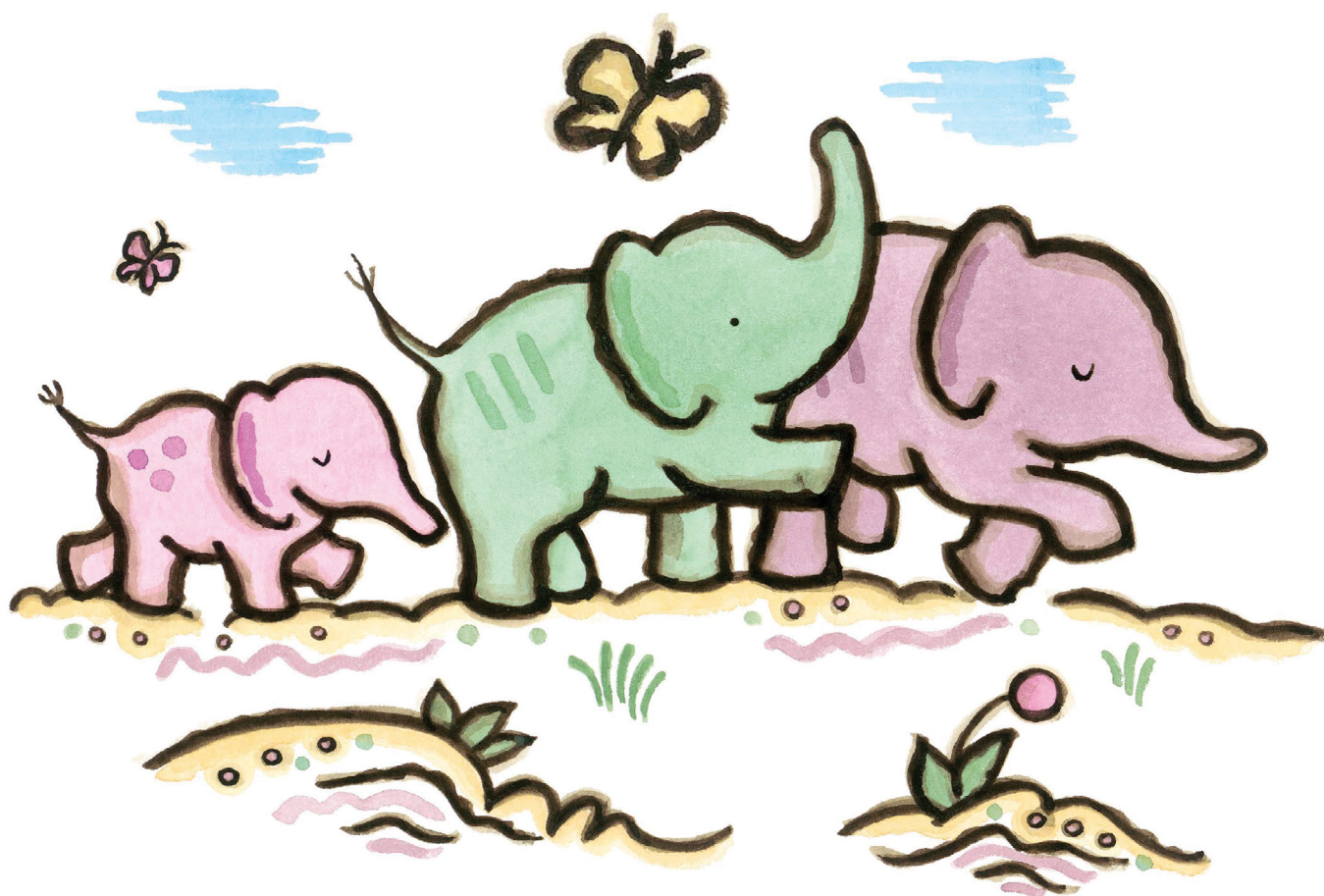


READY TO READ MICHIGAN
PROGRAMMING AND RESOURCE GUIDE
2020^{FOR}



A PARADE OF ELEPHANTS

BY KEVIN HENKES



WRITTEN BY MEAGAN K. SHEDD, PHD



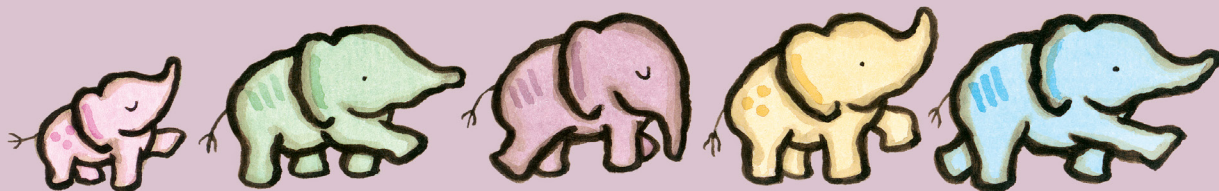
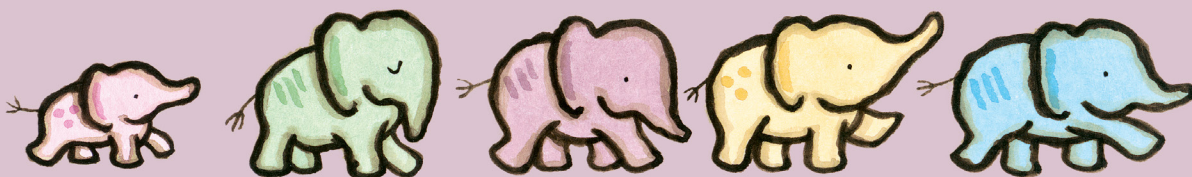
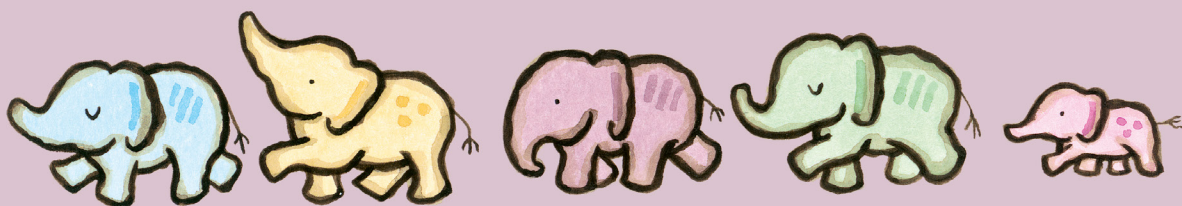
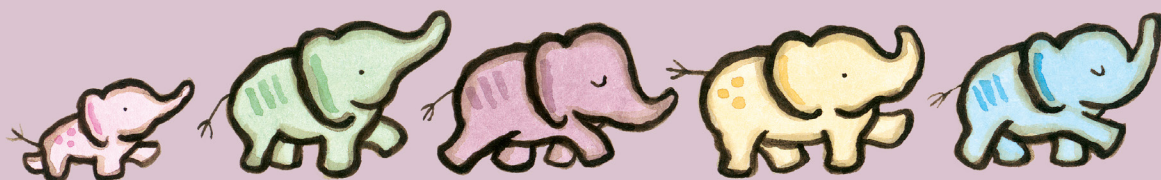


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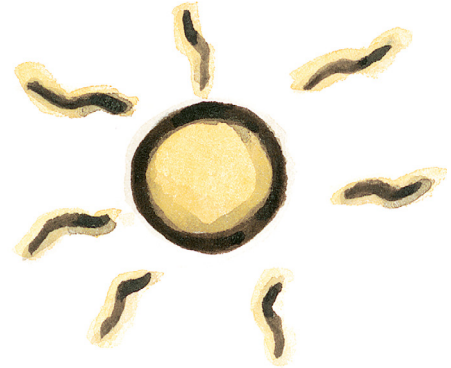
READY TO READ MICHIGAN INTRODUCTION

About Ready to Read Michigan

Ready to Read Michigan shares information about early literacy with families and caregivers using story-times and other library programs. Outreach activities are also an important part of Ready to Read Michigan, intended to encourage the development of early literacy skills using the five key areas of talking, singing, reading, writing, and playing as a foundation to future reading and later success in school and the years beyond. Using displays and signage through libraries, social media, specific play-based activities, as well as storytime learning guides developed for librarians, the Ready to Read Michigan programs centers on the important role adults have in shared reading experiences with children beginning at birth and continuing throughout the preschool years to support the development of young children's literacy skills.

The Library of Michigan recognizes the important link between libraries and children and families to provide quality books, programs, and services. Ready to Read Michigan is supported in part by the Institute of Museum and Library Services, the Consumers Energy Foundation, and the Library of Michigan Foundation.

For more information about Ready to Read Michigan program and its sponsors, visit the Library of Michigan website at www.Mi.gov/ReadytoRead.



About the Book

The 2020 Ready to Read Michigan book is *A Parade of Elephants* by Caldecott Medalist Kevin Henkes.

Follow five joyful elephants as they march about their day, counting and exploring opposites from dawn to dusk. Henkes' simple, repetitive text and carefully constructed illustrations using beautifully muted colors encourage young children to develop a sense of spatial awareness.



WHY EARLY LITERACY IS IMPORTANT

Experts have confirmed children develop literacy skills before they formally enter school. Literacy is defined as more than only reading and writing, but includes the ability to read, write, speak, and connect words with visual images (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 2012). By expanding the definition of literacy, it highlights even more the important role of adults in supporting the earliest experiences of young children. It also stresses the value of careful attention to both the materials and opportunities as adults think about the objects they provide for young children as part of meaningful activities presented to young children to help develop literacy skills.

Early literacy skills are suggested to be predictive of future literacy success (Lonigan, Schatschneider, & Westberg, 2008). The National Early Literacy Panel found knowledge and skills such as the ability to pay attention to sounds in language (phonological awareness), letter identification, and understanding of concepts of print to be some of the important early literacy skills for future success. Perhaps what matters more is that the experiences and supporting materials offered by adults can create a foundation for the literacy knowledge and skills developed by children for a lifetime (Bracken & Fischel, 2008; Britto & Brooks-Gunn, 2001; Britto, Brooks-Gunn,

& Griffin, 2006; Payne, Whitehurst, & Angell, 1994; Senechal & LaFevre, 2002; Zill & Resnick, 2006).

The Library of Michigan encourages reading aloud regularly to children during the early stages of life, as it ensures the development of early literacy skills and instills a love of reading. The library is a natural place to read with young children using small groups or story times. This is an effective time to model early experiences for families with read alouds to help them understand why reading with children early and often is important, or help families or caregivers to select a variety of books for children (Bus, Van IJzendoorn, & Pellegrini, 1995; Garton & Pratt, 2009). Early reading experiences like the ones at the library can help children develop a lifelong love of reading because the ways in which adults read with young children are essential (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998). A variety of books or genres during story time such as storybooks, informational text, poetry, and other books that encourage children to touch or react to the words or pictures (activity books) expose them to different types of text that will help them later in school and life (Beck & McKeown, 2007; Duke, 2000). They can also learn new vocabulary words and develop different strategies to understand the text which helps them expand their comprehension strategies as they learn



to read (Dickinson & Smith, 1994). Reading together, whether in small groups or one-on-one, can also support children's development of language skills (Beck & McKeown, 2001) and overall literacy skills (Aram, 2006). Also important is how adults read with young children, noting that immediate effects are found for literacy skill development, in addition to long-term effects (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998). Ultimately, the impacts of reading aloud with young children cannot be overstated.

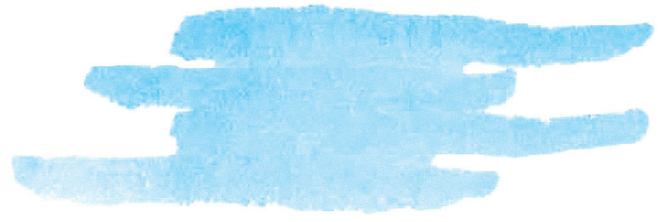
There are five key things the Public Library Association's Every Child Ready to Read program suggests can be done with children as part of the shared reading experience, including Talk, Sing, Read, Write, and Play. Including children in the text as part of the read aloud experience is important. Librarians can and should engage in each of the five key areas each time they read to encourage the development of early literacy skills, which will help families to see how each key action can be done and help families think about how they can continue to do each of the five key things when they are reading with their children at home.

