

Indiana Early Literacy Firefly Award Nominee Resources

This guide includes storytime
and early literacy ideas for:

Room for Everyone by Naaz Khan



This program guide was created for Indiana librarians to use to promote the 2023 Indiana Early Literacy Firefly Award, however anyone is welcome to use these resources.

Pixabay and Canva are great resources for royalty free images, and we made use of them to make this guide. Special thanks to TeachingBooks.net for their support of our award including printing our ballots and stickers. Don't forget to check out TeachingBooks.net via the INSPIRE databases for more resources for each book.

- Suzanne Walker, Indiana State Library / Editor

#INfireflyaward

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



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

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

A quick note on **Writing**. Infants and babies won't be able to hold a crayon until they are around 12 months old. It's great to give toddlers and young children opportunities to practice writing by giving them crayons to scribble with, but before that, babies can actually get their hands ready for writing by working on fine motor skills. Anytime we mention **Writing** in the guide we are highlighting activities that develop fine motor skills.

Activities like block play, cutting paper, threading beads, finger plays, and even clapping and waving for babies are all examples of activities that help develop fine motor skills. When you see **Writing** in the guide, think fine motor skills.



Talk & Play



Body & Brain



Science & Math

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

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

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

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

Room for Everyone

by Naaz Khan, illustrated by Mercè López



The daladala rumbles down a hot Zanzibar street, and EVERYONE wants to hop aboard to head to the beach. Will they all fit? Bask in the African joy reflected on each page of this exuberant offering.

TALKING and GROWTH MINDSET | Swahili Words

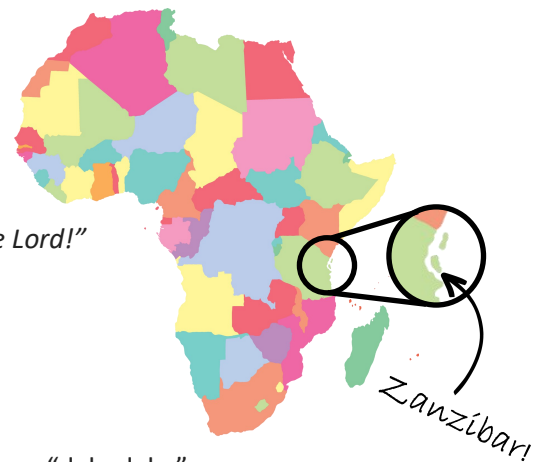
Learning new words can be challenging but also fun. If you are unfamiliar with some of the words in this book, model growth mindset by practicing with your audience. Audio recordings of some of the Swahili words were created by Naaz Khan, the author of the book, specifically for our program guide and are available here:

<https://tinyurl.com/mr4xue34>. The author also provided us with this pronunciation guide:

- Zuleikha – ZUU-lay-kha / *The name of a street.*
- Baghala BUH-ghuh-la / *A type of boat.*
- Konda – KONE-da / *The conductor on a daladala.*
- Kitenge – Kit-ENG-ay / *A type of cloth.*
- Nungwi – NŃNG-gwee / *The name of a beach.*

Alhamdulillah – uhl- ĥUM-dŃ-lill-la / *An Arabic phrase meaning "Praise the Lord!"*

Show the children a globe and point to Indiana. Spin it around and point to Tanzania and the island of Zanzibar. Explain that many of people who live in Zanzibar speak Swahili, a language different than English. Ask your participants if any of them speak another language other than English. There are over 7,000 languages spoken in the world! That means there thousands of different words for "bus," including, "daladala," also depicted as "dala dala, or "dala-dala."



READING | Mass Transit and Tanzania

Room for Everyone is a joyous celebration of both transit and the culture of Zanzibar. Learn more about both topics by exploring these titles:

Tanzania, Zanzibar, and East Africa

- Africa: Amazing Africa* by Atinuke
- In a Cloud of Dust* by Alma Fullerton
- Is It Far to Zanzibar?* by Nikki Grimes
- Lala Salama* by Patricia MacLachlan
- Wangari's Trees of Peace* by Jeanette Winter
- We All Went On Safari* by Laurie Krebs



Mass Transit

- The Bus Is for Us* by Michael Rosen
- City Railways Go Above and Below* by Patrick T. McBriarty
- Clackety Track* by Indiana Author Skila Brown
- I Am the Subway* by Hyo-eun Kim
- My Bus* by Byron Barton
- Subway Ride* by Indiana Author Heather Lynn Miller
- The Wheels on the Bus* by Melanie Williamson

PROFESSIONAL DEVELOPMENT | Reimagining School Readiness

In the *Room for Everyone* section (and other places in this program guide), you will encounter some findings from the Reimagining School Readiness trainings offered by the Bay Area Discovery Museum. Indiana participated in this national program in 2022. The Indiana trainings are available on the Archived Webinar webpage of the Continuing Education Toolkit. You can find them here: <https://continuinged.isl.in.gov/find-training/archived-trainings/> All library workers that interact with children can benefit from viewing these trainings. If you watch both trainings, you can earn 3 LEUs.



Talk & Play



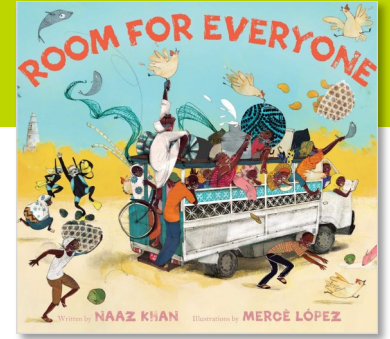
Body & Brain



Science & Math

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WRITING | The Batik Process

Batik is an ancient form of decorating textiles that uses a wax resistance process. Traditionally, hot wax is applied to a white cloth. Anywhere that the wax has been applied, the cloth stays white. The cloth is then dyed. When the wax is removed, the designs are revealed. Many kitenge (batik cloth) are depicted in this book. Find more images of kitenge online to share with your patrons. Decorate fabric with your storytime group using the kid-friendly (but intense) method described below, or try the much easier wax resistant watercolor painting project on page 53.

