

The broad motif of "colors" provides a context for exploring humanity, nature, culture, and science, as well as developing programming that demonstrates how libraries and reading can expand your world through kindness, growth, and community. Readers will be encouraged to be creative, try new things, explore art, and find beauty in diversity. Illustrations and posters tell the story:



Artwork ©2019 Hervé Tullet [www.sayzoop.com] for iREAD*.

iREAD* (Illinois Reading Enrichment and Development) is an annual project of the Illinois Library Association, the voice for Illinois libraries and the millions who depend on them. It provides leadership for the development, promotion, and improvement of library services in Illinois and for the library community in order to enhance learning and ensure access to information for all. The goal of this reading program is to instill the enjoyment of reading and to promote reading as a lifelong pastime.

DIG DEEPER: READ, INVESTIGATE, DISCOVER

2020 iREAD® Resource Guide

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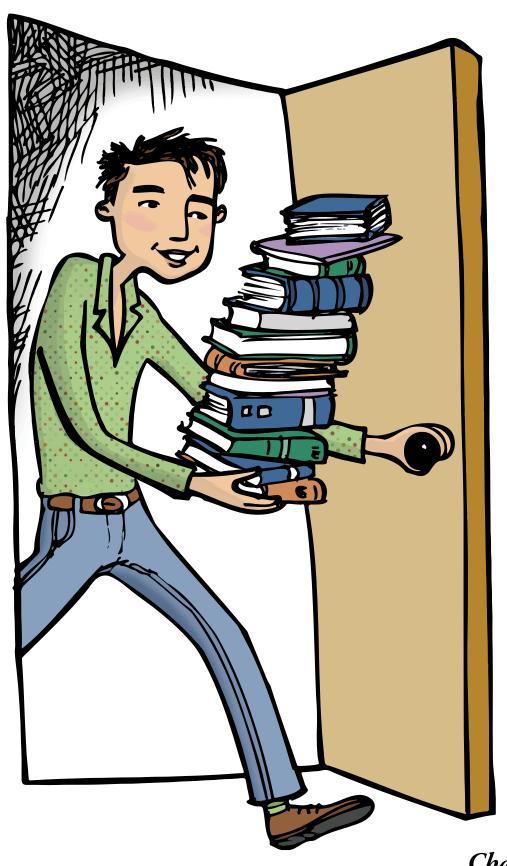
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Chapter 1
Introduction



iREAD® Home Edition

April 5, 2020

Since 1981, iREAD® has developed successful Summer Reading Programs. Our mission is to provide high quality, low-cost resources and products that enable local library staff to motivate children, young adults, and adults to read. As a coordinated, self-supporting effort developed by librarians and the Illinois Library Association, every purchase from iREAD helps to promote and assist the great work of libraries.

Each year, librarians across the United States work together to create the iREAD® Summer Reading Program. Based on the theme, librarians write the programs, craft projects, and bibliographies that make up this Resource Guide.

At the iREAD® committee's meeting this week we discussed ways to carry out Summer Reading during a time of "social distancing." Libraries are working hard to make plans to adapt in case the COVID-19 protocols remain in place through part of summer 2020. By unanimous decision, iREAD° is pleased to make available this free, abridged version of the 2020 Resource Guide for families to use while we're all stuck at home.

Be safe, stay well! The 2020 iREAD® Summer Reading Committee

Using This Guide

The chapters are organized by activity:

- 1. Getting Started: Registration and Recording, Publicity and Promotion
- 2. Staff Resources: Articles on program development and outreach for summer reading
- 3. Decorations and Displays
- 4. Programs, Events, Presentations, and Storytimes
- 5. Arts and Crafts, DIY, and Maker Projects
- 6. Bibliographies
- 7. Graphics and Artist Biographies
- Appendices

Programming for all ages is contained in each chapter, and each activity has an icon to indicate age-appropriateness. You'll find many ideas and suggestions for the range of ages we have always provided. We've organized this way for two reasons:

- To reduce the physical size of the printed book by eliminating repetition.
- To encourage libraries to develop cross-generational programming.

Here are the icons you will find inside:

A Adult PK Pre-kindergarten Family **C** Children All ages Teen

Librarians will be able to easily select programs for each age level as needed. Just find the icon, and get ready to engage your patrons!

For 2020, we have eliminated the separate Spanish translation of the Publicity and Promotion, and Registration and Recording sections. Instead, we have included English and Spanish translations of quotes and forms in Chapter 1, Getting Started. In Chapter 2 (Decorations and Displays), we have included translations of key words, titles, and phrases for librarians who wish to create bilingual displays.

Please send feedback to info@ireadprogram.org.

What Will You Read, Investigate, Discover in 2020?

