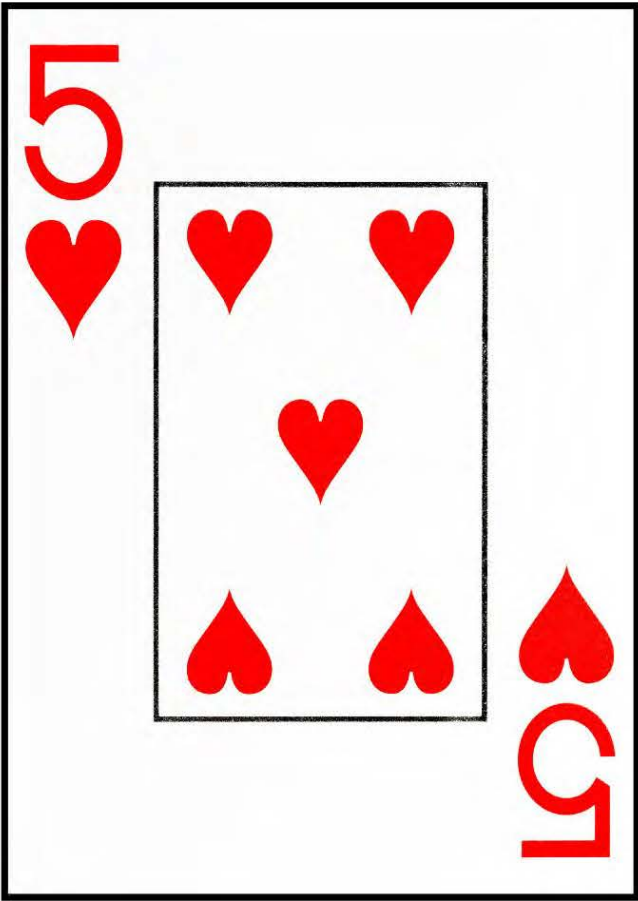
Prep the fireflies from page 60 for your flannel board. Place three fireflies on your board and ask the children how many they see. Wait to see if they can answer before you count them together. This skill is called subitization. Subitization is the ability to see small quantities and know what the number is without counting.

Another math skill that is essential for children to develop is called ordinality. Ordinality is the concept that words for numbers represent a certain quantity and that quantity is fixed. An example of this is knowing that four is always going to be more than three and less than five. Continue playing with the fireflies on your board. Depending on the age of your children, they may be able to answer prompts like these: If I put two fireflies on this end of the board and two fireflies on the other end of the board, how many fireflies do I have on the whole board? (Addition – this is a visual representation that two plus two equals four.) For more prompts see page 62 from the 2023 Firefly Guide. This is such an important concept, we decided to repeat it for this year!

Encourage the children to use their fingers when counting. This gives them a concrete idea of numbers and can lead to future math success. For more information about math skills and early literacy, read the *Reimagining School Readiness* position paper available from the Bay Area Discovery Museum. The Indiana State Library recorded trainings about these concepts in September of 2022. They can be found on the Indiana State Library’s Archived Webinar webpage.