Batik for Littles - Admittedly, this is a project that takes multiple sessions; however, the end result is worth it. Also, each step is easy for a toddler or preschooler to do with help from a caregiver. The hardest part is waiting for your results!

You will need:

- White fabric (cotton bandanas, cotton t-shirts, cloth cotton napkins, or small canvas bags will all work)
- Elmer's Blue Gel Glue (do not use white glue)
- Acrylic paint
- Foam paint brushes
- Cardboard
- Smocks for the children (old t-shirts are great for this)
- Scrub brush or nail brush



Session One:

Draw a design onto the fabric with the glue. The children should be allowed to try to do this by themselves, but they may need caregiver help if the glue bottles are hard to squeeze. This is a great activity for working hand muscles, essential for learning how to write. Big, looping designs work well. Think flowers, swirls, loops, dots, squiggles, and circles. If you are decorating t-shirts or canvas bags, slip a piece of cardboard inside the shirt or bag to prevent the glue from seeping to the lower layers of the fabric. Allow to dry, at least overnight.

Session Two:

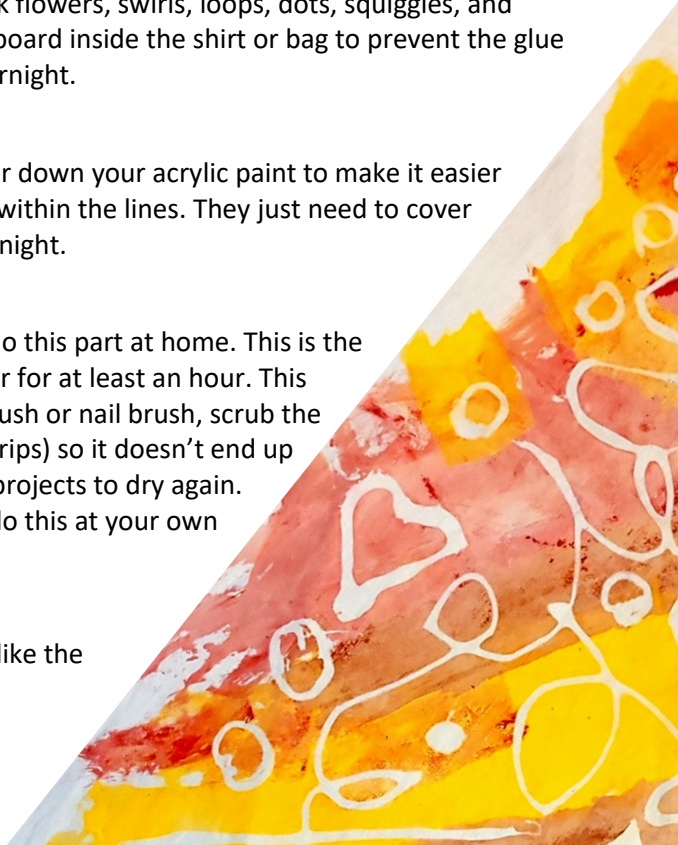
Paint over the entire project using acrylic paint. You might wish to water down your acrylic paint to make it easier for small children to use. Children do not have to worry about painting within the lines. They just need to cover their whole painted design with acrylic paint. Allow to dry, at least overnight.

Homework:

Seek out a volunteer to do this part or do it yourself. You may have to do this part at home. This is the most time-consuming part of this project. Soak the projects in hot water for at least an hour. This softens the glue but should not affect the acrylic paint. Using a scrub brush or nail brush, scrub the glue off the fabric. Set the glue aside as you work (it will peel away in strips) so it doesn't end up going down your drain. Once all the glue has been removed, allow the projects to dry again. Supposedly you can do the glue wash-off in the washing machine, but do this at your own risk. You can dry these in the dryer. Ironing is fine too.

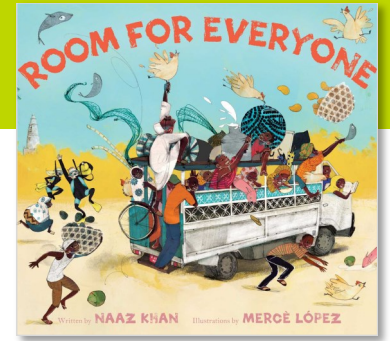
Session Three:

Return all pieces to the children. Did any of the designs end up looking like the designs in the book?



Room for Everyone

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WRITING | Wax Resistance Watercolors

This project uses a similar technique to batik but can be done in one day.



You will need:

- Paper
- White crayons
- Watercolors
- Paintbrushes (foam or bristles)
- Smocks for the children (optional)



Step One:

Encourage the children to make lots of designs on their papers using white crayons. They should try to press hard. They will not be able to see their designs very well but let them know that they will be able to see their designs later. Big, looping designs work well. Think flowers, swirls, loops, dots, squiggles, and circles. Encourage them to move their hands in large swoops. Keep their hands moving and try to cover the whole paper with designs.

Step Two:

Using watercolors, paint over your entire design. For this step, children should be less concerned with design and more focused on just covering their paper with paint. Children will be excited to see their crayon designs emerge from the under the watercolors. Children can use different colors, but single colors also look wonderful using this technique. Allow to dry.

Community Project:

If you'd like to display the wax-resistant artwork in a pattern, consider having half your participants paint over their crayon using one color and the other half paint over their crayon using a different color. Display the finished pieces in a checkerboard pattern on a bulletin board or wall.



