Summertime Literacy and Language Fun!

Please enjoy these story extension activity ideas.

Each idea corresponds to a popular children's story, many of which can be found at the Public Library.

Story Extension Activities are activities which take the vocabulary and themes from a story and make them concrete, real life memories for your child.

They are a great way to increase:

- Story comprehension
- Generalization of skills across settings
- Vocabulary development and a deeper understanding of vocabulary meaning
- Language learning
- Sequencing skills

And Much, Much More!
We’re Making Breakfast for Mother or The Bag I’m Taking to Grandma’s
By: Shirley Neitzel

1. Read one of the above books.

2. As you read, talk about what happens to the tray going to Mother or the bag going to Grandma’s house. Relate the event’s of the book to similar events in your child’s life.

3. After you finish reading, help your child find some or all of the items in the book and retell the story (Pretending to make breakfast for mother, or pretending to pack a bag to take to someone’s house.)

4. Talk about what your child would want for breakfast or what your child would take on a trip somewhere. Would he or she use the same things as the children in the book? Why would he or she use something different?
Brown Bear Brown Bear What Do You See?
Bill Martin

**Learning Targets:** Recognizing familiar people, fine motor, story extension

**Materials:**
- Pictures of family members (which can be cut or glued)
- Scissors
- Glue
- Tape or Stapler

**Steps:**
1) Look through your family photos, talk about each family member
2) Glue each picture to a new page
3) Write each person’s name above the picture with “Who do you see?” written after it.
4) Write the “I see” with the next picture’s name under it.
5) Staple or Tape your book together.

**Example:**

Bob, Bob who do you see?       Mary, Mary who do you see?

I see Mary looking at me.       I see Joe looking at me.
**Chicka Chicka Boom Boom**  
By: Bill Martin, Jr. and John Archambault

Targets: letter recognition, story comprehension, fine motor skills (cutting, writing, and gluing)

1) Help your child cut out strips of green construction paper to make coconut tree leaves. If your child has mastered cutting on a line, try drawing some leaves on the green paper for him/her to cut out.

2) Draw the outline of a tree trunk and some circle shaped coconuts on a piece of brown construction paper. Help your child cut out the trunk and coconuts.

3) Help your child glue the green strips of paper (leaves) and the coconuts onto the top of the tree trunk.

4) Either you or your child can write the uppercase letters and lower case letters onto another sheet of construction paper. Try letting your child trace some of the letters which are in his/her name. Cut all the letters out into squares.

5) After you read Chicka Chicka Boom Boom, help your child retell the story using the letter cutouts and moving them up or down the tree.

If you want, you can put magnets on the back of the tree to hang it on the refrigerator. You can also use magnet letters instead of making cutout letters.
Chicka Chicka Boom Boom
By: Bill Martin, Jr. and John Archambault
Targets: letter recognition, story comprehension, fine motor skills (pincher grasp)

Materials:
- Metal Cookie Sheet/refrigerator
- Magnet Letters
- Chicka Chicka Boom Boom book

Instructions
- Read the book Chicka Chicka Boom Boom
- As you say letters, have your child locate the matching magnet letter
- Use short phrases such as “Find ‘A’” as you point to ‘A’
- Have your child place each magnet letter onto the cookie sheet or onto the refrigerator door
- Use short phrases such as “Put on” as you point to the cookie sheet or refrigerator door
- When all the letters fall out of the tree in the book, clear the cookie sheet or refrigerator of the letters and say “Chicka Chicka Boom Boom”
- Replace the letters as they climb back up the tree
Environmental Print

Why: Recognition of print, help your child understand that words are everywhere

What: Environmental Print includes all the words and letters in our everyday lives. It’s the print on signs and symbols all around us. The colors shapes and pictures around the print help us recognize the print. It is one of the first print types that your child will recognize as they begin developing their early literacy skills.

Materials: Old magazines or boxes from your child’s favorite foods, any recognizable picture which includes words.