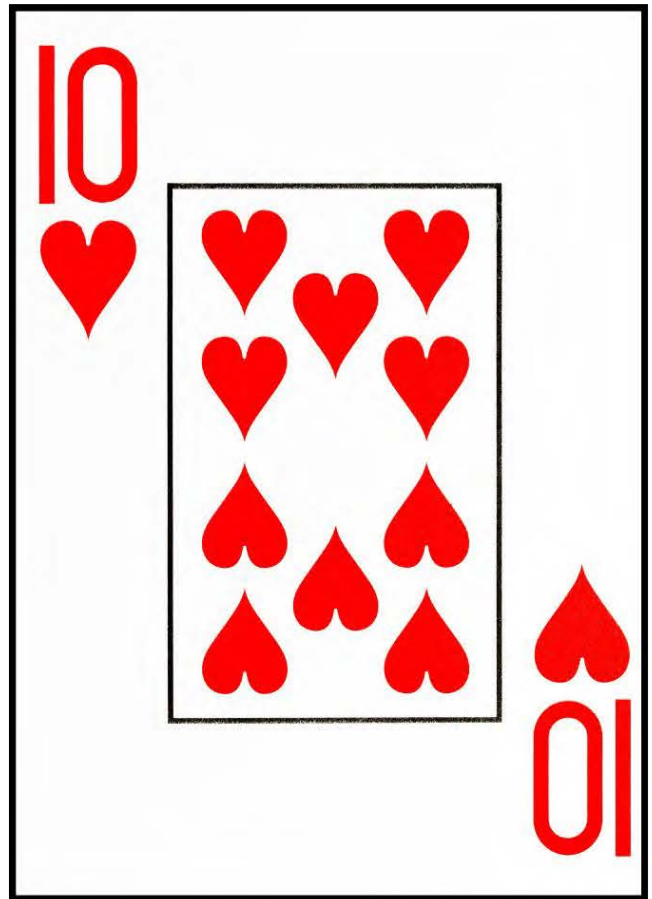
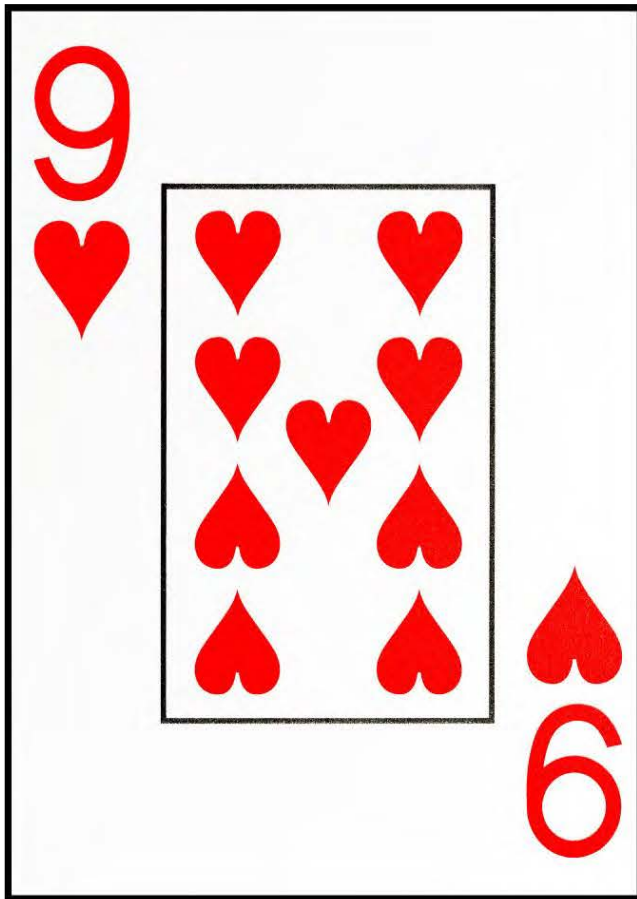