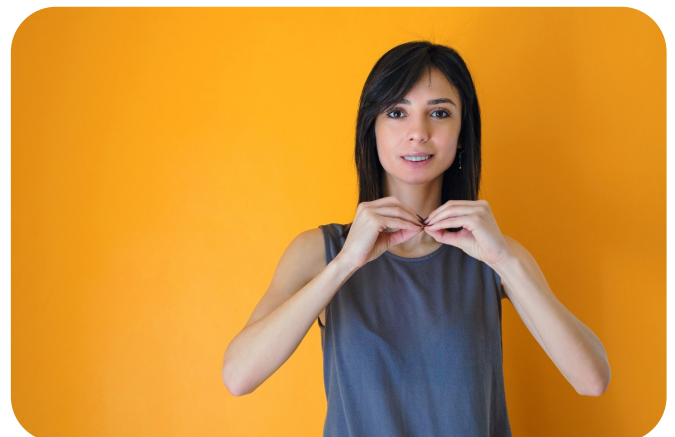
SINGING | The More We Get Together

The message in this book is clear. The more people (and goats, and chickens, and coconuts) the better! Try pairing this simple song with American Sign Language. When children learn that a motion represents a word, they are one step closer to learning that letters represent sounds. There are many videos available on YouTube for learning the sign language to "The More We Get Together." This is also a perfect pairing with this summer's Collaborative Summer Library Program theme of *All Together Now* (logo used with permission).

*The more we get together, together, together,
The more we get together, the happier we'll be.*

*For your friends are my friends,
And my friends are your friends.*

*The more we get together,
The happier we'll be.*



Room for Everyone

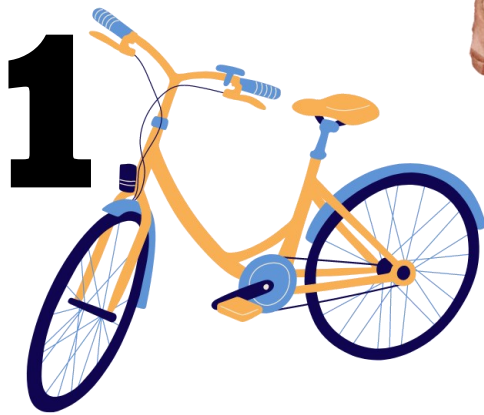
by Naaz Khan, illustrated by Mercè López



READING | Magnet / Flannel Board

This is one of the longer books ever chosen for the Indiana Early Literacy Firefly Award. Practice reading the story a few times before sharing it in storytime. Get familiar with the two characters, Musa, the young boy in the red shirt, and his sister Dada, the girl wearing the pink scarf decorated with salmon-colored circles. Though some of the words might be unfamiliar to your group, they will be able to pick up on the meaning through context clues. Focus on the counting and the repeated phrases: "It's hotter than peppers out there in the sun! Come in, there's room for everyone!" Emphasize the rhymes and the rhythm.

To keep track of all the riders, make a daladala magnet board by cutting out each grouping on the following pages. Attach a magnet or a piece of Velcro to the back and keep adding them to your daladala as you read the book. They should fit either in or on the two-page daladala! A photo on the next page is included for reference.

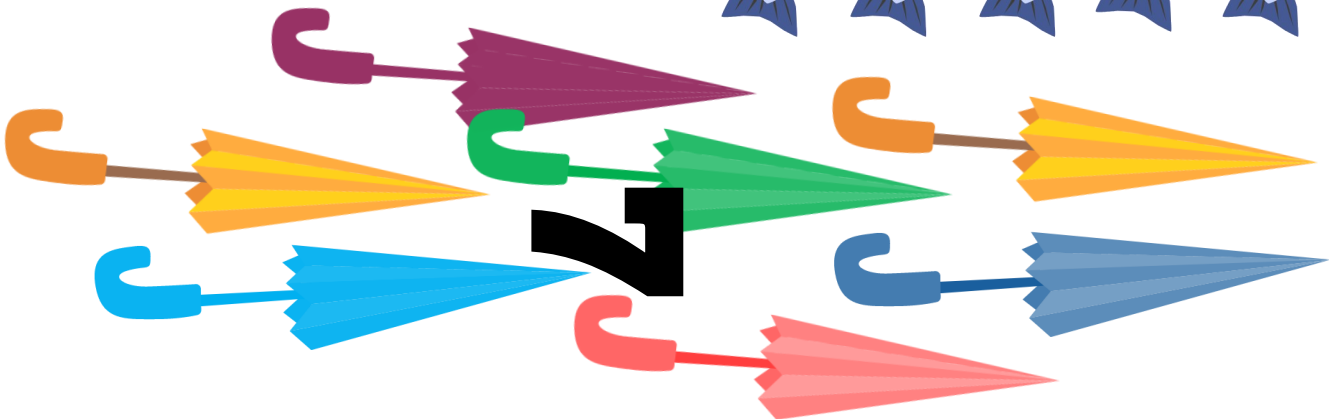
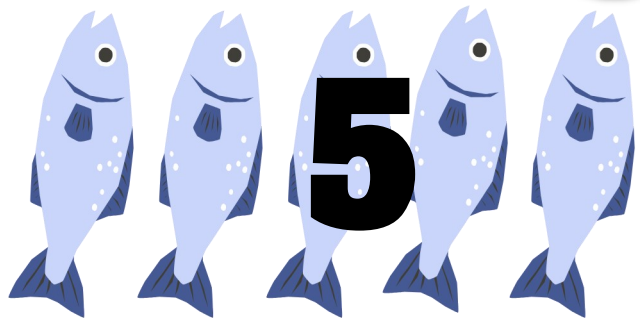
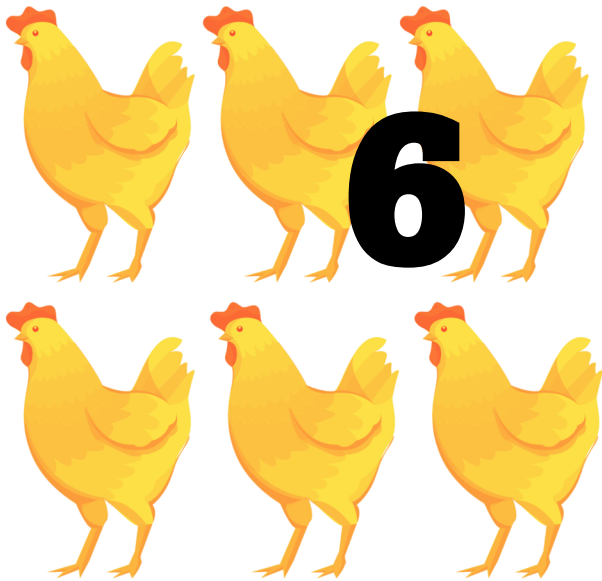
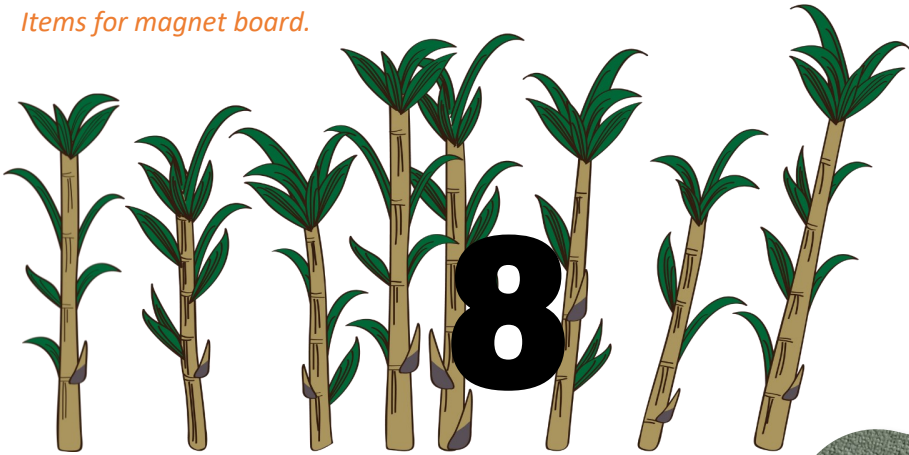