Instructions:
- Cut out examples of environmental print from the magazines and food boxes.
- Make your own book by gluing the examples on to paper and stapling the pages together.
- Give the book to your child and see how much he/she can read on their own!
Five Little Monkeys Sitting in a Tree
By: Eileen Christelow

Targets: story extension, story comprehension, gross motor

Materials: playground jungle gym

Instructions:
- Have your child or children climb on the jungle gym.
- Count each child on the jungle gym saying “Let’s see how many monkeys are in the tree.”
- You be the Alligator and start “swimming” under the jungle gym singing the “Five Little Monkey’s Song”

“Five little monkeys
Swinging from the tree
Teasing Mr. Alligator
Can’t catch me, Can’t catch me
Along came Mr. Alligator
Quiet as can be and
SNAP!
That monkey right outta that tree”

- As you say “Snap” touch a child on the leg indicating that he has been “snapped out of the tree”.
- Now that child gets to be the alligator repeat each step with you on the jungle gym.
**Froggy Gets Dressed**  
*By: Johnathan Landon*

**Targets:** Story comprehension, fine motor, vocabulary building

**Materials:** Old Magazines, scissors, glue, index cards or construction paper

**Instructions:**
- Locate clothing items from old magazine pages and help your child cut them out.
- Glue the pictures onto the index cards or construction paper
- Talk about what each item is, talk about if your child has these types of items, talk about where/why do you wear each one (What do we do with a shoe?, Why do we wear gloves? What keeps our head warm?
- Help your child sort the items into categories (e.g., summer items, winter items, things for your foot, things for your head, by color, etc.)
The Gingerbread Man
By: Catherine McCaffety

Targets: Story comprehension, vocabulary development, Narration skills, Fine-motor development

1) Read The Gingerbread Man by Catherine McCaffety. (Or any other gingerbread person book.)
2) Be sure to help your child participate in the repeating lines (You can’t catch me I’m a gingerbread man!)
3) When you are done, make gingerbread play-dough (recipe below use cookie cutters to make gingerbread men in your play-dough. (You can also make gingerbread cookies using your favorite recipe).
4) As you make the gingerbread men out of play-dough or cookie batter retell the story. (“Here comes the old man to get the gingerbread man!” Gingerbread man says: “You can’t catch me I’m a gingerbread man.”)

Ingredients:
1 cup flour
1/2 cup salt
1/8 cup vegetable oil
One package of Kool-Aid
3/4 cup boiling water

DIRECTIONS:
Mix the dry ingredients together first. Mix in oil until mixture is moist. Add the boiling water and mix again.
Play-dough will be cool after 2-3 minutes of stirring. Once it is cool you can kneed it with your hands and start having fun!
Gingerbread Man
By: Catherine McCaffety (or any other version)

Why: story extension, preposition vocabulary (in, on, under, on top, etc)

Materials: Cardboard box, markers, glue, scissors, materials to decorate box, cut out gingerbread man (you can draw one on an index card)

Instructions:
- Read the book The Gingerbread Man
- Decorate the box to look like a Gingerbread house
- Take turns giving directions on where the Gingerbread man should go (e.g., “Put him under the house”, “Put him in the house” etc.)
Go Away Big Green Monster
By: Ed Emberly

Materials:
- Print out of the Go Away Big Green Monster face from www.kizclub.com (Stories & Props section)
- Go Away Big Green Monster book
- Velcro Monster Face
- Metal Cookie Sheet/Refrigerator Door

Instructions:
- Cut out the Green Monster face and put magnets on the back of it.
- Cut out the face parts and put Velcro on the back and on the corresponding places on the face
- Lay the Velcro face pieces on the floor or table in front of your child
- Put the green Monster face up on the refrigerator or a cookie sheet
- As you read the book, ask your child to find the corresponding monster parts
- Use simple language such as: “Find eye”, “Find ear” etc.
- Have your child put the part on the Monster face in the correct spots.
- Use simple language such as: “Put on” or “Put eye on”
- When it is time for the Monster parts to “Go Away” in the book, point to each part on the monster face and say “Take off” or “Take off eye”. (You will have to skip this step for the ‘green monster face’ page and the ‘sharp white teeth’ page.)
- As you ask your child to ‘Find’, ‘Put on’ or ‘Take off” point to the corresponding spot or part with your finger.
Going on a Bear Hunt
By: Michael Rosen

Targets: imitating words, object identification, object labeling, story comprehension, fine motor skills (pincher grasp)

1) Fill a paper bag or a box with different animals. Make sure one animal is a bear.