Counting to 10

A Special Section to Celebrate 10 Years of the Firefly Award

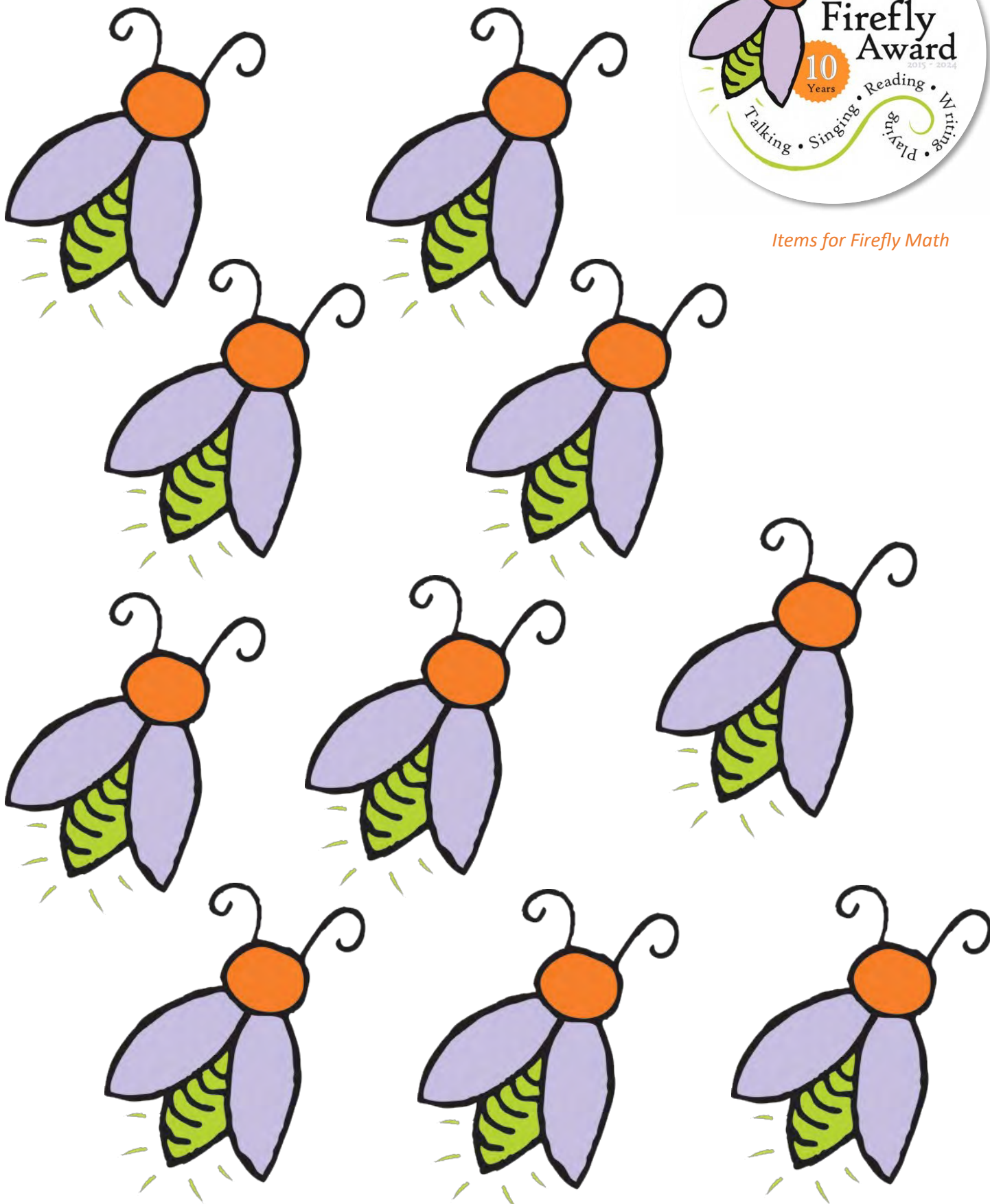


Counting to 10

A Special Section to Celebrate 10 Years of the Firefly Award



Items for Firefly Math



Name _____



Celebrate 10 Years of the Indiana Early Literacy Firefly Award by drawing 10 fireflies in the jar! Catching fireflies is fun, but keep them safe! Collect them with nets, then place them carefully in a jar with a paper towel for humidity. After you observe them, let them go where you found them. When touching fireflies, don't use bug spray and wash your hand when you are done.



Voting Ideas

Collect votes from your library however you want. Here are some options.

In the Library: Vote Early - There is no limit to when you can start voting. As soon as the ballot is announced, feel free to open up voting at your library. Votes must be turned in by 11:59 pm on July 31, 2024. Turning in votes is simple. Just email your tallies to the Indiana Center for the Book at icb@library.in.gov.

In the Library: Voting Board - On a bulletin board make a column for each book. Allow patrons to record their vote with a sticker or a stamp. Hand out stickers at your desk, or use a stamp.

In the Library: Non-circulating books - Keep one copy of each book at your library at all times so they are always available for patrons to read. Create signage near these books to encourage voting.



During Storytime: Mark the Ballot - Print out enough ballots for each child. Pass them out to their caregivers along with a crayon. Have the children and the caregivers interact to determine which book was the child's favorite. Remember, very small children will not be able to point to their favorite. Encourage parents and care givers to vote for the book that their child most positively responds to.