Items for magnet board.

Room for Everyone

by Naaz Khan, illustrated by Mercè López

Items for magnet board.

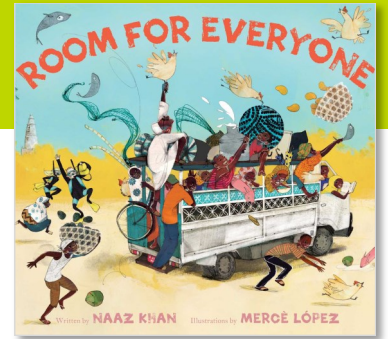


Here's one way for the items to fit.
Maybe you can find another one!



Room for Everyone

by Naaz Khan, illustrated by Mercè López



SINGING | The Daladala Wheels

Your storytimers will pick up this familiar tune in no time at all. Use the flannel board from the previous pages to keep track of who is going to the beach! Consider handing out rhythm sticks or egg shakers so your participants can help create the song. Singing with young children helps them to hear the individual sounds in words. That can help them later when they are learning to read.

C
The dala-dala wheels go round and round.

G C
Round and round. Round and round.

C
The dala-dala wheels go round and round.

G C
We're going to the beach!

On that dala-dala is one old bike.
One old bike. One old bike.
On that dala-dala is one old bike.
We're going to the beach!

On that dala-dala are two pink goats.
Two pink goats. Two pink goats.
On that dala-dala are two pink goats.
We're going to the beach!

...are three baskets.
...are four milk pails.
...are five gray fish.
...are six stinky chickens.
...are seven umbrellas.
...are eight sugarcanes.
...are nine coconuts.

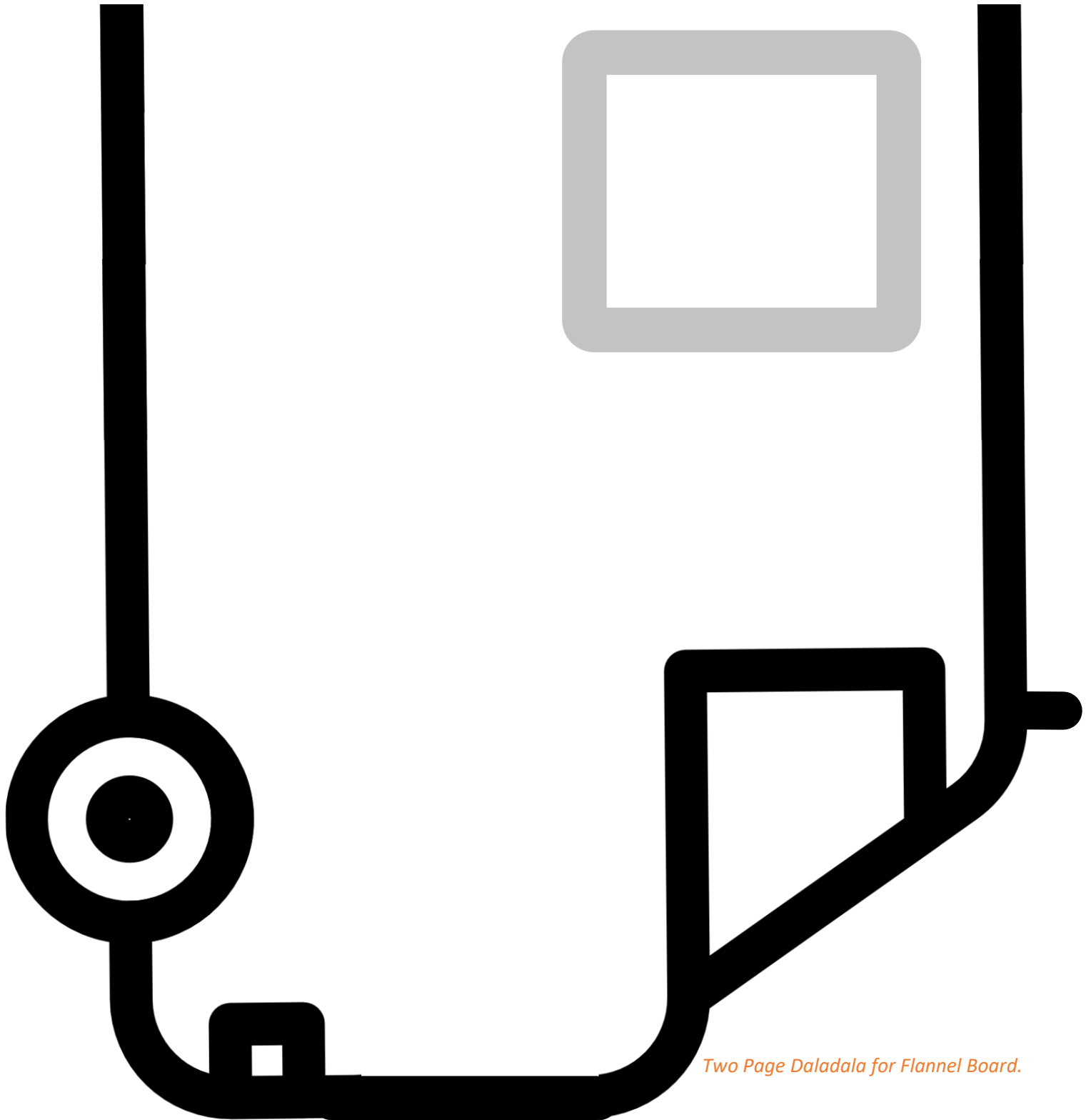
On that dala-dala are ten divers.
Ten divers. Ten divers.
On that dala-dala are ten divers.
And we're finally at the beach!