2) Tell your child “We’re going on a bear hunt”

3) Then, sing this bear hunt song to your child. On subsequent verses, see if your child can sing parts of the song with you.

   We’re going on a bear hunt, a bear hunt, a bear hunt
   We’re going on a bear hunt, let’s see what we can find

4) Reach into the bag/box and pull out an animal. Ask your child “What is it?”

5) If it is not a bear, sing the rest of the song:

   We didn’t find a bear no, we didn’t find a bear no
   We didn’t find a bear, no let’s try again.

6) Continue to pull out animals and sing, until you can

7) Punch one hole in each paper towel roll and tie string through it to make the binocular strap. (Ask your child what color string they want).

8) Use the binoculars to find items in the bear hunt book (You may need to tape pictures of some of the items on the walls for your child to find.) You can also use the binoculars to find other things around the house (e.g., things that are round, thin, red, orange, tall, soft, hard, etc.)
Going on a Bear Hunt
By: Michael Rosen

Targets: imitating actions, object identification, object labeling, story comprehension, fine motor skills (holding/making binoculars)

1) Help your child cut decorate two empty paper towel rolls. You can paint, color, put on stickers, or glue objects on it. Decorate any way you want to!

2) Glue or tape the paper towel rolls together.

3) Punch one hole in each paper towel roll and tie string through it to make the binocular strap. (Ask your child what color string they want).

4) Use the binoculars to find items in the bear hunt book (You may need to tape pictures of some of the items on the walls for your child to find.) You can also use the binoculars to find other things around the house (e.g., things that are round, thin, red, orange, tall, soft, hard, etc.)
It Looked Like Spilt Milk
By: Charles G. Shaw

Targets: Story Recall, fine motor, and imagination.

Materials:
- It Looked Like Spilt Milk by : Charles G. Shaw
- White paint (You can also substitute whipped cream or shaving cream)
- Blue paper

5. As you read It Looked Like Spilt Milk with your child, talk about the pictures on each page. What does your child think they look like?

6. Put a small amount of white paint onto the middle of your blue paper

7. Fold the paper in half and press down where the paint it.

8. Unfold the paper and talk about the shapes you made. Fill in the lines to the book “It looked like a _____ but it wasn’t. It was just paint!”

9. After you and your child have made several pictures, you can put them together to make a poster or a book to read over and over again!
Printed Props from KizClub

Why: Story interaction, story visualization, story participation, following directions

Instructions:
- Print off the story props that go along with your book from the website www.kizclub.com (you can print them in black and white or in color).
- Cut out each prop and lay them out in front of you and your child as you read the story.
- As you read each page, ask your child to find each prop.
- You can also put Velcro pieces on the back and stick them on a piece of felt as you read like a felt board. Or you can put magnets on the back of the pieces and put them up on the refrigerator or on a cookie sheet as you read.
The Letters are Lost
By: Lisa Campbell Ernst

Why: letter recognition, prepositions (in under, on top, etc) Story comprehension

Materials: Index cards with each letter of the alphabet written on it. To shorten the activity, you could just use the letters in your child’s first name.