During Storytime: Use a Manipulative - Give every child one item to represent their one vote. This could be a cut-out circle, an image of a firefly, a beanbag, or whatever you have. Place the books in a row on a low table or on the floor. Put a basket in front of each book. Have the children put their item in the basket that corresponds to their favorite book. Pack these up quickly, and tally the votes later.



During Storytime: Stand By Your Book - Arrange the books with one in each corner of your storytime space and one in the middle. Have the children stand by the book that is their favorite. Count up the votes.

Virtually - During an online storytime, have the patrons vote in the chat box. Another way to record votes is to have them raise their hands with their cameras on. Remember, you should only record votes by children, not grown-ups.

Virtually - Direct your patrons to the online voting form on the Indiana State Library's Firefly webpage. This is available for your convenience.



Promote the Firefly Within Your Library



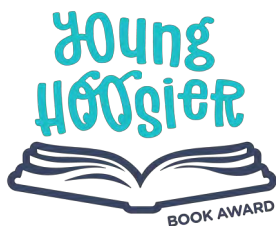
Tell Your Staff - Request a few minutes at your next staff meeting to tell your colleagues about the Firefly program. Brainstorm ideas for how your colleagues can help support the program. You might not realize it, but most of your staff have connections to young children through their families, neighbors, or organizations they belong to.

Displays - Group your books, ballots, and a voting box together in an attractive display. Consider putting your display right at the front of the library so people will notice it when they walk in. A display in the youth area is also great. Try keeping your display low to the ground so toddlers can see it.

Take Five / Keep Five - If possible, purchase two copies of each book. For the last month of voting, keep one copy of each book at the library as non-circulating so that multiple patrons can read and vote on the books.

Firefly Storytimes - Take the plunge and do all five books in one storytime. Market this as a special program. Mix things up, and do this unique storytime in the evening so more families can attend. Repeat as necessary.

Leverage Your Regulars - Parents talk. Explain the program to your regular storytime attendees and ask them to share your online posts, or tell their friends about the program. Make sure they know that this is a statewide program and that their child's vote counts.



Promote the Young Hoosier and Rosie Awards - Get the whole youth department involved (of course, that might just be you!) and celebrate all the Indiana Book Awards. Both the **Young Hoosier Book Awards** and the **Eliot Rosewater Book Awards** are voted on solely by Indiana youth. That's something to celebrate!

Take Home Craft - Increase the buzz around your program by including a take-home craft near the ballots. A simple firefly is easy to put together and fun for your patrons to assemble and play with at home. Include a mini-flyer with the craft explaining the program.

Tiny Flyers - As patrons check out, include a small quarter-page flyer in their books explaining the program. Ask them if they know any children ages 0-5 who might benefit from the program.



Take Home Craft - Hanover Branch, Jefferson County PL

Promote the Firefly Outside Your Library

No matter how cute your display is, it will only reach the people who are already in your library. Get out of your building with one of these ideas submitted by the Firefly Committee.

Focus on Voting - This is a great opportunity to teach little ones about how voting works. Every vote counts in the Firefly Award! Play up the voting aspect of the award by passing out “I Voted” stickers. You can make stickers by purchasing circle shaped labels and printing the logo. Encourage children to wear them around your community.

Friendly Wager - Reach out to a neighboring library or county and have a friendly competition to see which library can bring in the most votes. You can include a friendly wager like chocolates or popcorn from a local business. You could even create a trophy that the winning library keeps for a year. To make it fair, make sure your communities serve similar sized populations.

Volunteers with Clout - Reach out to a local volunteer organization like Kiwanis, Lions, Rotary, or United Way. They are always looking for people to do short presentations at their meetings. Tell them about the Firefly, and brainstorm some ideas about how they can get involved. Many times these folks are super connected in your community and might be able to leverage contacts to get you funding, volunteers, and more. They may even have small grandchildren, neighbors, or family.



Circulate Kits to Child Care Centers - Make Firefly kits to circulate to child care centers. Include the books, copies of the ballots, a voting box, and laminated information about the award. Allow each organization to have the kit for 2-3 weeks. If you can, hand-deliver these kits to make the barrier to participate low.

Traditional Marketing - Make sure that your communication or marketing people know about the Firefly Award. Send them a picture of your display to include in the general library newsletter.