Items for magnet board.

Room for Everyone

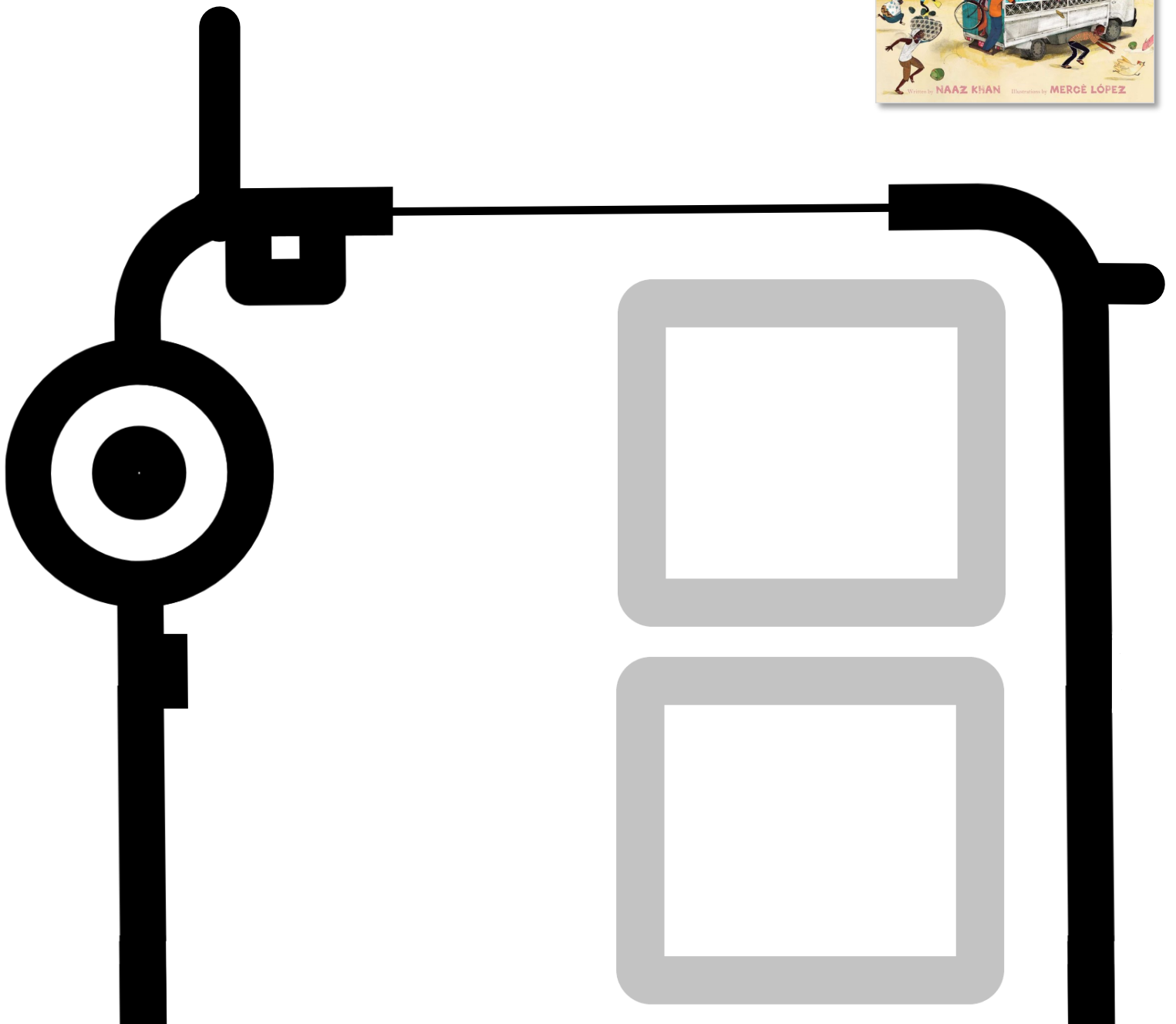
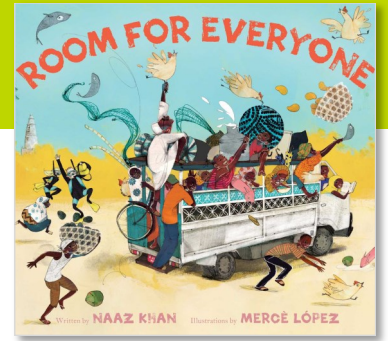
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Two Page Daladala for Flannel Board.