Instructions:
- Read the book The Letters are Lost.
- Talk about what it means to be lost.
- Tell your child you are going to play a game to find the lost letters.
- Have your child close their eyes and you hide his/her letters around the room.
- When you are done, have your child find the letters and bring them to you.
- Help your child tell you where he/she found the letters (e.g., “I found “S” under the chair”)
- Switch places and let your child hide the letters and you find them.
Little Old Lady Who Was Not Afraid of Anything

By: Linda Williams

Why: Story comprehension, fine motor, vocabulary building, story extension, story prediction

Materials: one Halloween pumpkin bucket (or a construction paper pumpkin or real pumpkin), one pair of shoes, one hat, one pair of pants, one shirt, one pair of gloves,

Instructions:
- Locate the above clothing items from around your house or cut out pictures from old magazine pages
- As you read the Little Old Lady Who Was Not Afraid of Anything, have your child find the appropriate clothing items.
- Talk about what each item is, take about if your child has these types of items, talk about where/why do you wear each one (What do we do with a shoe?, Why do we wear gloves? What keeps our head warm?
- As you re-read the story, have your child “Read” the actions each clothing item does (e.g., You read “Suddenly she stopped! Right in the middle of the path were two big” point to the shoes and have your child say: “Shoes”. You say: “And the shoes went . . .” Child: “clomp clomp” as he/she clomps the shoes on the ground.
Mary Wore Her Red Dress and Henry Wore His Green Sneakers
By: Merle Peek

1) Read Mary Wore Her Red Dress several times so your child is familiar with the general rhythm of the book.

2) Prepare for the table top activity by collecting the following materials:
   - Photographs of family and friends
   - Several sheets of paper
   - Colored pencils, crayons, or markers
   - Tape or Glue
   - Pen

3) Have your child pick out his or her favorite photos of friends and family members. Talk about the different colors of clothing they are wearing while making a book that resembles Mary Wore Her Red Dress by Merle Peek.

4) Tape or glue each photograph to the top of a piece of paper.

5) Under each photograph write the lines from the book substituting the person’s name in the photograph and the different color of clothing they are wearing.
   For Example: Mommy wore her yellow purse, yellow purse, yellow purse, Mommy wore her yellow purse all day long.

6) Use the colored pencils, crayons, or markers to write the color word in the text. You may also choose to draw an arrow to the desired item of clothing in the picture.

***Variations: Have your child draw family members instead of using photographs. Cut out paper arrows to tape or glue onto the photo so you can still save it for latter. Print out the story book props from www.kizclub.com put Velcro on the back of each piece so that your child can manipulate the clothing items while you read the book aloud.
Thank You, Thanksgiving
By: David Milgrim
Targets: Story comprehension, vocabulary development

1) Read Thank you, Thanksgiving by, David Milgrim

2) As you read talk about all the things the little girl is thankful for.

3) When you’re finished, talk about what your child is thankful for. Are some the same thing as the little girl? As a family you can talk about all the things each person is thankful for and why.
The Doorbell Rang
By: Lisa Campbell Ernst

Why: story extension, vocabulary building, pre-math

Materials: Ingredients to make your favorite cookies, family members to eat them, bell.

Instructions:
- Read the book The Doorbell Rang.
- Follow the directions to making your favorite cookies, talking about each ingredient that goes in as you bake.
- When the cookies are finished, put 10 cookies on one plate.
- Have your child sit at the table with the plate of 10 cookies (you may have to put the cookies out of reach)
- Have another family member ring the bell and “come in”.
- Explain that we have more “friends” and we need to share the cookies.
- Help your child divide the cookies onto two plates.
- As more family members (or you can use stuffed animals or toys) ring the bell and come in, help your child divide out the cookies so each plate is even.
The Doorbell Rang
By: Pat Hutchins

Targets: Following directions, counting, sharing, and critical thinking, pre-math

Directions:
1. Color or cut out pictures of 12 cookies.
2. Collect 12 toys, people, or stuffed animals (or a combination of them) to be the ‘friends’ from this book.
3. Start off with two ‘friends’ who each have six cookies. (For example, give your child and one teddy bear six cookies each.)
4. As new friends arrive with each page of the book, bring out new ‘friends’ to join your story time. Together, decide how to share cookies with them from the cookies the original friends had. (For example, “Each of us should give our two new friends three cookies. Now we all have three! That was good sharing.”)
5. At the end of the book, each of the 12 ‘friends’ should have 1 cookie each.
6. Don’t forget to make the “ding-dong” sound every time the door bell rings.
10. Read The Jacket I Wear in the Snow several times so your child is familiar with the general rhythm of the book.