Online Sharing - Post frequently on Facebook, Instagram, Tik Tok or your social media platform of choice. Share tallies as they come in. Post pictures of your displays and the covers of the books. Share to local parenting Facebook groups or homeschool groups.

Child Care Answers - Having trouble locating child care centers in your area? Visit Child Care Answers at www.childcareanswers.org. They are an Indiana organization that can help build a list of providers in your area. Once you know who the providers are, you'll be more able to reach out to them to see what services they might need from the library.



First Steps - Your community is full of organizations who provide services to children. Research the First Steps offices in your community. They are always looking for good local resources to hand out. Find your local office here: <https://www.in.gov/fssa/firststeps/first-steps-offices/>.

Early Childhood Coalition - Contact your local, county, or regional early childhood coalition as a marketing partner—most counties or regions now have a coalition who would be thrilled to promote the Firefly Awards to the community. We are including the logo for First Things First Porter County as an example.



Other Resources for Ages 0-5

Developing great early literacy skills in children is essential to a functioning society. There are many agencies and organizations that exist to help young children and their caregivers. Here are just a few, provided for your convenience (not an endorsement from the Indiana State Library).



Dolly Parton Imagination Library of Indiana - The mission of the Imagination Library of Indiana is to foster a love of reading among young learners by ensuring equitable access to free monthly books mailed directly to their homes from Dolly Parton's Imagination Library. If the program isn't currently available in your area, you can provide your contact information to receive notification when the program does become available.

Learning Lab - The Indiana Learning Lab is a personalized microlearning platform filled with readily accessible resources and collections grounded in solid instructional pedagogy. The Learning Lab is funded by the Indiana Department of Education (IDOE) and provides teaching and learning support for educators and families. Families can make a free account and start learning today!



Bay Area
Discovery
Museum

The Bay Area Discovery Museum - A leader in the early childhood field, the Bay Area Discover Museum's mission is: "We create playful learning experiences that inspire a passion for discovery in every child." Need an idea for a rainy day science project or advice on introducing technology to young children? Bay Area Discovery Museum provides an array of research-backed resources, from activity videos to parent guides.

Reading Rockets - Reading Rockets offers a rich library of evidence-based classroom strategies to help young children become skilled readers. In addition, they have free resources for parents and caregivers in the "Literacy at Home" area of their website. Not surprisingly, their "Tip Sheets" pair activities with books, a recipe we love!



PBS LearningMedia - "We believe that the greatest teachers ignite a love of learning and a sense of possibility that motivates students to reach their full potential." Search for PBS LearningMedia and you'll find early learning resources for preschool and kindergarten that support the critical transition to school. Included are videos, games, and activities aligned to state and national standards.

PBS Kids for Parents - Between birth and age five, 90 percent of a child's brain develops. During these early years, it's critical to build the foundational cognitive and social-emotional skills that kids need to be successful lifelong learners. That's why PBS Kids for Parents offers resources to help parents and caregivers raise kind, curious, and resilient children with parenting tips, hands-on activities, and more.



TeachingBooks®

TeachingBooks - Available through [INSPIRE.IN.GOV](https://inspire.in.gov), TeachingBooks for Libraries strives to joyfully enrich everyone's experience reading children's and young adult books. With easy to navigate menus, TeachingBooks can connect you with books at a Pre-K to second grade level with the click of a button. From author interviews to activities, lesson, and book trailers, come to TeachingBooks when you want to know more about your next read.

Publicity Resources

You have permission to use the Firefly logos on your website, in your newsletters, and on social media to promote and support the award, the voting, and any Firefly storytimes you might have. For your convenience, some of our logos are below.

Feel free to write to the Indiana Center for the Book if you need a higher resolution image: icb@library.in.gov.



Font: The Firefly font that is featured in our logo is one that is standard on most computers. It can be found by searching for **High Tower Text**. Feel free to use it when promoting the award in print or on your website.

Colors: There are four colors that make up the Firefly Logo. Our colors and their RGB coordinates are listed here. The last color is just the standard black.

Lime green:

R: 180
G: 211
B: 52

Orange:

R: 244
G: 125
B: 42

Lavender

R: 198
G: 190
B: 222