



Color Your World Program/Storytime

*pick which books and rhymes you are most comfortable with
books have age recommendations next to them
for 0-2 year olds, pick 1-2 books and 2-3 rhymes
for 2-5 year olds, pick 2-3 books and 2-3 rhymes*

Many rhyme examples can be watched on YouTube.

Break up multiple books with rhymes.

Using the same Hello and Goodbye song every storytime helps your families get ready for storytime and signal the end. Use whatever song you currently use or try the suggested ones included.

Introduction: I'm _____ and I am so happy to see you all! You are just the kids I hoped would show up today.

Expectations:

We know that for some of you, this may be your first storytime. For others of you, maybe you've been coming for a long time. Either way, we are all learning how to listen and follow directions.

I have planned an interactive storytime, but a successful storytime for you could be making it through 1 or 2 activities. I encourage you to keep coming even if today doesn't go as well as expected.

AND...Storytime is for everyone, including adults. Please participate fully because your willingness and enthusiasm exemplify for your child that joining in is not about "performing" but having fun.

Hello: "I Wake Up My Hands"

I wake up my hands with a clap, clap, clap

Clap, clap, clap, clap, clap, clap

I wake up my hands with a clap, clap, clap

And I wiggle my waggles away.

(...feet with a stomp...belly with a beep...etc.)

Book: *Love Is My Favorite Color* by Nina Laden (ages 3-5)

*discuss different colors and associate the color with emotions.

For example, if I'm feeling red, I may feel angry. Blue-sad, Yellow-happy.

Ask children, "What color are you feeling today and why?"

OR

Book: *Colors* by Shelley Rotner (ages 1-5)

*for each page/color, point out things in the room that are that color.

Caregiver Tip: When you read a book that has only a few words on a page, take time to add your own words about the picture. This adds to your child's vocabulary and background knowledge which will make it easier for them to later understand what they read.

Rhyme: The Color Song (tune of “If You’re Happy and You Know It”)

If your clothes have any red, any red
If your clothes have any red, any red
If your clothes have any red, put your finger on your head
If your clothes have any red, any red

Verses: Blue...finger on your shoe

Yellow...give a great big wave hello

Brown... turn your smile into a frown

Black...put your hands behind your back

White...stomp your feet with all your might

Green...act like you’re mean

Pink...make your eyes go blink

Purple...turn in a circle

Book: *Brown Bear, Brown Bear* by Bill Martin Jr. (ages 1-3)

OR

Book: *What If...* by Samantha Berger (ages 3-6)

* Discuss what would happen if you had no more colors, paint, paper, or any artistic supplies? How and what could you create?

OR

Book: *Imagine!* by Raúl Colón (ages 3-6)

*this is a wordless picture book where you & the kids can create your own story based on what you see in the pictures.

**This book was inspired by a real-life event. When the author saw actual paintings (instead of reproductions), it affected him deeply and stimulated his imagination.

Caregiver Tip: Picture books without words develop a child’s ability to infer what is happening in the story. With no words for guidance, they have to figure this out using the illustrations and their imagination. Try asking questions like these to encourage understanding and build vocabulary.

- What is happening?
- Tell me about the characters. What are their emotions?
- What is the character thinking? How do you know?
- What will happen next? How do you know?

Flannelboard: Mouse House

*Identify all the color houses first, then ask kids, which color house we should look in first. Keep going until they find the mouse...and then hide it again!

Little mouse, little mouse,
Are you in the (color) house?

Book: *Red House, Tree House, Little Bitty Brown Mouse* by Jane Godwin (ages 1-3)

OR

Book: *The Dot* by Peter H. Reynolds (ages 4-8)

*pair with video of Emily Arrow's "The Dot": https://youtu.be/r_l43cxDQ-o

*pair with Peter H. Reynolds' video about where "The Dot" came from (best with an older audience) <https://youtu.be/il2Qi6Si-gs>

OR

Book: *The Book of Mistakes* by Corinna Luyken (ages 4-8)

* How does it feel when you make a mistake?

Does making a mistake mean you give up and have to start all over?

Rhyme/Flannelboard: Rainbow Stew (*tune of "Skip to My Lou"*)

* With each verse, take a fruit from the flannelboard, put it into a play pot, and stir it with a spoon. Then pull out the corresponding color arch and place it on the flannel. By the end, you create a rainbow on the board.