Some ideas for each of the five key things suggested by the Public Library Association's Every Child Ready to Read program include:



TALK with children about the books as you read together. Ask children to tell you more about the pictures or photographs, or the things in the text they might already

know or about which they may want to learn more. Ask questions as you read together, whether it is what might happen next or why they think something happened the way that it did. Listen carefully to their responses and ask open-ended questions to find out more about what they think. Have the book available throughout the day so



you can refer back to it together and talk about something that reminds you (or them) of something in the book and make connections beyond the text.



SING as you read together, inviting children to sing with you. You can also use different voices, volumes, or stuffed animals or puppets as you sing to help call attention to the sounds in words. If the text in books rhymes, help children to pay attention to the similar sounds. Encourage children to learn word games and finger plays you learned as a child. Create a list of songs, word games, and finger plays, and invite families to contribute to the list. Be sure to post the list for families and create a display with any books about the songs, word games, or finger plays, too!



READ early and often with young children. Share books as well as other kinds of print. Include different types of books in your read alouds, including

picture books, information books, and interactive books that invite them to touch the book as well as move. This will encourage them to become interested in different kinds of books, but also help them learn how to read different types of text as well. As you read each type of text, ask questions to help children (and families) learn

that different types of text have different purposes and that it is important to talk about the text to make meaning from it. After the read aloud, in addition to different types of books, have different kinds of text available for children and families to look at together, such as newspapers, magazines, and signs. Being able to explore the different kinds of text helps children understand the different types that are available, but also provides a chance to explain how we use text every day.



WRITE with children. During a read aloud, take notes about what you are reading together, asking them to help you come up with the words for your text. Children can share ideas during read alouds by writing them on post-it notes or in journals to share for later or creating lists of things that feel important to them or

“connections” during the reading. After the read aloud, write in front of them. Ask them to write with you (and families too), whether it is next to you or helping one another. Encourage families to share writing with children too, having children write stories, help create lists, draw maps, or write letters.



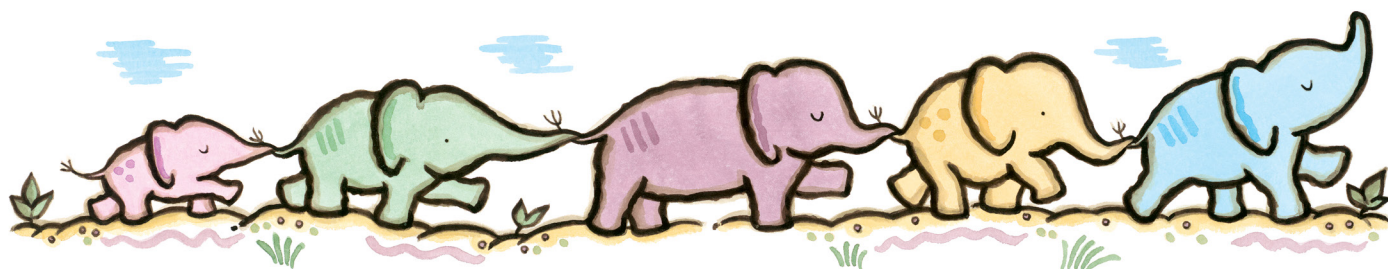
PLAY is an important part of literacy learning, helping children to make sense of the text. As you read together with children, encourage children to act out new vocabulary words using play. This allows them to use words they already know to learn new words through actions. They can use puppets, flannel boards, or other objects to retell a story or think more about informational text and understand what you are reading together in meaningful ways.



QUICK TIPS FOR READING ALOUD TO A GROUP

Reading together is one of the most important things you can do with young children to develop literacy skills (International Reading Association/National Association for the Education of Young Children, 1998). Studies have shown that effective read alouds affect skill development in overall literacy (Aram, 2006), language (Beck & McKeown, 2001), comprehension (Dickinson & Smith, 1994), and vocabulary (Wasik & Bond, 2001). What matters more is that the effectiveness of the shared reading experience, or read aloud, depends on several things. Most important, children have to be included or part of the reading process. For adults, some of the following tips can be helpful to keep in mind:

- **SELECT BOOKS** of high-quality text, but also with high quality illustrations or photos;
- **TALK ABOUT THE TEXT** in the book as you read with children using open-ended questions and wait for responses from children. It is helpful to preview the book ahead of time and write down questions (either on a pad of paper or sticky notes you place in the pages of the book and remove as your read);
- **DISCUSS THE BOOK** with children, connecting the text to things in their lives and what they already know;
- **ASK QUESTIONS** about what might happen next in the book or why children think something might have happened;
- **TALK ABOUT THE ILLUSTRATIONS OR PHOTOS** and ask questions to connect them to the text; and
- **USE DECONTEXTUALIZED LANGUAGE** to talk about the book, or talk about the book “outside the here and now.” This simply means to relate the book to something that has happened in the past with children, or discuss something in the book that could happen in the future.



BOOKLISTS...

MORE GREAT BOOKS TO SHARE WITH CHILDREN; TO PAIR WITH "A PARADE OF ELEPHANTS" BY KEVIN HENKES

Books about numbers/counting

INFANTS

- ***Counting Kisses: A Kiss and Read Book*** by Karen Katz (Little Simon, 2003)
- ***Ten Black Dots*** by Donald Crews (Greenwillow Books, 1995)
- ***Five Little Ducks*** by Raffi and illustrated by Jose Aruego and Ariane Dewey (Knopf Books for Young Readers, 1999)
- ***The Very Hungry Caterpillar*** by Eric Carle (Philomel Books, 1994)
- ***Daddy Hugs*** by Karen Katz (Little Simon, 2007)



TODDLERS

- ***Feast for 10*** by Cathryn Falwell (HMH Books for Young Readers, 2003)
- ***The Noisy Counting Book*** by Susan Schade and Jon Buller (Random House Books for Young Readers, 2010)
- ***Pete the Cat and His Groovy Buttons*** by Eric Litwin (HarperCollins, 2012)
- ***Fish Eyes*** by Lois Ehlert (Red Wagon Books, 2001)
- ***How Do Dinosaurs Count to Ten?*** by Jane Yolen and Mark Teague (Blue Sky Press, 2004)

PRESCHOOLERS

- ***Butterfly Colors and Counting*** by Jerry Pallotta and illustrated by Shennen Bersani (Charlesbridge, 2013)
- ***Museum 1 2 3*** by the Metropolitan Museum of Art (Little, Brown Books for Young Readers, 2004)
- ***Click, Clack, Splish, Splash: A Counting Adventure*** by Doreen Cronin and Betsy Lewin (Spotlight, 2006)
- ***Stack the Cats*** by Susie Ghahremani (Harry N. Abrams, 2017)
- ***Anno's Counting Book*** by Anno (HarperFestival, 1992)



Books about movement/body awareness

INFANTS

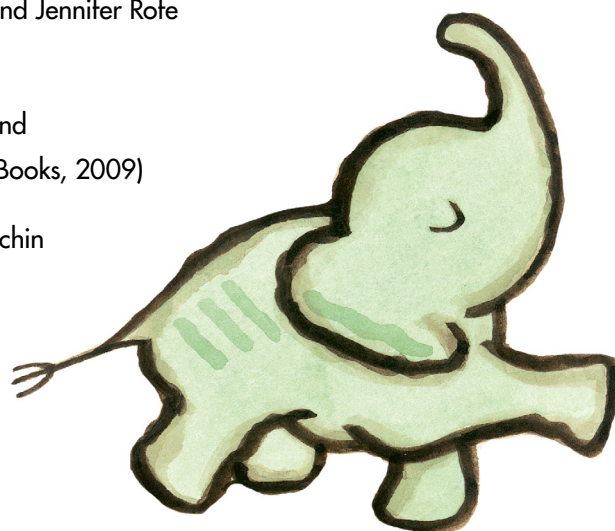
- ***More More More, Said the Baby*** by Vera Williams (Greenwillow Books, 1997)
- ***Ten Little Fingers and Ten Little Toes*** by Mem Fox and illustrated by Helen Oxenbury (HMH Books for Young Readers, 2010)
- ***Clap Hands*** by Helen Oxenbury (Little Simon, 1999)
- ***Ocean Motions*** by Caspar Babypants and illustrated by Kate Endle (Little Bigfoot, 2018)
- ***Dance*** by Matthew Van Fleet (Simon & Schuster, 2017)

TODDLERS

- ***Yellow Ball*** by Molly Bang (Purple House Press, 2016)
- ***Barnyard Dance!*** by Sandra Boynton (Workman Publishing Company, 1993)
- ***From Head to Toe*** by Eric Carle (HarperFestival, 1999)
- ***Move!*** by Robin Page and illustrated by Steve Jenkins (HMH Books for Young Readers, 2018)
- ***Clap Your Hands*** by Lorinda Bryan Cauley (G.P. Putnam's Sons Books for Young Readers, 1992)

PRESCHOOLERS

- ***Up, Down, and Around*** by Katherine Ayres and illustrated by Nadine Bernard Westcott (Candlewick, 2008)
- ***Rosie's Walk*** by Pat Hutchins (Aladdin, 1971)
- ***Piggies in the Pumpkin Patch*** by Mary Peterson and Jennifer Rofe (Charlesbridge, 2010)
- ***We're Going on a Bear Hunt*** by Michael Rosen and illustrated by Helen Oxenbury (Margaret K. McElderry Books, 2009)
- ***Wiggle*** by Dorren Cronin and illustrated by Scott Menchin (Atheneum Books for Young Readers, 2005)



Books about opposites



INFANTS

- **Hippopposites** by Janik Coat (Harry N. Abrams, 2012)
- **Big Bear, Small Mouse** by Karma Wilson and Jane Chapman (Margaret K. McElderry Books, 2016)
- **Yummy Yucky** by Leslie Patricelli (Candlewick, 2003)
- **Big Bear, Little Chair** by Lizi Boyd (Chronicle Books, 2015)
- **Opposites** by Sandra Boynton (Little Simon, 1982)

TODDLERS

- **What's Up, Duck: A Book of Opposites** by Tad Hills (Schwartz & Wade, 2008)
- **Double Delight Opposites** by Mary Novick and Sybel Harlin (Little Hare Books, 2011)
- **Octopus Opposites** by Stella Blackstone and illustrated by Stephanie Bauer (Barefoot Books, 2011)
- **Eric Carle's Opposites** by Eric Carle (Grosset & Dunlap, 2007)
- **Black Cat, White Cat: A Pop-Up Book of Opposites** by Chuck Murphy (Little Simon, 1998)

PRESCHOOLERS

- **Black? White! Day? Night!—A Book of Opposites** by Laura Vaccaro Seeger (Roaring Book Press, 2016)
- **Big is Big (and little, little): A Book of Contrasts** by J. Patrick Lewis (Holiday House, 2017)
- **Big and Little** by Steve Jenkins (HMH Books for Young Readers, 1996)
- **Wet and Dry: An Animal Opposites Book** by Lisa Bullard (Capstone Press, 2005)
- **A Look at Roadside Opposites** by Kellen Hatanaka (Groundwork Books, 2015)



ACTIVITIES FOR A PARADE OF ELEPHANTS

Activities for Infants



TALKING

Talk with infants about the elephants in the illustrations and how they are marching together.

Notice how they travel with the tail of the one in front held by the trunk of the one behind it. Discuss how elephants move and the sounds they make, and gently share the noise if you can.