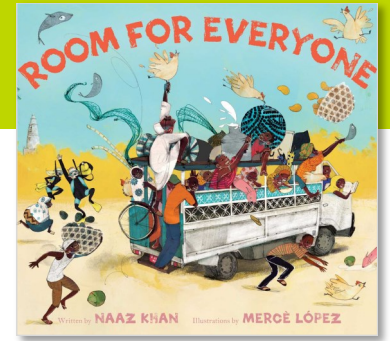
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TALKING and PLAYING | Mass Transit Songs - Choo! Choo!

One theme present in this book is the concept of mass transit. Children all over the world use mass transit to get around every day, but people in your storytime may not. Talk about different ways to get from here to there. Some people use the bus. Some people take a train. Some people take a tram, and some people ride on a monorail.

Form your patrons into a line and play one of these songs about mass transit. Move around the storytime room in a line grooving and dancing to the music. For adventurous groups, snake them through the whole library. Use a Bluetooth speaker to make this even easier.

“Bus Song” by Blippi

“Bus Stop” by The Hollies

“Get on the Bus” by The Doodlebops

“Let’s Take the Subway” by Tracy Bonham

“The Loco-Motion” by Little Eva

“Transportation Song” by Blippi

“Take the A Train” by Duke Ellington



PLAYING | Zoom Around the Island

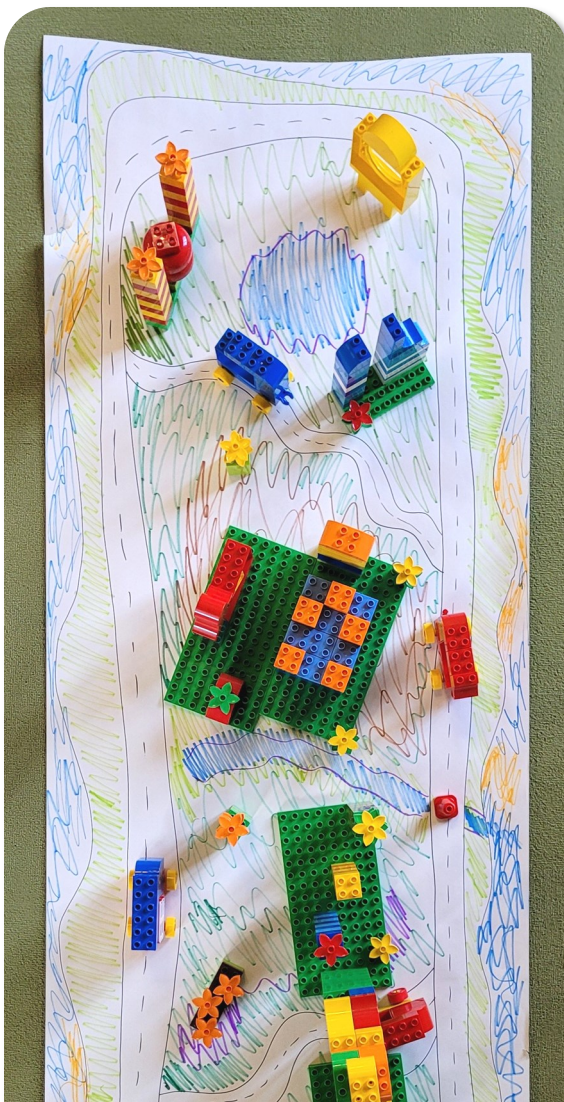
We all need to move our bodies more. Encourage body movement with this activity that pairs fine motor skills with mapping skills and body movement.

You will need:

- A large piece of paper from a paper roll, approximately 2 feet by 6 feet, depending on the number of participants and size of room
- Markers
- Construction paper (optional)
- Toy buses or toy cars (buses are more aligned to the theme of *Room for Everyone*, but cars would work fine).
- Blocks or Duplos

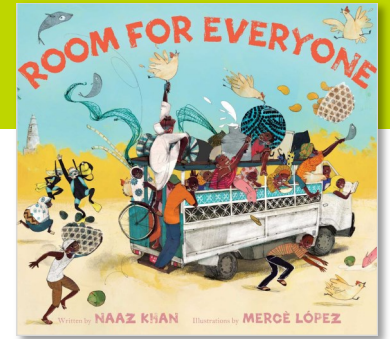
Ahead of time, sketch a long skinny island with one road going around it and a few roads going across it. Be sure to use bold, black lines, especially for the roads. If you like, you can color the water around the island blue, the beach yellow, and the middle (city part) green. Alternatively, you could use construction paper to really make the colors on your island pop.

For the activity, roll out your island and instruct the children to build a city in the middle of the island, only in the green part. After the city is built, give the children each a toy bus or car so they can zoom all over the island on their hands and knees. This activity is an example of guided play, a type of play that combines structure and freedom in one activity. Guided play has been correlated to a range of positive educational outcomes. With older children you could ask them to show you a road to the beach from a certain spot on your island.



Room for Everyone

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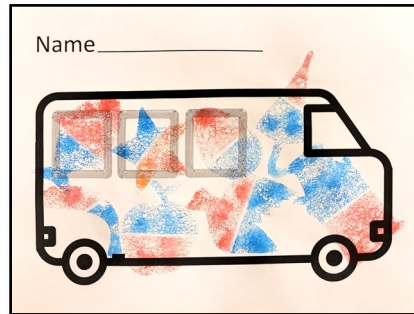


WRITING | Fill Up the Bus!