Take an apple, put it in the pot.

Stir it, stir it, stir it a lot.

Take it out now, what will it be?

The prettiest red that you ever did see!

Repeat with other fruits; Orange/orange, banana/yellow, pear/green, etc.

Announcements: Other storytimes, programs, or services.

Goodbye Song: “It is Time to Say Goodbye to all My Friends”

(tune of “She’ll be coming ‘round the Mountain”)

It is time to say goodbye to all my friends.

It is time to say goodbye to all my friends.

It is time to say goodbye,

Give a smile. Wink your eye.

It is time to say goodbye to all my friends.

OR

Goodbye Song: “Open, Shut Them”

Open, shut them, open, shut them,

Give a little clap, clap, clap.

Open, shut them, open, shut them,

Lay them in your lap, lap, lap.

Wave them, wave them, wave them, wave them,

High up in the sky, sky, sky.

I’ll wave to you, you’ll wave to me.

Let’s all wave good bye, bye, bye!

Process art is a choice-driven, open-ended activity in which adults offer minimal guidance and there is no desired end product. By intentionally providing an array of artistic materials, then offering children the time and space to engage freely with them, adults show kids that there are many possibilities, that they view children as competent and capable of exploring and creating, and that they value children's ideas and expressions.

Try these ideas to help children explore materials on their own. Encourage adults to resist helping and/or give them their own crafts to keep their hands busy.

Paint Tracks (Toddlers/Preschoolers)

Why use a paintbrush when you could use a toy car? Run cars through paint and then “drive” them along paper to create tracks. Notice the color mixing and the tire patterns! This activity can be done with other objects as well. Supplies: tempera paint, paper, toy cars or objects. For additional sensory play, add a car wash and drying station.

Unique Paintbrushes (Toddlers—Elementary)

Use clothespins to make “paintbrushes” out of leftover craft items. We tried different sized pom-poms, feathers, felt, pipe cleaners, etc. The kids got a kick out of the different ways each “brush” painted.

Painting on Tinfoil (Toddlers—Elementary)

Painting on tinfoil is an amazing sensory activity, as well as a fun process art activity! Give the kids any paint brushes you have (or let them use their hands!), squirt some paint on strips of tinfoil, and let them play! So easy, and you probably have everything you need at home already.

Plants as Paintbrushes (Toddlers—Elementary)

Use flowers, leaves, and sticks as paintbrushes. This is a great way to explore nature in the spring and summer when plants are thriving.

***Non-Messy* Dot Stickers** (Toddlers--Elementary)

Stick one or two dot stickers on a piece of construction paper, then ask children to imagine a picture using those dots; provide crayons or pencils to complete the picture.



Super T-shirt Capes

Ages 5–12

Children upcycle their old t-shirts by turning them into personalized capes. This is a good opportunity to talk about reusing and upcycling. Capes can be decorated with puff paint, fabric markers, buttons, or any other decorative items you have on hand. Provide a variety of stencils and/or let children design whatever they want. Tweens can decorate their t-shirts without cutting them into capes (unless they want to!).

Suggested runtime: 45–60 minutes.

TIP: Encourage participants to bring clean t-shirts from home, but have a few extra used shirts on hand (put a call out to staff & patrons). Size doesn't matter for the cape activity, but have inclusive sizing for tweens who might not be into the cape idea. Cut the shirts you have on hand in advance.

Materials:

- T-shirts
- Fabric scissors (for volunteer/librarian use)
- Cardboard squares (to place underneath the fabric while painting)
- Puff paint
- Fabric markers
- Tape
- Paper towels
- Hand wipes
- Non-latex gloves
- Templates (optional)

Instructions:

- Lay the t-shirt on a flat surface.
- Cut off the sleeves.
- Cut down each side under arm holes.
- Cut off the front of the shirt, leaving the ribbed neck intact.
- Shape the back as desired (diamond, rounded, not at all, etc.).
- Decorate with puff paint, fabric markers, stencils, felt, glitter, or other craft supplies.





Woven Boookmarks

Ages 5–12

Weaving for the win! Weave a bookmark on a cardboard loom, or more advanced weavers can make pouches by using both sides of a cardboard loom at the same time.

Suggested runtime: 45–60 minutes.