Count the elephants on the page with infants, noting the color of each elephant and if there is a difference in size too. For example, point to "one blue elephant" and then note there is "one yellow elephant and one blue elephant." At the very bottom when there are five elephants, point out there is "one small red elephant, a big green elephant, a large red elephant" and so on.

Have stuffed or plastic play elephants of different colors and sizes available for infants. Talk with them about the different characteristics, such as size and color. You can line them up in a parade similar to the book and talk with infants about the parade taking place in front of the infants, or count the elephants babies are seeing and point out the elephants going up and down, or in and out.



SINGING

Try this updated version of "This Little Piggie Went to Market" based on *Elephants on Parade*:

***This elephant went up the mountain,
This elephant went down to the cave.
This elephant went in to the river.
This elephant went down to the pond, he was brave.
And this elephant scattered stars with his trunk at night,
time to sleep, time to sleep, time to sleep.***

Help infants pay attention to the sounds in words by singing this favorite classic to the tune of "Pop Goes the Weasel":

***All around the mountain top, the
elephants went marching
In and out and up and down
Together they're stomping.***

Sing this favorite song with infants to the tune of "Are you Sleeping" [Frère Jacques]

***Are you marching?, Are you marching?
El-e-phant, El-e-phant?
Round and round the mountain, round and round
the mountain
Up and down, up and down***





READING



Look at the last page of the book with the stars and talk with infants about how stars scatter when the elephants trumpet their trunks. Pay special attention to the illustration on the page, and talk about the colors, the movement on the page, and the way the text describes what is happening.

Play hide and seek with infants based on the pages “In, out” and “up, down”. Cover your face with your hands and say “in” and move your face slowly toward baby. Take your hands away and pull your face back and say “out”. Similarly, you can use a blanket and raise it in front of your face and say “up” and then lower it to uncover your face and say “down”.

Look for letters in infants’ names as you read the book together. Point out the letter and share that it is the same letter as the infant’s name, looking for other words that begin with that letter around you.



WRITING

With a finger, trace a letter on an infants’ back. Gently trace the letter several times talking about the way the letter is formed, such as the letter M is formed by starting down then moving up, then down across, up across, and down.

Offer infants an opportunity to interact with writing materials too. Infants can practice with non-toxic finger paints, with water mats or gel pads, and other age-appropriate materials. Always supervise young children and especially infants with writing materials. As you write together, talk about the shape of the letters you are making as you write together or encourage the infant as he is making marks on materials.

Ask families to share how their family does something together, just as the elephants on parade do something together [see template]. Encourage families to include infants in writing or drawing too.



PLAYING

Encourage infants to move. As they sit in their family members’ laps, gently encourage the movement of their arms up and down while you say the words “up” and “down” talking about how they did one movement, and now they will do the opposite. Carefully move a foot forward and back as if moving it into a circle and say “in” and “out”. Help baby to circle arms around an imaginary large round ball as you say the words “big and round”.

Print the elephant templates and secure them to the floor in a line, a circle, or other configuration. You can also tightly secure bubble wrap or place other safe noisemaking objects on the floor that will encourage infants to explore as they move from one elephant to the next in an infant elephant parade. Infants who are ready for tummy time can explore the elephant illustrations from their bellies. Infants who are crawling or walking can explore the illustrations and enjoy the sounds and textures of the bubble wrap or other materials as they move from one illustration to the next.

Have a parade with infants. Encourage infants and their families to move (for those who are able). This can be as simple as moving in the read aloud circle or going beyond the circle to following one another around the larger space, mimicking the actions of the leader if they are able.



Activities for Toddlers

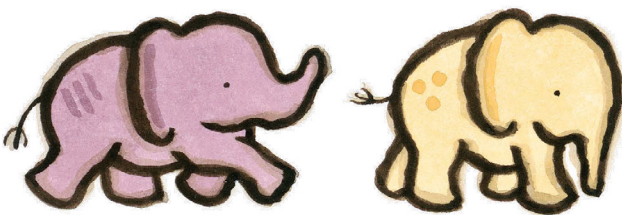


TALKING

Talk with toddlers about their favorite illustration in the book, but ask them to share why it is their favorite. As they share, be sure to ask questions that allow them to expand on their responses, such as “can you tell us more about...” or “share more about what you like about...”

The elephants march together and link tail to trunk to stay together. Talk with toddlers about a time they worked with someone else special to them to move their bodies. Encourage family members who are with them to share when they might have done something special together, whether it was to go on a walk with their toddler, played catch with a ball together in a park, or something else where they worked together.

Notice the action words in the book and talk with toddlers about the opposite words like “up” and “down” and “in” and “out”. Ask toddlers to help you act these words out, being mindful of their “neighbors’ trunks and tails”. You might create an imaginary cave and caution that everyone needs to be careful not to bump into the trunk or tail of those around them as they move their bodies up and down and in and out of the space.



SINGING

Sing this favorite song with toddlers to the tune of “The Ants Go Marching”

The elephants march one by one, hurrah, hurrah
The elephants march one by one, hurrah, hurrah
The elephants march one by one
The little one stops to have some fun.
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The elephants march two by two, hurrah, hurrah
The elephants march two by two, hurrah, hurrah
The elephants march two by two,
The little one stops to tie his shoe.
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The elephants march three by three, hurrah, hurrah
The elephants march three by three, hurrah, hurrah
The elephants march three by three,
The little one stops to climb a tree.
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The elephants march four by four, hurrah, hurrah
The elephants march four by four, hurrah, hurrah
The elephants march four by four,
The little one stops to grab one more.
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The elephants march five by five, hurrah, hurrah
The elephants march five by five, hurrah, hurrah
The elephants march five by five,
The little one stops to dance a jive.
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

Try this updated version of "Where is Thumbkin" based on Elephants on Parade:

Where is elephant? Where is elephant?

Here I am. Here I am.

How are you today, friend?

I am busy marching.

In and out. Up and down.

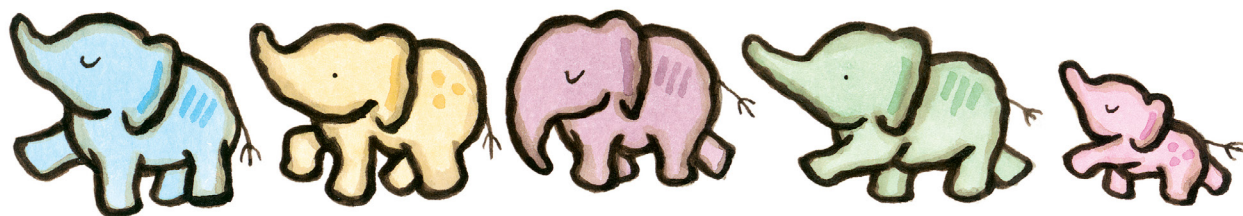
Toddlers can sing with you to the tune of "I'm a Little Teapot":

I'm a little elephant big and round,

Here is my trunk and tail that I've found

When I go out marching I am bound

To go in and out and all around.

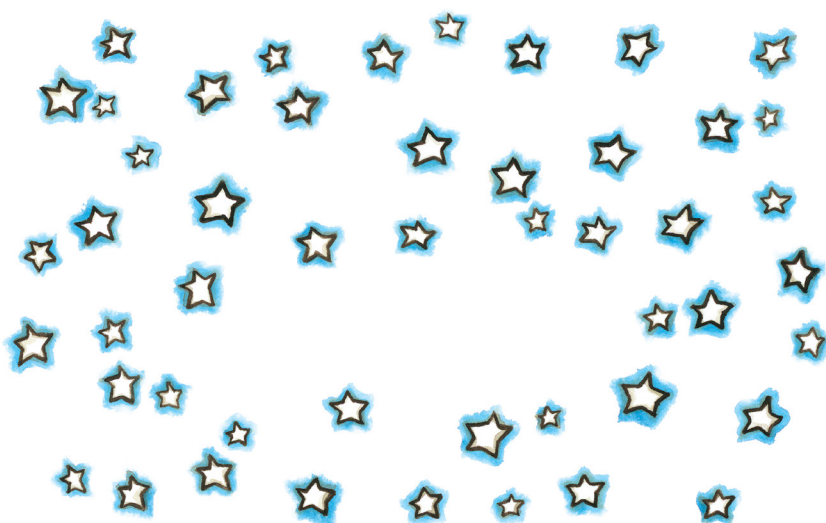


READING

Look for a new word in the book, like "scatter" and try to use it throughout the day. The stars scattered when the elephants trumpeted their trunks, so you might ask toddlers what other things might scatter or how they can scatter things too.

Have other books by Kevin Henkes available for toddlers to explore. Encourage toddlers to look at books independently and to treat books with respect and treat them gently as they turn the pages and talk about what they notice is the same or different between the books by the same author.

Have the book available for toddlers to read again and ask them to read it with you, pointing to the text as you read, turning the pages for you, and asking what will happen next based on what they remember from the first reading together. Invite them to be part of the reading experience again, but on an individual basis to develop different early literacy skills.





WRITING



The simple text invites toddlers to see letters easily. Show toddlers the letters and then write with them using the things available. Use both upper and lower case letters and write in the air, on the ground in front of you (on rugs or show them how each person can use their own legs), or show them how to write on the back of a hand as they learn to write letters.

Have writing materials in unexpected places for toddlers. Add writing materials to the block area, in the art center, and add a clipboard with something to write with in the outdoor play area but chalk is also an easy addition to the outdoor area for writing. Encourage children to draw or write about things they see every day and write with them as well.

Art is a great way to encourage fine motor skills necessary for writing. Using the template, have toddlers decorate an elephant. Children can color their elephant and decorate as they'd like from available materials (consider having ASTM-D4236 certified materials such as crayons, markers, colored pencils, construction paper, tissue paper, and glue available.) When they are all decorated, they can be displayed as a parade on the wall.



PLAYING

Have a parade with toddlers! Guide toddlers (and their families) around the shared reading space and encourage them to march and move their bodies in and out, up and down, and over and under as they follow one another about the space.

Move like elephants. Ask toddlers to show you how they think an elephant might move. You can also show them how they might clasp their hands together in front of them to act like a trunk, too.

Using the page with the elephants and butterflies, ask children how they think elephants might move compared to butterflies. Share with them that you have music (see <https://youtu.be/hR8Ji9elbeg>) for moving like butterflies and elephants. It is up to them to choose which one they want to represent. After a few minutes of dancing, ask them if they think elephants and butterflies dance the same, or if they are opposites, but be sure to ask them to explain why.

Create an elephant puppet with toddlers (note younger toddlers may need additional assistance with this activity). White or brown lunch bags work equally well for the "base" of the puppet, and the template can be photocopied on to cardstock or regular paper. Some toddlers may be able to cut out the ears and trunks and glue them independently, while others may need assistance. Children can color their elephant puppet and decorate as they'd like from available materials (consider having ASTM-D4236 certified materials such as crayons, markers, colored pencils, construction paper, tissue paper, and glue available.) After the glue and other materials are dry, toddlers will have a

puppet that can "march" and move!



Activities for Preschoolers



TALKING

Count the elephants on the page together, pointing at each one as you count one-by-one. Ask children to point to the elephants

on the page, taking turns pointing and counting together out loud.

Look for patterns on the page and ask preschoolers to notice them too. Talk about the patterns they notice and ask them to predict what color might come next. Extend the discussion about patterns from the book to the things you see around you by asking them to look for patterns in the room.

Print out the dice template and fold/construct it to create a cube using the template. Preschoolers can then “roll the

elephant die” and act out the motion from the book based on the elephant they see on the side facing up. Encourage preschoolers to take turns, or one can roll and they can act out the motion together.

Use the template to print the elephant outline from the story on thick paper or even regular paper and then glue to card stock. Children can color their elephant and decorate as they’d like from available materials (consider having ASTM-D4236 certified materials such as crayons, markers, colored pencils, construction paper, tissue paper, and glue available.) After they have decorated their elephant, children can attach their elephant to a craft stick (some may need help) to create a puppet to use to retell the story, noting that several children can work together to create the elephant parade.