11. Prepare for the table top activity by gathering old magazines (clothing catalogs work best!) scissors, and glue or tape.

12. Help your child cut out different pictures of winter clothing like those worn in the book.

13. Tape or glue each picture to a 3 x 5 index card.

14. Use the cards to retell the story or hold up as you read the book again. You may also use the pictures to sort them into categories. (by color, by clothing item, by thing you wear on your head etc.)

15. Be sure to talk about what items your child wears, bringing these items out and talking about the similarities and differences between your child’s item and the child’s item in the book.

16. You may also want to talk about the reasons you wear certain clothes in certain weather (for example: you wear galoshes, rain slicker, poncho, or umbrella in the rain)

***Variations: Have your child cut out clothing items from all seasons and also sort by clothes you wear in each season (winter clothes, summer clothes, fall clothes, spring clothes).
The Three Little Pigs
By: Harriet Ziefert (or any other version)

Why: story comprehension, vocabulary building, fine motor, story extension

Materials: Yellow, red, and brown construction paper or poster board, glue, scissors, markers, materials to glue on houses (yellow string for straw, popsicle sticks, actual sticks, torn red paper, colored macaroni, etc)

Instructions:
- Cut out one house out of each color of construction paper or poster board.
- Talk about how the Three Little Pigs built three houses, a straw house, a stick house, and a brick house.
- Decorate each house with your gathered materials, continue to talk about each house and what happened to each. Also talk about why the stick and straw houses blew down but the brick house did not.
- Use the houses to retell the story. You could even put on a little play, having each family member be a pig and one family member be the wolf (or have one pig and one wolf). Encourage your child to use phrases and vocabulary from the story (I’ll huff and I’ll puff”, “Not by the hair of my chinny chin chin”)
The Very Busy Spider
By: Eric Carle

Why: Story comprehension, fine motor, vocabulary building, story prediction

Materials: old magazines, scissors, glue

Instructions:
- Cut out the animals in the book from old magazines or coloring books
- Glue them onto index cards
- As you read The Very Busy Spider, have your child find animals from the pictures.
- Talk about what each item is, what sound it makes, why the spider did not answer.
- As you re-read the story, have your child read the line “But the spider didn’t answer, she was too busy”

You can also go outside and find a spider web, talk about who made the spider web and why.
We’re Going on a Bear Hunt
By: Michael Rosen

Targets: listening comprehension, fine motor, vocabulary development, descriptive language skills

1) Tape together two toilet paper rolls (or two halves of a paper towel roll) to make binoculars.

2) Add string to each roll so that it makes a necklace.

3) Decorate the binoculars using stickers, stamps, or markers.

4) Together, go on a “bear” hunt. Look through the binoculars to find items around the house (for example: “I see the T.V. do you see it?” “What do you see?” “Can you find something red?” You can even go on a “teddy-bear hunt” and describe what bears you find.
White Rabbit’s Color Book by Alan Baker or Mouse Paint by Ellen Stoll Walsh

Learning Targets: Fine motor, color knowledge, color mixture knowledge, story recall

- Read the one of the above books.
- Mix one part glue with one part shaving cream (you need enough to make three bowls of ‘paint’)
- Separate the mixture into three paper bowls or plates.
- Add food coloring to each bowl to make one red, one blue, and one yellow.
- Give your child a piece of construction paper and a cotton ball.
- Tell your child “we are going to pretend to be a fluffy bunny/mouse” (hold up cotton ball).
- Help your child dab the cotton ball into each color and move it or “hop” it around his/her paper.
- Be sure to point out when colors are mixed saying “oh look, blue and yellow make green” etc.

***Variation:*** Use red, blue, and yellow paint instead of the glue/shaving cream mixture.