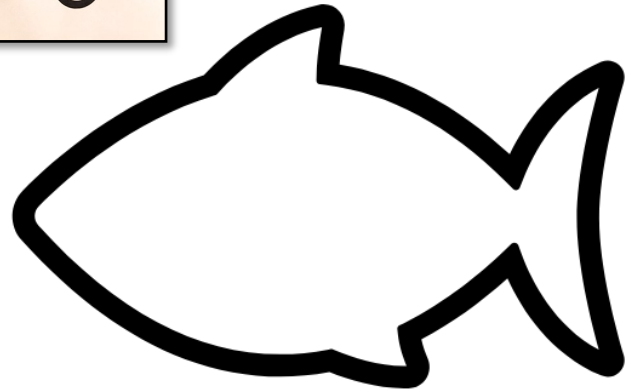
If you have the right supplies, this activity is easy and fun for small children to do with minimal help from a parent or caregiver. Children will be working on fine-motor skills in this activity.

You will need:

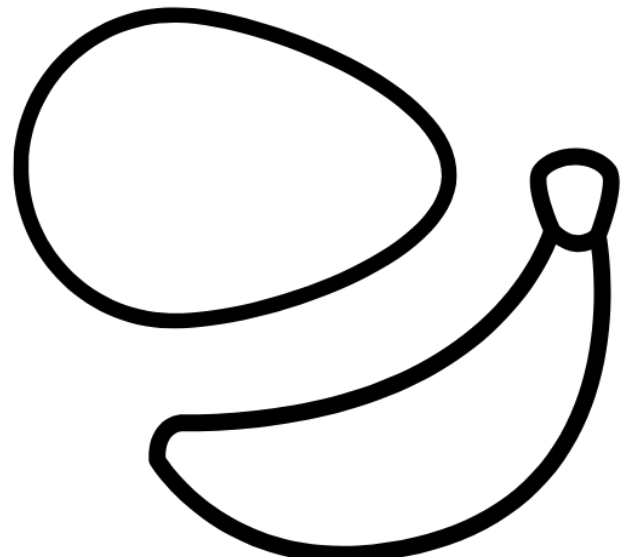
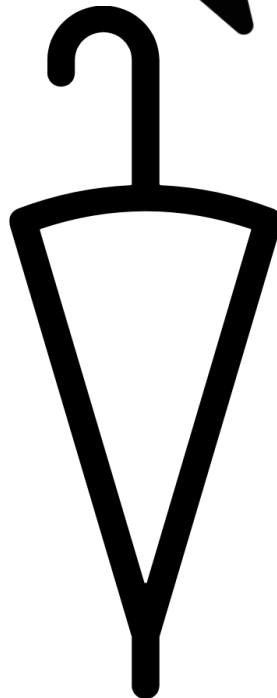
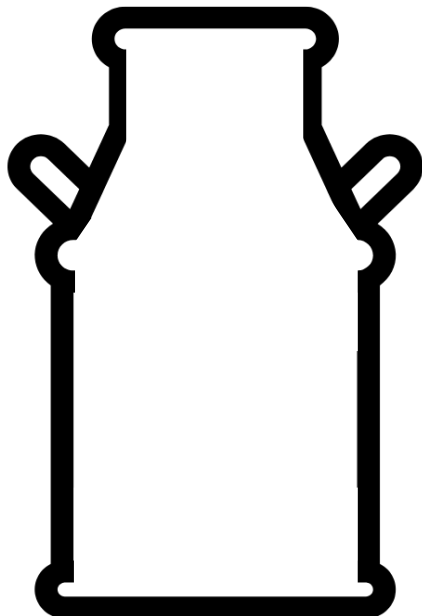
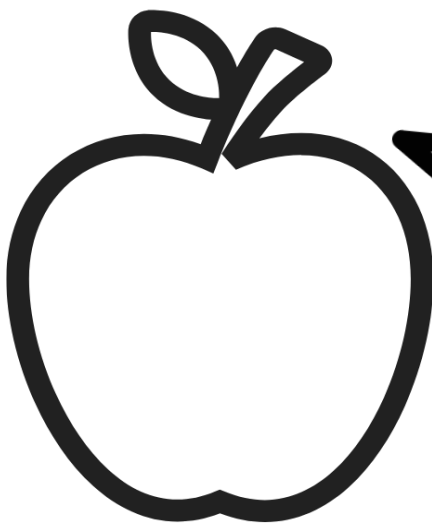
- Paper
- Large Washable Stamp Pads
- Stamps of simple items from the book