SINGING

Help preschoolers hone their counting skills with this finger play and rhyme

called “I Can Count” (from <https://momlovesbest.com/blog/fingerplay-ideas-for-preschoolers>):

I can count, want to see?

Here’s my fingers—one, two three
(hold up fingers as you count)

Four and five, this hand is done.

Now I’ll count the other one.

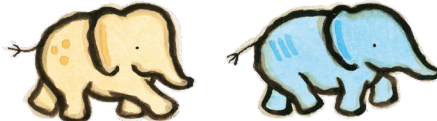
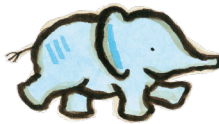
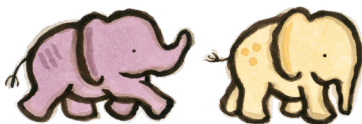
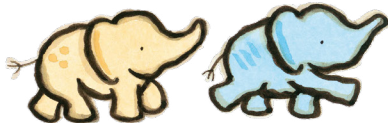
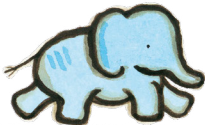
Six, seven, eight, and nine (hold up finger on the other hand.

Just one more I’m doing fine.

The last little finger is number ten.

Now I’ll count them all again.

One, two, three, four, five, six, seven, eight, nine, ten!

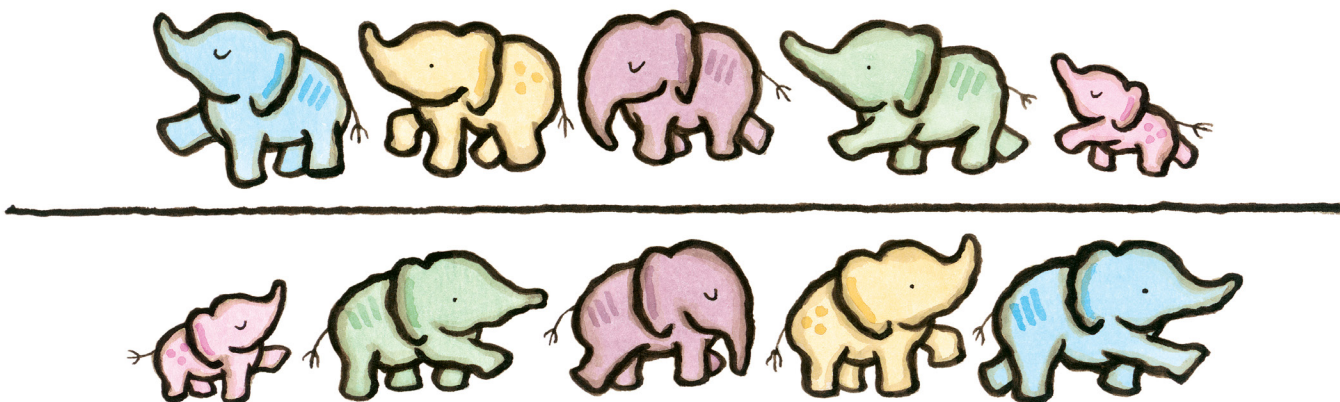


Preschoolers can try new words to the classic favorite "If You're Happy and You Know it":

If you're marching on parade, swish your tail
If you're marching on parade, swish your tail
If you're marching on parade, swish your tail,
your smile won't fail
If you're marching on parade, swish your tail.

If you're marching on parade, march in and out
If you're marching on parade, march in and out
If you're marching on parade, march in and out,
and give a shout
If you're marching on parade, march in and out

If you're marching on parade, march up and down
If you're marching on parade, march up and down
If you're marching on parade, march up and down,
no need to frown
If you're marching on parade, march up and down



This children's rhyme "One Grey Elephant Balancing" involves a bit more movement for preschoolers
(from <https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/>)

One grey elephant balancing

(with all children sitting in a circle, choose one child to be the first elephant pretending to balance on a string going around and around the inside of the circle)

Step-by-step on a piece of string.

Thought it was such a wonderful stunt.

That he called for another elephant

(first elephant chooses another child to join him)

Two grey elephants balancing.

Step-by-step on a piece of string.

Thought it was such a wonderful stunt.

That they called for another elephant.

Continue until all of the children are balancing on the string

(Number) grey elephants balancing.

Step-by-step on a piece of string.

All of a sudden the piece of string broke.

And down came all the 'ele-folk'.

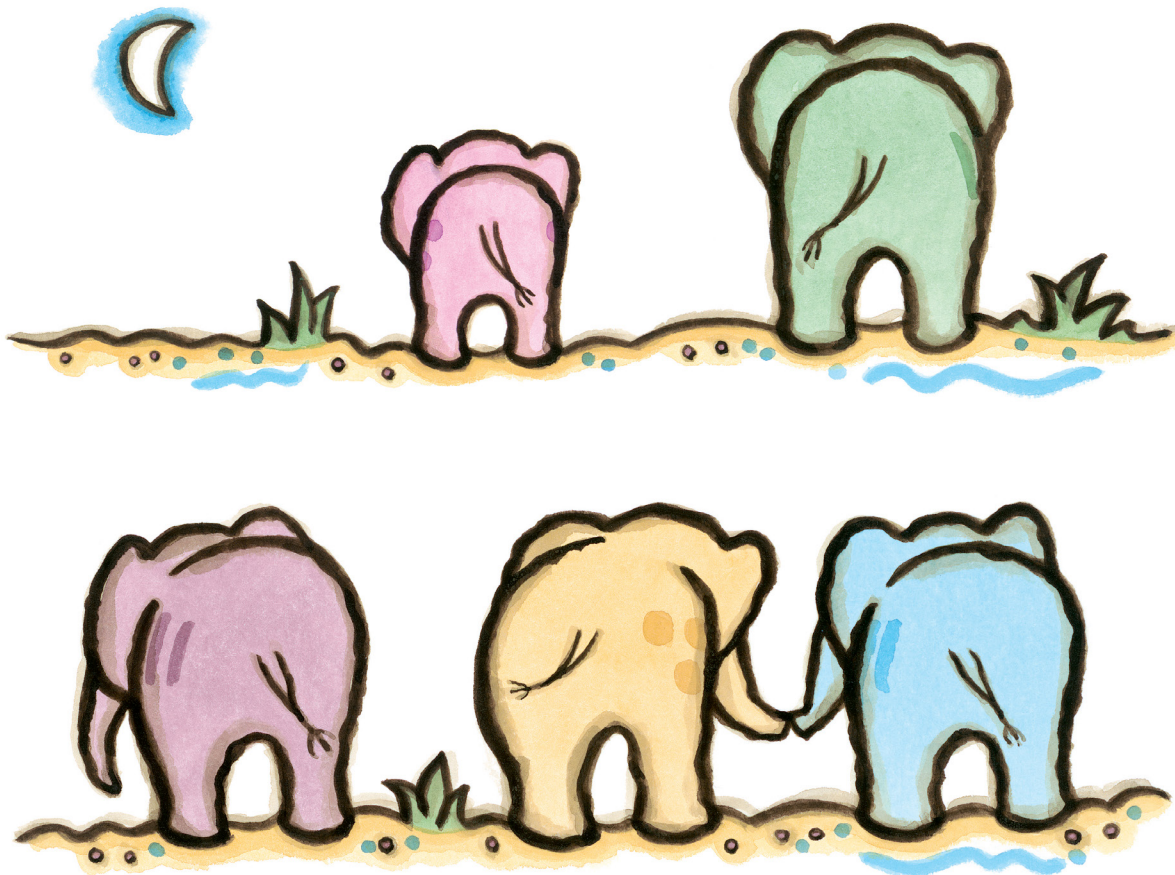


READING

On the page where the text reads “Up, down” ask preschoolers to note which elephant is heading up and which elephant is heading down. Talk about the idea of opposites with preschoolers and ask them if they can help you to find other pairs of opposite words from the book. You can also ask them to think of other opposite pairs beyond the book, too.

After reading the book, ask preschoolers to share each of the actions of the elephants in order as a group. They can retell the story by acting it out or sharing it and naming each action and “counting it off” on their fingers (march, up/down, over/under, in/out, yawn/stretch, lift their trunks, trumpet, scatter the stars).

Ask preschoolers to help you find other “characters” in the illustrations in addition to the elephants. After reading the book once, if preschoolers didn’t already notice the fish or the butterflies, ask them to read the book with you again and look for other things in the book. See what they notice in the illustrations.





WRITING

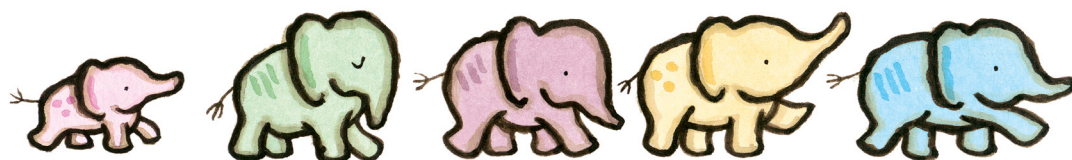
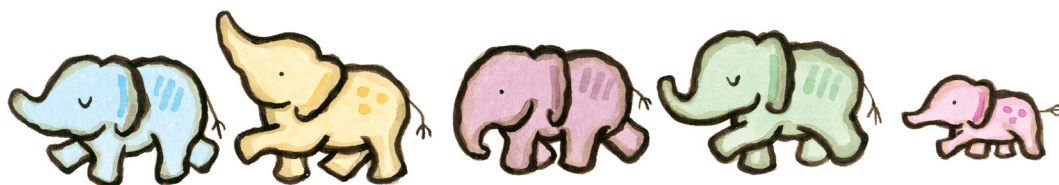
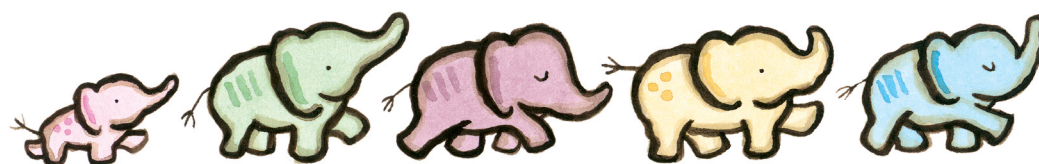


Write with preschoolers about a time they went in or out of something [template]. You might use the page with the text "In, out" as a guide to show the elephants marching in and out and talk about what they think the elephants are doing and then ask them to think about a time where they went in or something too. Give them time to think about what they want to write and/or draw and talk with them as they author their page.

Ask preschoolers to recall their favorite action from the book and write or draw what they remember or their idea of that page [see pg 35].

Noting the page where the elephants link trunks to tails, ask children to share with you how they work together with their friends, families, or other people. As they share, write their ideas on a large piece of paper (butcher block paper or large chart paper) so they can see you write their ideas. Be sure to state their ideas back to them as you write so they can connect the words you write to the words you say. When everyone has had a chance to share, note all of the ways they are able to help one another, too.

Using the template, preschoolers can practice counting and writing based on the number of elephants they see on the line. Count along with preschoolers as they count the elephants on the line. Encourage them based on their current skill level to either make a mark for each elephant or write the number of elephants they count.