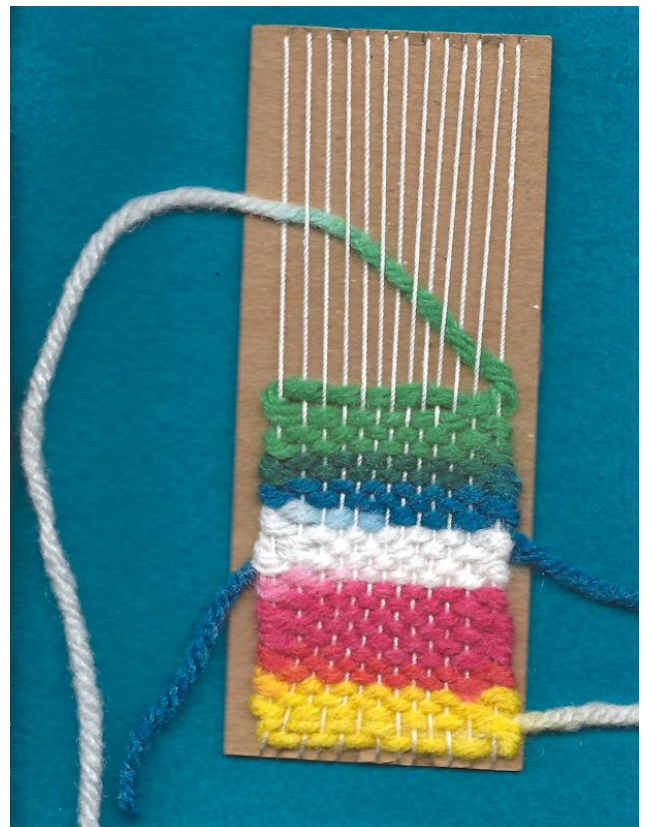
TIP: The vertical warp yarn holds tension in the frame. The horizontal weft yarn goes over and under the warp yarn.

Materials:

- Cardboard looms
- Yarn in many colors
- Large paper clips or plastic tapestry needles (1 per participant)
- Scissors
- Wide tooth combs (optional)

Preparation:

- Cut 2.5 x 5-inch cardboard looms.
- In the top and bottom of each loom, cut nine slits approximately 0.25 inches apart. These slits should be directly opposite each other (so the yarn is straight when run back and forth between top and bottom).
- Cut long pieces of warp yarn for vertical threads, about 1.5 yards each (1 per participant)
- Cut long pieces of weft yarn for weaving, about 1 yard each.
- Make a sample bookmark.
- Gather a selection of books about weaving and textiles.



Instructions:

- Set up the warp threads (vertical) by running one piece of yarn up and down between the slits. To switch directions, loop the yarn under the cardboard tab and then up through the next slit.
- 2–3 inches from the top of the loom, use a tapestry needle to start weaving the weft (horizontal) threads over and under every other warp (vertical) thread.
- Optionally, use a hair comb as a beater bar to push the weft rows down (to make them even) as you go along.
- When you've woven the length of a bookmark, cut 2–3 inches from the bottom and tie off the ends of the warp thread in groups of two or three.
- Then do the same on the top. Cut the warp threads, leaving lengths long enough to tie off.
- Weave in any horizontal ends using a tapestry needle.



Ages 5—Adults

Makers create unique, colorful decor by tying a series of simple lark's head knots, a basic macramé stitch. This is a simple project in which the possibilities for colors, pattern, and shape are endless. This program is a great way to make use of yarn scraps, and to keep costs low, you can source sticks from fallen branches. Can be adapted for almost any age group. For a take-and-make kit or passive activity, compile instructions, sticks, and yarn.

Suggested runtime: 45–60 minutes.

Materials:

- 22-inch lengths of yarn (45 strands per participants)
- Natural wood sticks (from outside) (1 per participant)
- Cord, string, or rope for hanging
- Scissors
- Measuring tool
- Beads (optional)

Instructions:

- Each participant cuts 45 strands to make 15 bundles of three strands each.
- Make the first lark's head knot:
 - Fold a bundle of yarn in half and lay the "U" over the stick.
 - Bring the ends of the yarn behind the stick.
 - Pull the ends of the yarn through the loop in front of the stick.
 - Pull taut. A single lark's head knot is complete.
- Repeat the knot with each yarn bundle.
- Add beads and trim as desired.
- Add a hanging cord by double-knotting a cord to either end of the stick.
- Trim excess cord and hang.