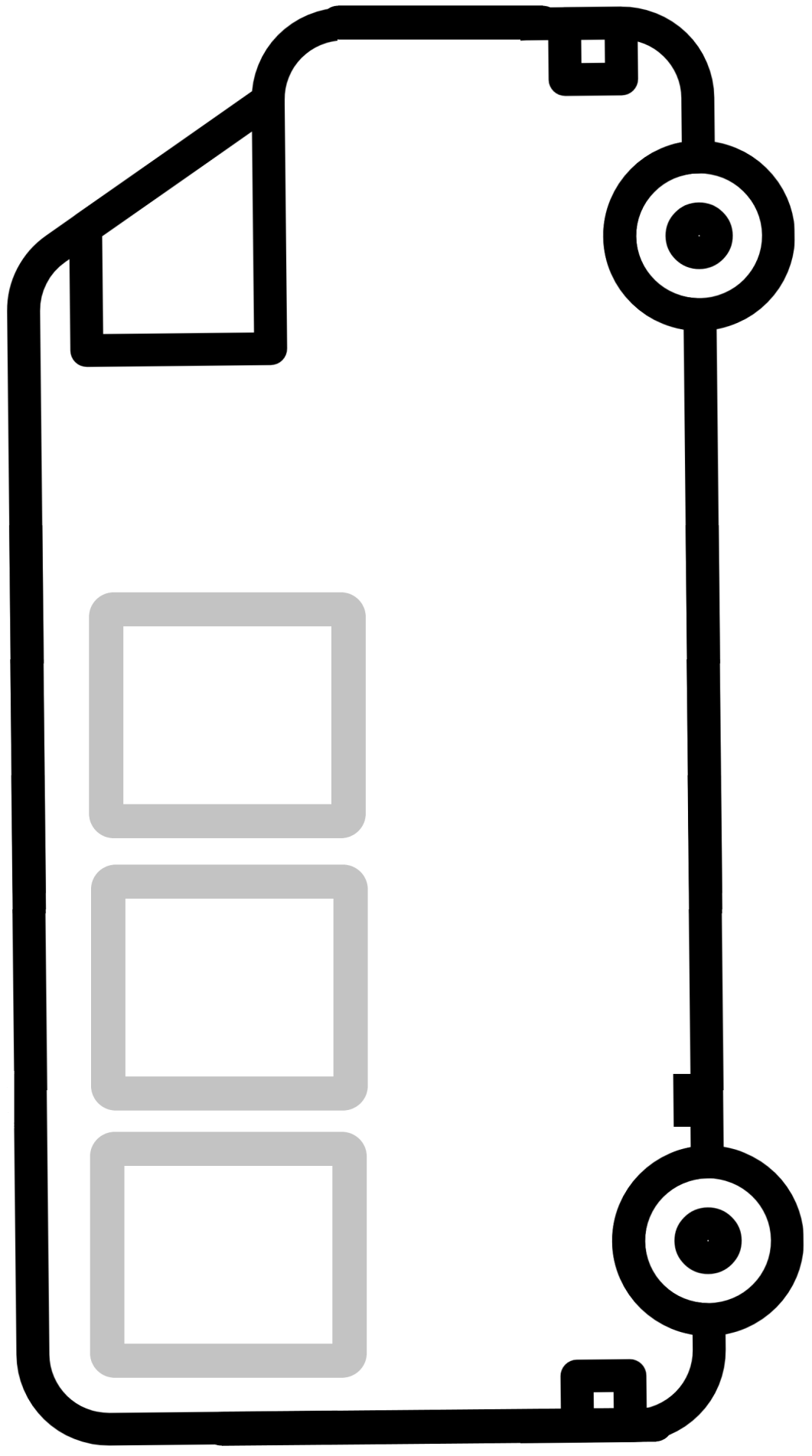
Give each child a copy of the bus on the next page. Allow them to stamp designs all over the bus until they are all full up! To make your own simple stamps, draw designs onto compressed sponges and cut them out. Eraser pencils are a simple way to stamp dots.



Outlines for stamps.

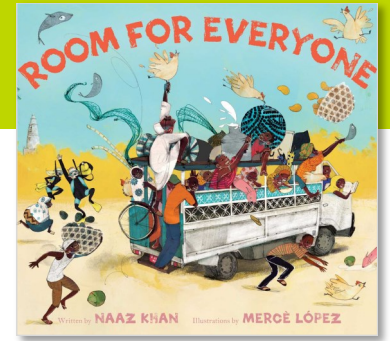


Name _____



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STEM | Milk Math!

Studies show that developing strong math skills at an early age can help with reading proficiency later in life. This is a great book for talking about more and less, two concepts that are critical for math skills. Turn these milk cans into magnets or flannel pieces and use them to lead a quick activity about math.

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

Another math skill that is essential for children to develop is called ordinality. Ordinality is the concept that words for numbers represent a certain quantity and that quantity is fixed. An example of this is knowing that four is always going to be more than three. Four is always going to be less than five. Continue playing with the milk cans on your board. Depending on the age of your children, they may be able to answer the following prompts:

- If I put two milk cans on this end of the board and two milk cans on the other end of the board, how many milk cans do I have on the whole board? (Addition – this is a visual representation that two plus two equals four.)
- If I have six milk cans on the board and I take away three milk cans, how many do I have left? (Subtraction – this is a visual representation that six minus three equals three.)
- Put five milk cans on one end of the board in a group and one milk can on the other end of the board by itself. Which end of the board has more milk cans? Which end of the board has less? (Ordinality – this is a visual representation of more and less.)
- Take all the milk cans off the board – How many milk cans do I have now? (Zero – discuss the concept that Zero stands for nothing.)

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



How to Prep a Flannel Board

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

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

MAGNETS

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

1. Simply Cut It Out

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

2. Laminating

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

3. Mounting

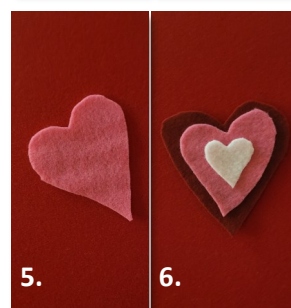
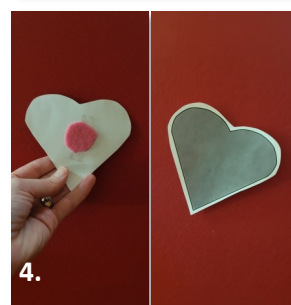
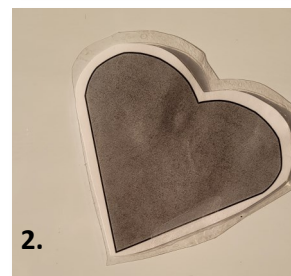
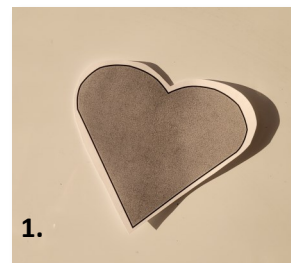
Laminating is expensive and not all libraries can afford to laminate all their storytime pieces. In these cases, you might consider mounting your paper pieces on colored cardstock or construction paper to give them a bit more heft. Use a color that works with the design of your object.

FLANNEL / FELT

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

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

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



6.