PLAYING

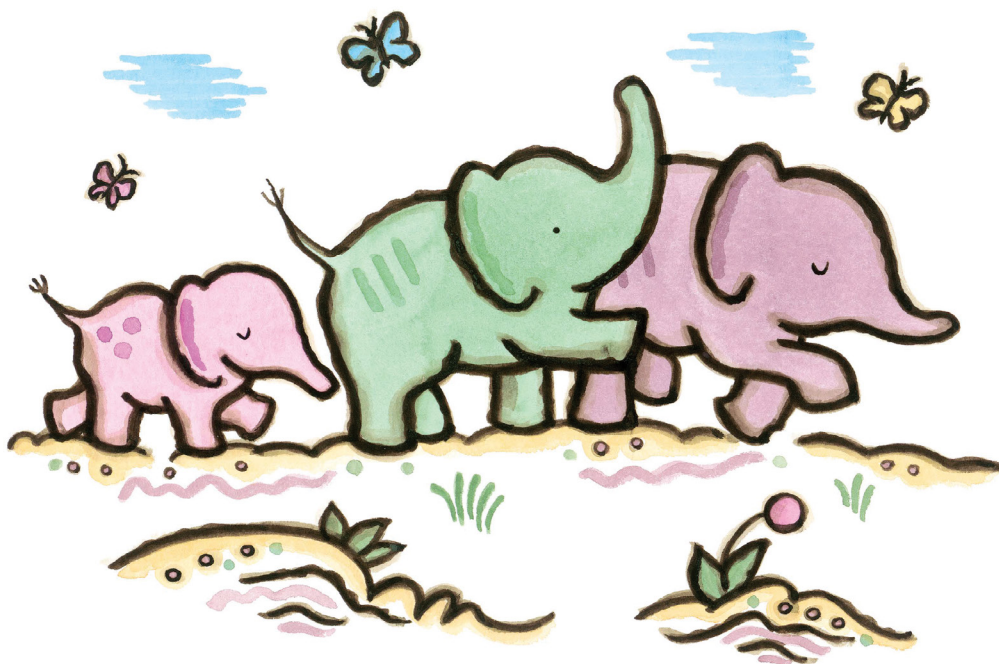
Play “Simon Says” based on the movements of the elephant parade in the book. You can ask children to march in place, to move their arms up or down, to lift their feet over or under an object, or to move their bodies in and out of the shared reading space. They can yawn and stretch and even be asked to follow directions to “trumpet their elephant trunks” or pretend to sleep.

Keep a big, round balloon in the air for as long as possible. The elephants move round and round as they march. Ask children to keep a balloon moving in the air, round and round, noting when it moves up and down, or goes in and out of the circle too. Encourage them to move it across the group or one-by-one next to each other and “name” where it goes as it moves from one child to the other.



Using the “elephant” cards (see pg 37), play “Elephant Memory”. Place the cards face down in front of children, with each player taking a turn to flip the cards over looking for pairs. This is also a great time to use the word “over” and which elephant children think might be “under” the card.

Set up an “over/under” obstacle course to help preschoolers better understand the meaning of these two words. Two chairs can be lined up next to each other with a pillow stretched across to shimmy “under” and explain to children they need to crawl or wiggle beneath the pillow and not let it touch them. Likewise, a couple of bean bags or other soft objects can be set on the floor in a line with the instructions to have your body move above them and not touch. Hopping, jumping, or leaping all work to get “over” the objects.



STORYTIME GUIDES FOR LIBRARIANS FOR A PARADE OF ELEPHANTS

Storytime Guides: Infant

For story sessions with infants under the age of 12 months, it is important for babies to be part of the read aloud experience too, but also keep sessions short, modeling the early literacy practices caregivers can continue at home. Encourage caregivers to hold babies in their laps and interact with their infants as much as possible. Throughout the storytime, point out what you are doing and why it is important, such as reminding family members that singing helps infants to hear the sounds in words or that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the infants, encouraging caregivers to do the same.

GREETING

Ask caregivers to bring infants to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

Sung to the tune of Happy Birthday

Good Morning to you

Good morning to you,

Good morning to you,

Good morning dear friends...

It's nice to see you.



OPENING

Before reading *A Parade of Elephants* by Kevin Henkes, share with caregivers that during the reading of the book you'll be focusing on the action words in the book. Because the book encourages movement, they can gently help babies move and stretch with the action words as a form of play. They can also help them to learn new words from words they already know and gain spatial awareness as they talk about the concepts and engage in the movements. Encourage caregivers to make eye contact with their infants and to follow the cues and reactions of babies. For example, if an infant coos or giggles, suggest the caregiver repeat the action to see if baby responds again.

BOOK READING

Read the book, pausing with each of the "action words" or movement words such as march, up, down, in, out, yawn, stretch, and trumpet, allowing caregivers time to interact with infants. You might offer suggestions for what caregivers can do to engage infants in certain actions, such as gently moving babies' legs as if they are marching while in their laps or lifting infants' arms up or moving hands in toward their bodies and out toward the circle. Or as you read the page about the elephants using their trunks as a trumpet to scatter the stars, you can show them how they might bring their hands together as a trumpet and make a soft noise. Notice the reactions

of infants, asking caregivers to offer responses as well. As you read, pay attention to the ways in which caregivers are interacting with their infants. Ask them to share any experiences as they feel comfortable too.

AFTER READING

After reading the book, go through the list of action words with caregivers, repeating all of the words (and motions) you shared together. The words include: marching, up, down, over, under, in, out, march (repeated), yawn, stretch, sleep, lift, trumpet, scatter.

FINGERPLAY/RHYME

Share with caregivers that just like in the book, spending time with babies learning action words can help them learn words through motion. One way they can do this is through fingerplays or rhymes, such as the "Elephants Fingerplay" based on "This Little Piggie Went to Market":

This elephant went up the mountain,

This elephant went down to the cave.

This elephant went in to the river.

***This elephant went down to the pond,
he was brave.***

***And this elephant scattered stars with his
trunk at night, time to sleep, time to sleep,
time to sleep.***

ACTIVITY

Print the elephant templates and secure them to the floor in a line, a circle, or other configuration. You can also tightly secure bubble wrap or have other safe noisemaking objects available on the floor that

will encourage infants to explore as they move from one elephant to the next in an infant elephant parade. Infants who are ready for tummy time can explore the elephant illustrations. Infants who are crawling or walking can explore the illustrations and enjoy the sounds and textures of the bubble wrap or other materials as they move from one illustration to the next.

CLOSING

Thank families and caregivers for taking time to share reading with infants to wrap up storytime. Let them know where the book *A Parade of Elephants* by Kevin Henkes will be available for them to read again, as well as other books they might like to borrow from the library to read with infants. Close the session by singing and acknowledging each of the participants:

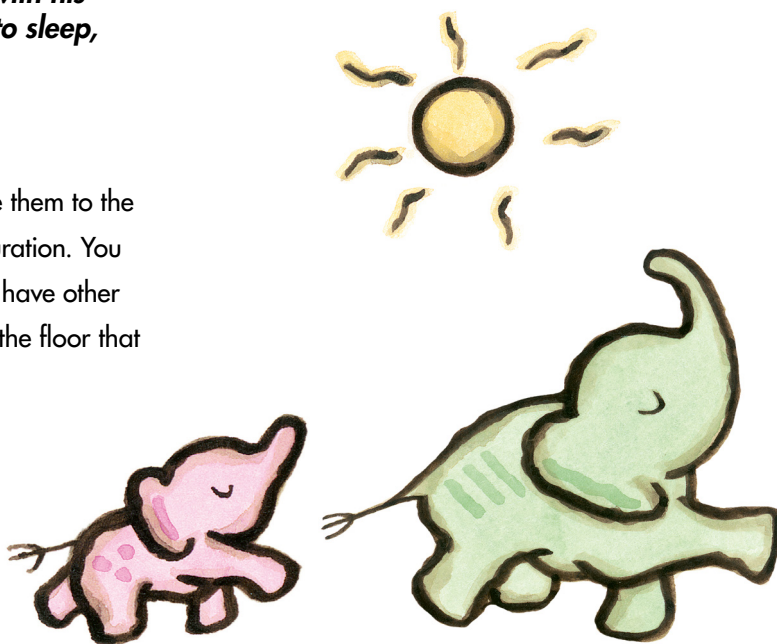
Sung to the tune of The Farmer in the Dell

It's time to end our day.

It's time to end our day

It's time to say a big hooray,

And then be on our way!



Storytime Guides: Toddler

For story sessions with toddlers (children 13 months to 35 months), encourage caregivers to hold toddlers in their laps and/or interact with their children as much as possible. Sessions with toddlers should be brief with multiple, short “sections” and care to model early literacy practices caregivers can continue at home. As you go about the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing helps toddlers to hear the sounds in words, pointing to text will help them learn that it is the print that we are reading, or that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the toddlers, encouraging caregivers to do the same.

GREETING

Invite toddlers and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

***Good morning to you,
Good morning to you,
We’re all in our places
With bright smiling faces,
And this is the way,
We start our new day.***



OPENING

Before reading *A Parade of Elephants* by Kevin Henkes, share with caregivers that during the reading of the book you’ll be focusing on helping toddlers learn the meaning of new words based on words they already know, like “scatter”. Encourage caregivers to point out new words as they read, and to help toddlers to act out the words to understand what the new words means. They can also continue to use the word throughout the day to help children learn the meaning of the word, such as saying things like, “I see we managed to scatter our toys across the floor. Let’s bring them back to the toolbox.” Using new words beyond the reading of the book is an important and easy way to help children learn vocabulary.

BOOK READING

As you read the book, pause as you come across any words that might be new or require explanation for toddlers, such as “parade”, “under”, “stretch”, “trumpet”, and “scatter”. It can be helpful to have caregivers and toddlers repeat the word with you, act it out using your one hand to motion under the other for such words as “over” and “under” or to “scatter” your fingers across the air to demonstrate how the stars might move across the sky as you explain what this word means. Read all the way through the book and then if there is time and/or if the group of toddlers seems to have the attention span, revisit the book repeating the new words and giving toddlers time to move their bodies to the new words (note this might be a bit much for some groups).

AFTER READING

Using nametags or asking each caregiver to share the names of the toddlers, go around the reading circle and ask toddlers to move their bodies to the new words in the book with you, moving your hands over one another and under one another, stretching your arms up, cupping your hands together in front of your mouth to make a trumpet sound, and wiggling your fingers across the air as if moving objects in front of you. For the finale, ask toddlers to join you in a parade through the reading area. Encourage caregivers to join in with their toddlers as well.

FINGERPLAY/RHYME

Remind caregivers that just like in the book, learning action words can help toddlers learn words through motion. One way they are already doing this is through fingerplays or rhymes, and this updated version of “Where is Thumbkin” based on Elephants on Parade is a great way to do that:

Where is elephant? Where is elephant?

Here I am. Here I am.

How are you today, friend?

I am busy marching.

In and out. Up and down.

ACTIVITY

Using the template, have toddlers decorate an elephant. Children can color their elephant and decorate as they’d like from available materials (consider having ASTM-D4236 certified materials such as crayons, markers, colored pencils, construction paper, tissue paper,

and glue available.) When they are all decorated, they can be displayed as if they are part of a parade. Be sure to explain to families that drawing is also writing and that encouraging drawing at home, whether it is tracing lines or drawing whatever a child wants, can help develop writing skills. If you have an active group, you can create “writing stations” with the template at each station but with different materials at each one and have toddlers visit each station by having music playing, encouraging them to move from station to station as the music is playing, then decorate the template as the music is paused or the volume is lowered.

CLOSING

Conclude the storytime session by thanking families and caregivers for taking time to share reading with toddlers. Let them know the book *A Parade of Elephants* by Kevin Henkes will be available for them to read again, as well as other books they might like to borrow from the library to read with toddlers. To close the session, sing the following being sure to acknowledge each of the participants:

Sung to the tune of Here We Go Round the Mulberry Bush

This is the way we say goodbye,

say goodbye, say goodbye,

This is the way we say goodbye,

After we’re together.



Storytime Guides: Preschool



Story sessions with preschoolers (ages 3- to 5-years-old) should still be short, with caregivers encouraged to interact with children as much as possible. Preschoolers may still like to sit in laps, sit directly next to caregivers or within arm's reach, or even roam around a bit. Regardless of where the preschooler wants to take part in storytime, care to model early literacy practices is important so caregivers can continue to do these things at home. Throughout storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing and fingerplays help preschoolers to hear the sounds in words, asking open-ended questions helps children to develop comprehension skills and learn new vocabulary words, and that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the children, encouraging caregivers to do the same.

GREETING

Invite preschoolers and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

Sung to the tune of Three Blind Mice

Hello children, hello children

How are you? How are you?

We're glad you're here to laugh and play

We hope you'll have some fun today

You're welcome, welcome everyday

To our reading group.

OPENING

Share with caregivers before you read *A Parade of Elephants* by Kevin Henkes, that during the reading of the book you will ask children to share their own experiences to help them connect with the story and develop comprehension skills.

BOOK READING

Read *A Parade of Elephants* by Kevin Henkes. Share with children you are going to read the book AGAIN, but this time, focus on only one page, the page where the text reads, "Up, down". Talk with preschoolers about the words and the illustration on the page and help them to connect to the text you are reading by asking questions such as "how is that like when you..." or "tell me about a time when you..." and ask them to share about a time when they went "up" something or "down" something.

AFTER READING

After reading the book, have children share with a partner (either a caregiver or another child) or take turns as part of the whole group sharing their favorite part of the book. For children that need help to remember (and easier to do with smaller groups), you might have them come up to the book and find the page containing their favorite part. You might also ask them to share if any of them have ever watched a parade and what that was like, or if anyone didn't have a chance to talk about going "up" or going "down" when they had a chance to do that and how they felt about it. To get the conversation started, you can talk about going up an escalator or elevator or going down a very big hill in your community children might have visited or live near.

FINGERPLAY/RHYME

Remind caregivers that spending time with preschoolers singing helps them to learn rhyming words but singing songs that relate back to the book can help them with comprehension skills. A Parade of Elephants is a great counting book and preschoolers can hone their counting skills with this finger play and rhyme called "I Can Count" (from <https://momlovesbest.com/blog/fingerplay-ideas-for-preschoolers>):

I can count, want to see?

Here's my fingers—one, two three
(hold up fingers as you count)

Four and five, this hand is done.

Now I'll count the other one.

Six, seven, eight, and nine
(hold up finger on the other hand.

Just one more I'm doing fine.

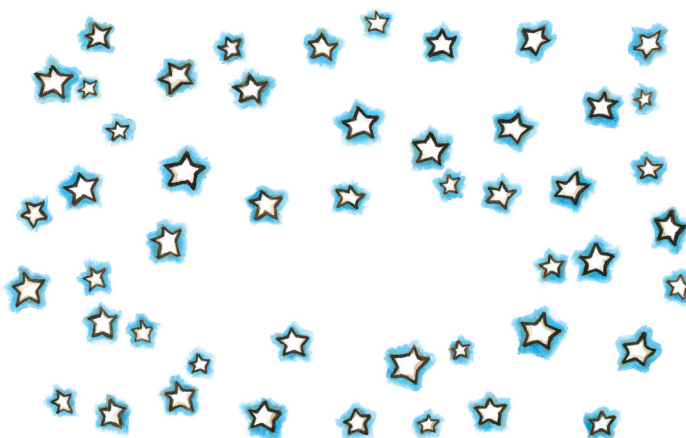
The last little finger is number ten.

Now I'll count them all again.

***One, two, three, four, five, six, seven,
eight, nine, ten!***

ACTIVITY

Play "Simon Says" based on the movements of the elephant parade in the book. You can ask children to march in place, to move their arms up or down, to lift their feet over or under and object, or to move their bodies in and out of the shared reading space. They can yawn and stretch and even be asked to follow directions to "trumpet their elephant trunks" or pretend to sleep.



CLOSING

Thank families and caregivers for taking time to share reading with preschoolers. Let them know A Parade of Elephants by Kevin Henkes will be available for them to read again, as well as other books they might like to borrow from the library to read with preschoolers, and show them where the books will be located. To close the session, sing the following, being sure to acknowledge each of the participants:

To the tune of Are You Sleeping? [Frère Jacques]

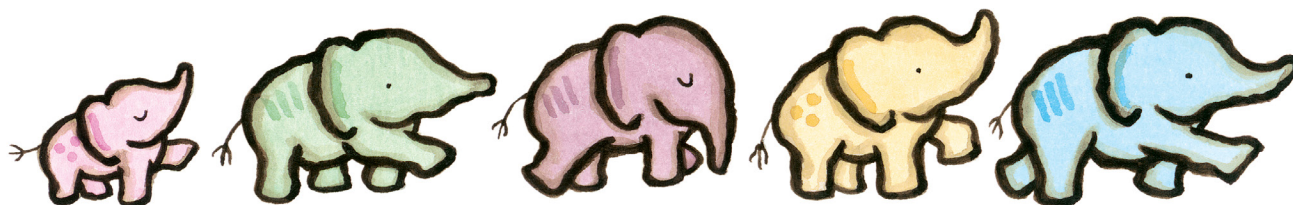
Are you ready? Are you ready?

To be done, to be done.

We had fun together

Reading with each other.

Goodbye friends. Goodbye friends.



Storytime Guides: Multiple Ages

Story sessions may be filled with children of multiple ages and should be short to accommodate the multiple age groups. For these sessions, encourage caregivers to hold babies in their laps and interact with their infants as much as possible. Toddlers and preschoolers may like to sit in laps or roam around, and families should be invited to allow children to do whatever is comfortable for their families but to be aware of others in the story session. Regardless of the ages of the children in the story session, care should be extended to model early literacy practices caregivers can continue at home. Throughout the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing and fingerplays help children to hear the sounds in words, asking questions helps children to develop comprehension skills and learn new vocabulary words, and that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the children, encouraging caregivers to do the same.

GREETING

Invite children and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

To the tune of Twinkle Twinkle Little Star

Hands go up and hands go down.

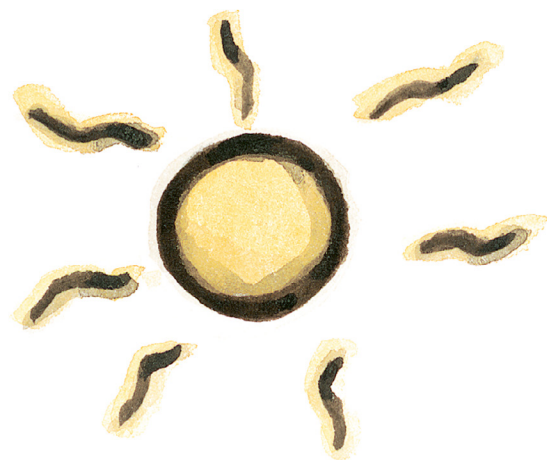
I can turn round and round.

I can jump upon two shoes.

I can clap and so can you!

I can wave, I'll show you how.

Storytime is starting now.



OPENING

Share with caregivers before reading *A Parade of Elephants* by Kevin Henkes that during the reading of the book you'll be focusing on patterns and asking children to look for patterns as you read the book together. Explain that for younger readers, encouraging them to look for simple patterns by color is a great place to start, and for older readers they can be encouraged to notice additional characteristics such as size as they look at patterns. You can also explain that paying attention to the illustrations helps children to make meaning from the text.

BOOK READING

Read *A Parade of Elephants* by Kevin Henkes, stopping to talk about the patterns children might see on the pages, such as repeating patterns by size and/or color of elephants. Encourage caregivers to help children look for patterns as well. Talk about the patterns they notice and ask them to predict what color might come next. Extend the discussion about patterns from the book to the things you see around you by asking them to look for patterns in the room, either by color, size, shape, or other characteristics they might notice.

AFTER READING

After reading the book, ask children to share with a partner (either a caregiver or another child) or take turns as part of the whole group a time the patterns they noticed and what they noticed first, liked best about the pattern, or thought was important about the pattern. For children that need help to remember (and easier to do with smaller groups), you might have them come up to the book to share about the pattern they noticed.

FINGERPLAY/RHYME

Share with caregivers that just like in the book, spending time with children of all ages singing songs with repetitive words that help children think about patterns is a great way to help them enjoy reading, but also pay attention to the sounds in words. Songs like this twist on “Are You Sleeping” can help children think about repeating words and patterns and encourage gentle movement for infants through preschoolers.

Are you marching?, Are you marching?

El-e-phant, El-e-phant?

Round and round the mountain, round and round the mountain

Up and down, up and down

ACTIVITY

Use the template to print the elephant outline from the story on thick paper or even regular paper and then

glue to card stock. Children can color their elephant and decorate as they’d like from available materials (consider having ASTM-D4236 certified materials such as crayons, markers, colored pencils, construction paper, tissue paper, and glue available.) After they have decorated their elephant, children can attach their elephant to a craft stick (some may need help) to create a puppet to use to retell the story, noting that several children can work together to create the elephant parade.

CLOSING

Conclude the storytime session by thanking families and caregivers for taking time to share reading with their children. Let them know the book *A Parade of Elephants* by Kevin Henkes will be available for them to read again will be available. Share you’ve also placed other books they might like to borrow from the library to read with children, noting the different books they might choose based on the ages or interests of their children. To close the session, sing the following being sure to acknowledge each of the participants:

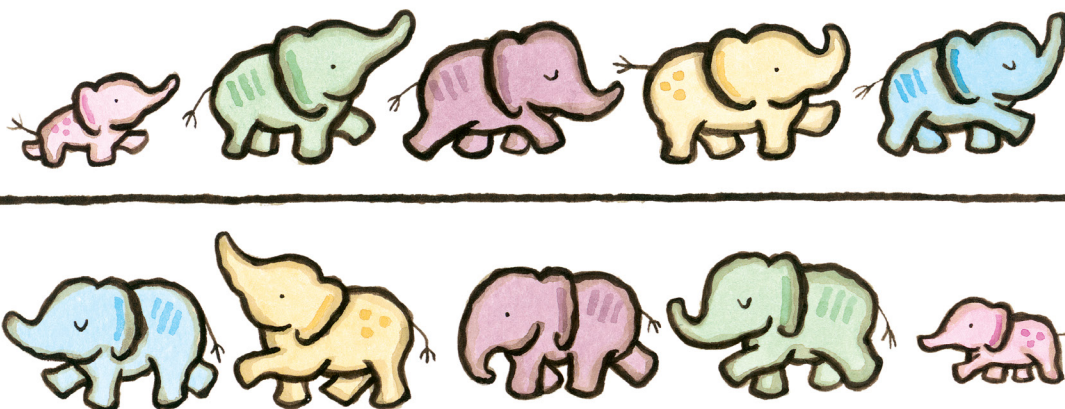
To the tune of Farmer in the Dell

We wave goodbye like this.

We wave goodbye like this.

We clap our hands for all our friends.

We wave goodbye like this.



TEMPLATES & ACTIVITY SHEETS

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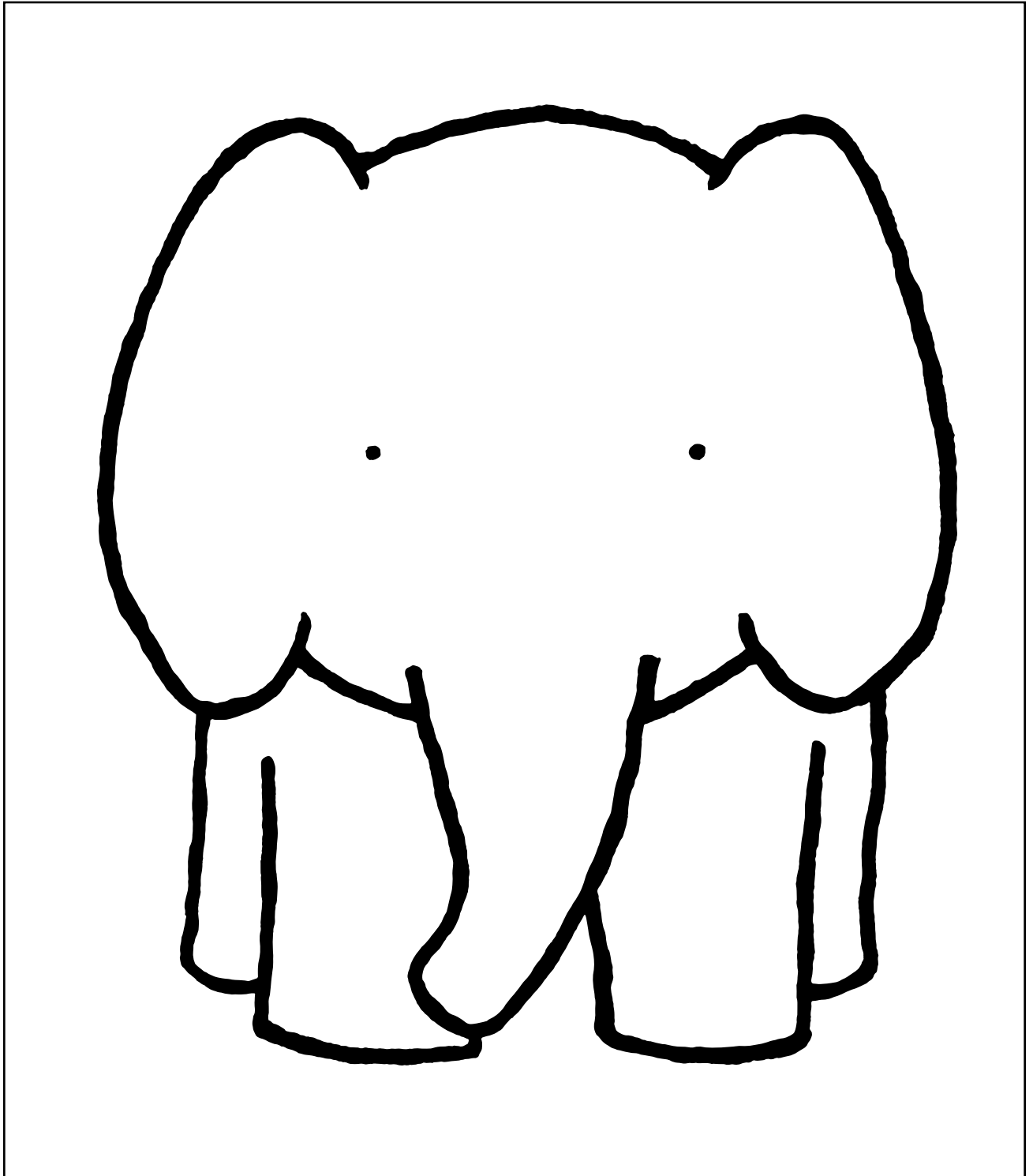
INFANTS WRITING

Ask families to share how their family does something together, just as the elephants on parade do something together. Insert child's drawing or family photo in the box below.

My family likes to...

ELEPHANT ILLUSTRATION

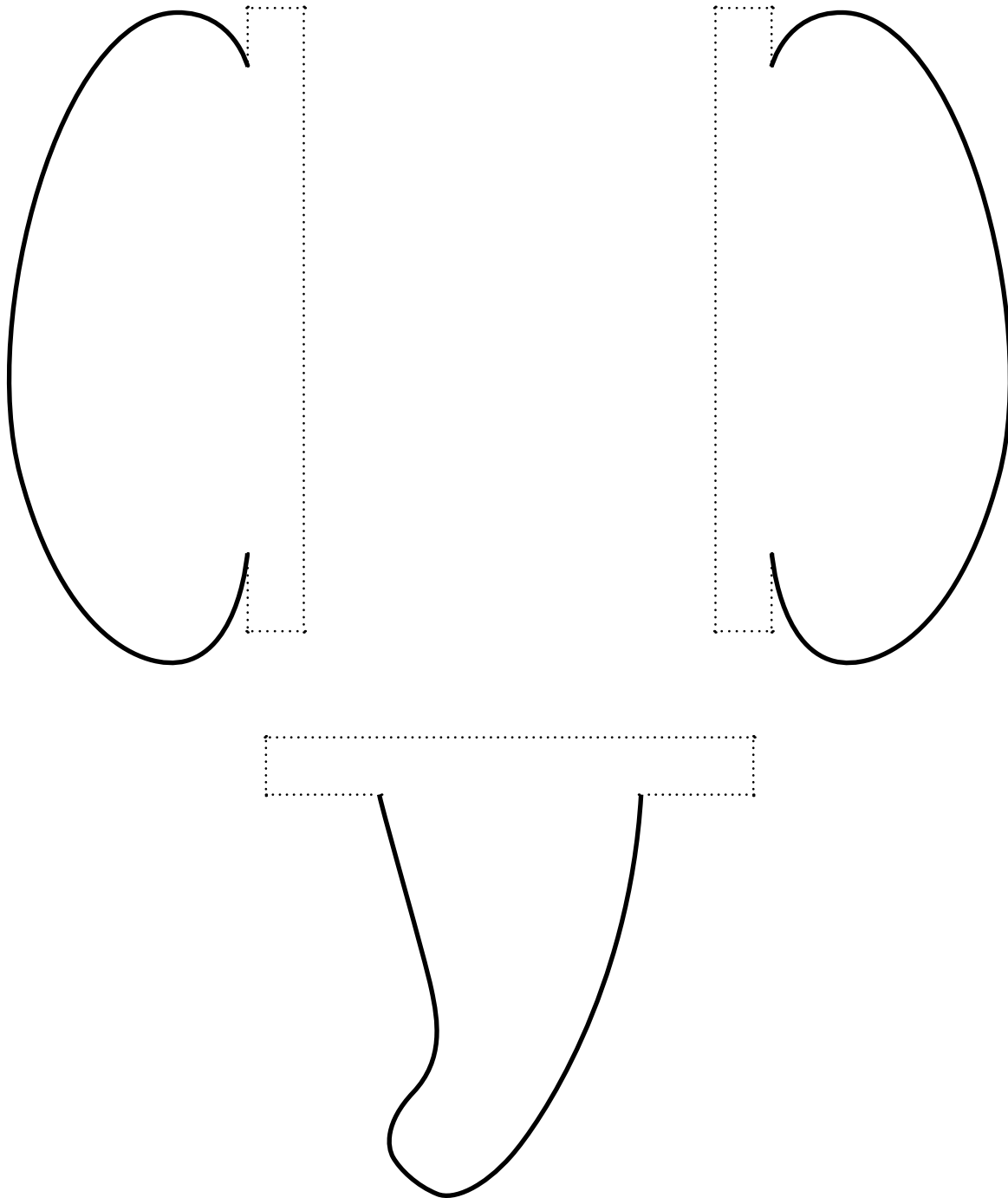
Trace Elephant with your child's finger. Let them color the page!



TODDLERS PLAYING

Elephant Puppet

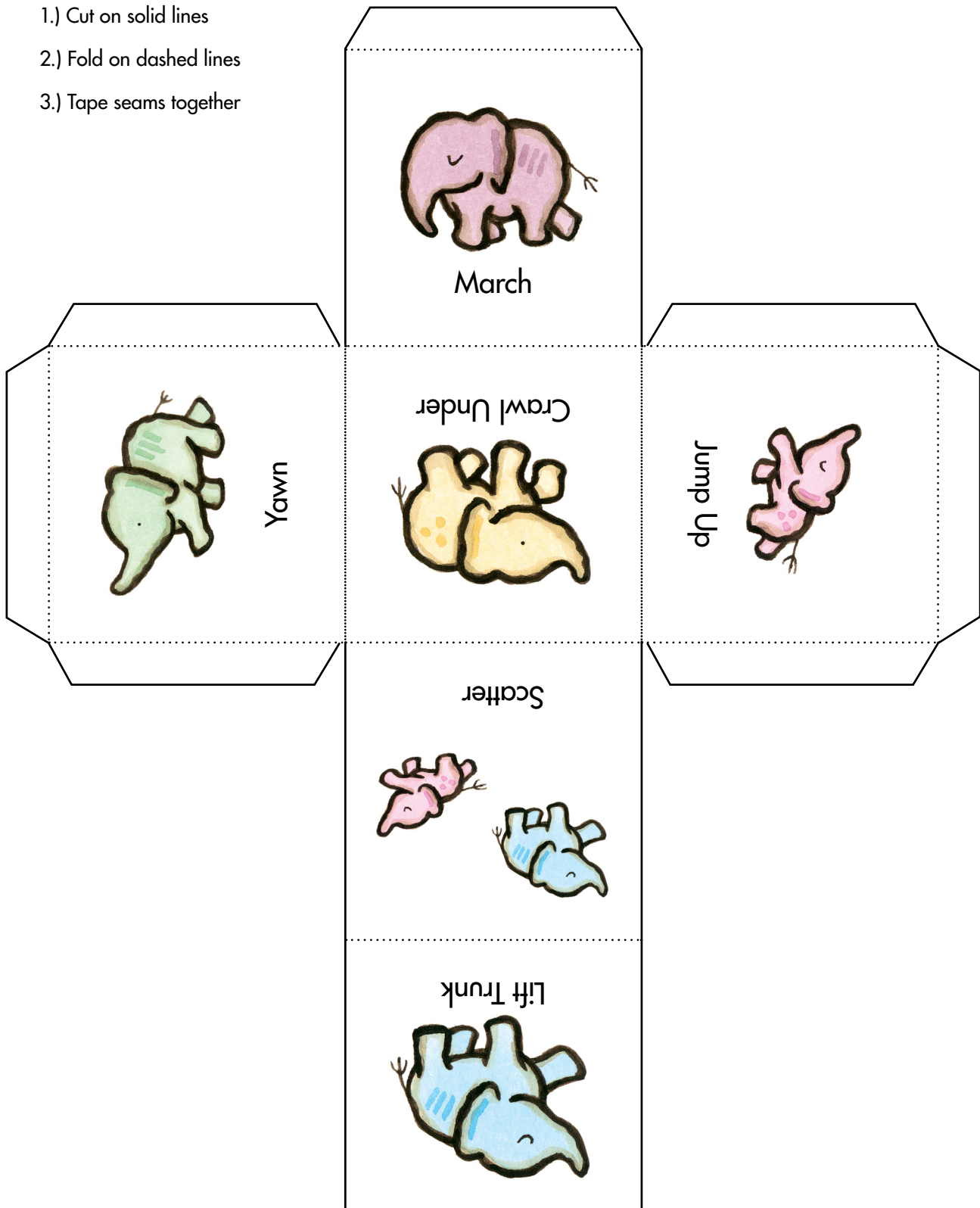
Cut out pattern and glue to paper bag to make an Elephant. Color and add eyes.



PRESCHOOLERS TALKING

Elephant Dice Template

- 1.) Cut on solid lines
- 2.) Fold on dashed lines
- 3.) Tape seams together



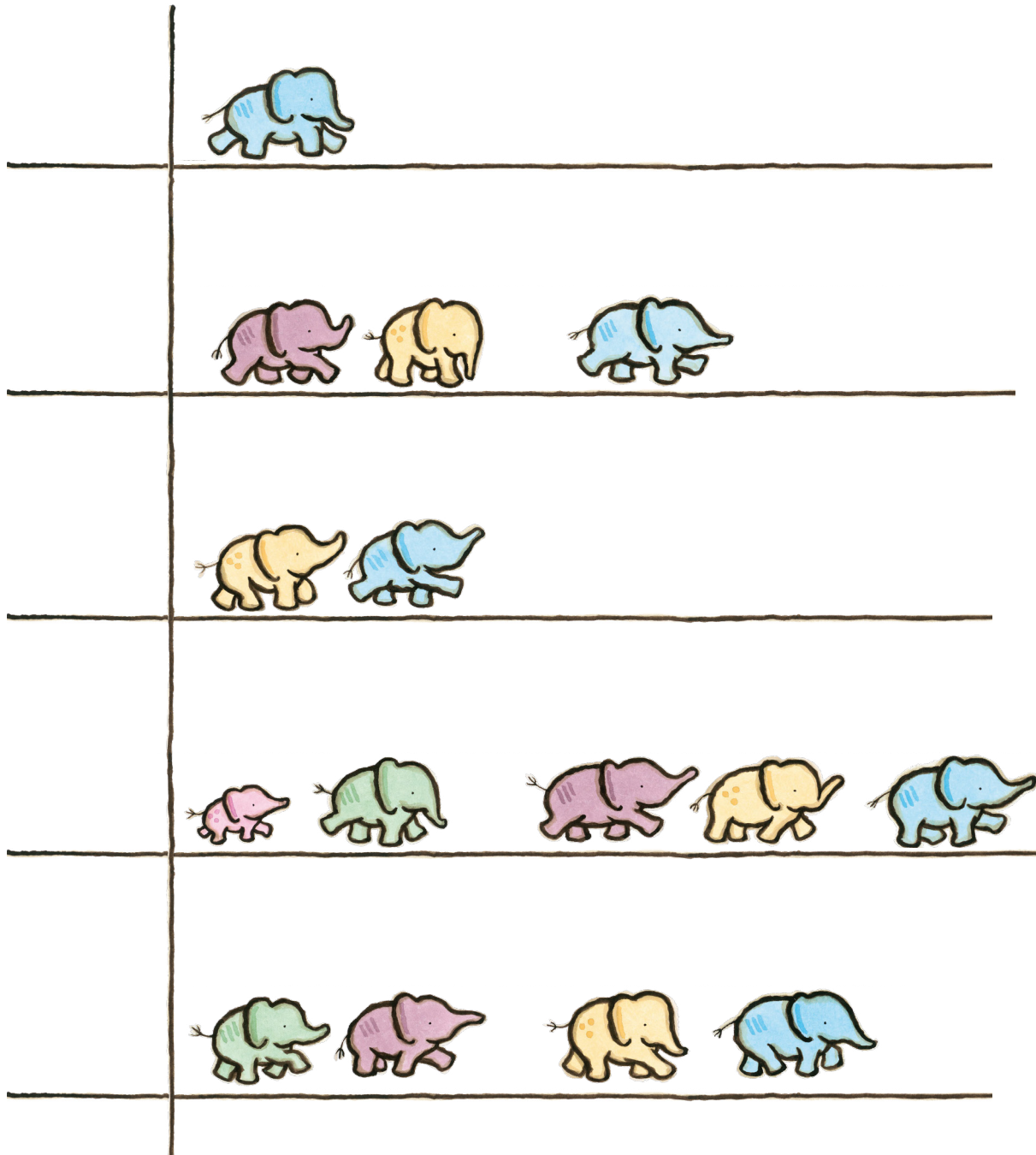
PRESCHOOLERS WRITING

The time I went in and out...

My favorite action from the book was...

PRESCHOOLERS WRITING

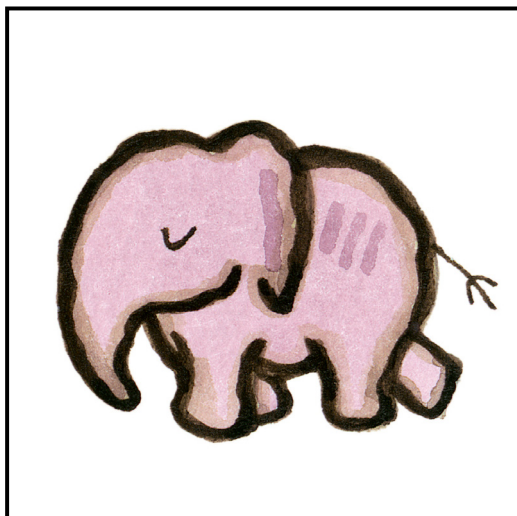
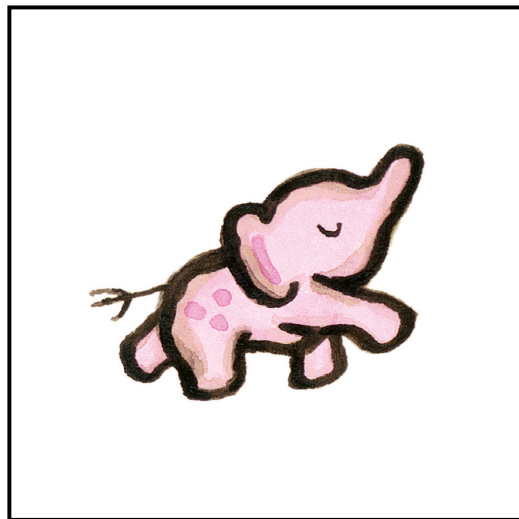
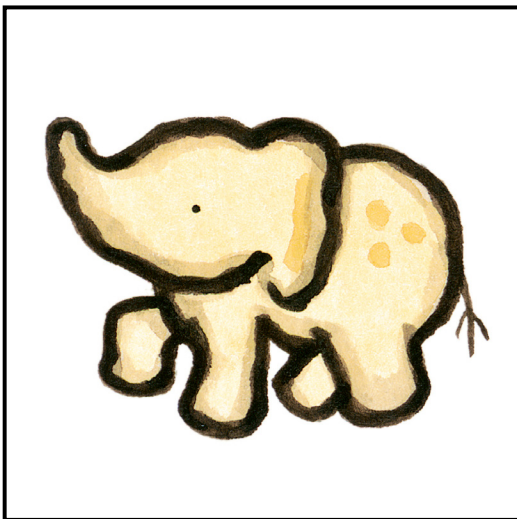
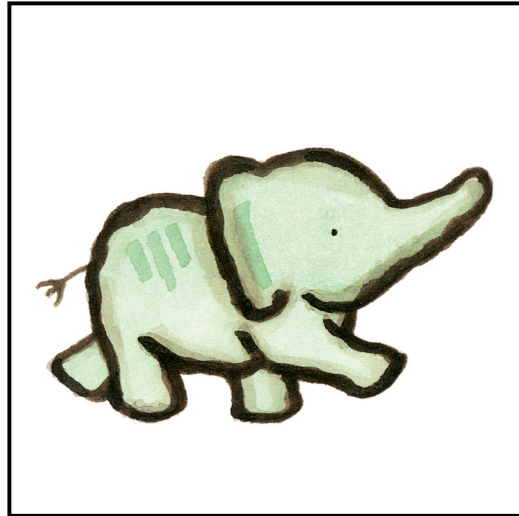
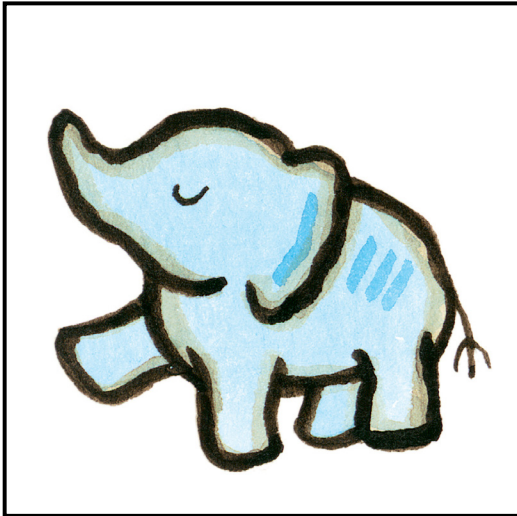
Count the Elephants on each line and write the number in the left-hand column.



PRESCHOOLERS PLAYING

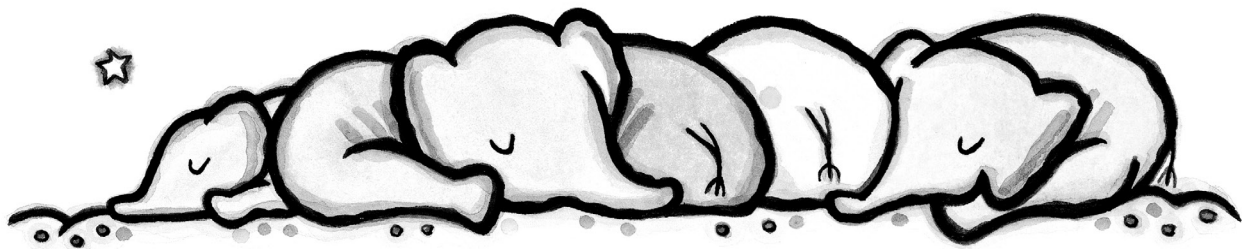
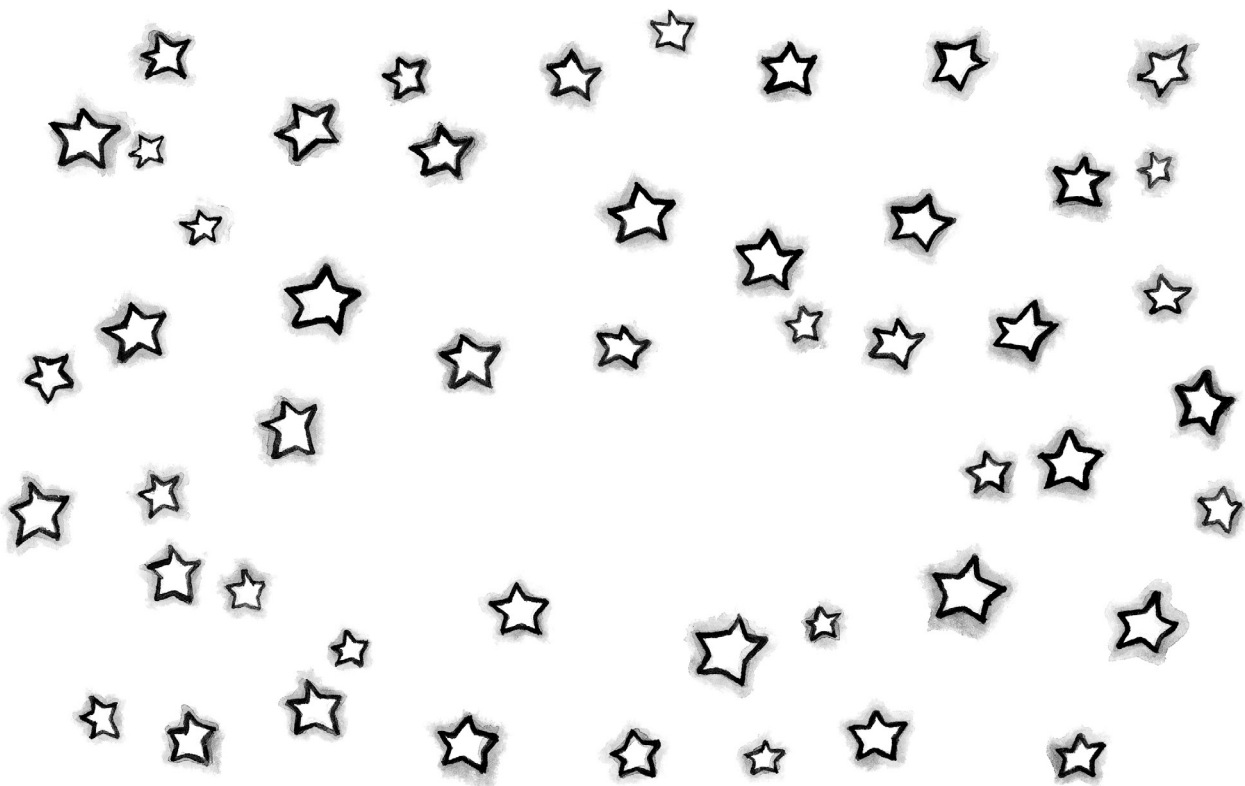
Elephant Memory Cards

Print, laminate and cut out two (2) copies of the cards below.



COLORING PAGE

Print the page and color the Elephants.



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