While normal vision is said to be 20/20, for iREADers, 2020 means a wealth of materials in the Resource Guide to encourage learners of all ages to expand their horizons beyond the commonplace, to engage a deeper level of exploration. From programming ideas, insightful articles, decorations, and other resources, this guide will provide a visionary experience that will not soon be forgotten. (All italicized resources mentioned below can be found in this Resource Guide.*)

READ

While the importance of combating the summer slide is widely known, why not develop reader's comprehension in a fun and engaging way? The Emoji Challenge will bolster reading skills, self-expression, and introduce new titles to readers using creative, fun emojis! For younger readers, clue into the various themed storytimes to continue the development of essential reading and language skills.

INVESTIGATE

Sleuths of all ages will delight in the plethora of games from Missing Letter Puzzles and the Gotham Detective Agency scavenger hunt to numerous word searches and word scrambles. Engage teens interactively in the So You Want to Run a Roleplaying *Group*, or inspire research skill-building by developing an *Escape Room* or lock-box mystery.

DISCOVER

Explorers are encouraged to discover other countries and libraries in *One World*, Many Libraries and to indulge their inner foodie with Around the World in 80 Dishes. Warm summer days lead to fun outdoor activities, from dino egg hunting and excavation by Mini Paleontologists to Wormology, creating an Art Hunt and Photo Map of community street art, and learning about life cycles in Just Potatoes.

Envision an awesome summer with iREAD!

Your fellow explorer,

Portia Latalladi 2020 iREAD Chair

* The Emoji Challenge, pg. 201

Missing Letter Puzzles: Book Code, pg. 205 or Casear Cipher, pg. 206

Gotham Detective Agency, pg. 112

So You Want to Run a Roleplaying Group AR (Augmented Reality)

Murder Mystery, pg. 75

Escape Room: Escape the Mad Science Lab Room, pg. 105

One World, Many Libraries, pg. 134

Around the World in 80 Dishes, pg.82

Mini Paleontologists, pg. 132

Wormology: Wiggles and Squirms, pg. 156; The Wonders of Worms pg. 157;

Worm Farm, pg. 157

Photo Hunt: Art Hunt and Photo Map, pg. 82

Just Potatoes, pg. 116



Section 1a Quotes and Slogans

Quotes and Slogans

Quotes G T A A book is the only place in which you can examine a fragile thought without breaking it, or explore an explosive idea without fear it will go off in your face. It is one of the few havens remaining where a man's mind can get both provocation and privacy. —Edward P. Morgan There is more treasure in books than in all the pirate's loot on Treasure Island and at the bottom of the Spanish Main... and best of all, you can enjoy these riches every day of your life. —Walt Disney Reading is important, because if you can read, you can learn anything about everything and everything about anything. —Tomie dePaola Some beautiful paths can't be discovered without getting lost. —Erol Ozan No great discovery was ever made without a bold guess. -Isaac Newton The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. -Marcel Proust Discovery is seeing what everybody else has seen, and thinking what nobody else has thought. —Albert Szent-Gyorgyi Books. They are lined up on shelves or stacked on a table. There they are wrapped up in their jackets, lines of neat print on nicely bound pages. They look like such orderly, static things. Then you, the reader, come along. You open the book jacket, and it can be like opening the gates to an unknown city, or opening the lid on a treasure chest. You read the first word and you're off on a journey of exploration and discovery. —David Almond What one knows is, in youth, of little moment; they know enough who know how to learn. —Henry Brooks Adams You have to study a great deal to know a little. —Charles de Secondat, Baron de Montesquieu All that mankind has done, thought, gained or been; it is lying as in magic preservation in the pages of books. —Thomas Carlyle The seeker embarks on a journey to find what he wants and discovers, along the way, what he needs. -Wally Lamb, The Hour I First Believed Dig deep and empower yourself today. Stand in your inner strength. Be uniquely you. —Amy Leigh Mercree

PR Pre-kindergarten
C Children
T Teen
Adult
F Family
All ages

Research is formalized curiosity. It is poking and prying with a purpose.

Be yourself. Everyone else is already taken.

—Zora Neale Hurston

-Unknown

Whatever the cost of our libraries, the price is cheap compared to that nation.	t of an ignorant
	—Walter Cronkite
Fairy tales are more than true, not because they tell us that dragons extell us that dragons can be beaten.	xist, but because they
6	—Neil Gaiman
The most exciting phrase to hear in science, the one that heralds the me "Eureka!" but "that's funny"	nost discoveries is not
	—Isaac Asimov
You cannot discover new oceans unless you have the courage to lose sig	ght of the shore. —André Gide
Mistakes are the portals of discovery.	—James Joyce
The important thing is not to stop questioning. Curiosity has its own	reason for existence. —Albert Einstein

Quotes in English and Spanish

The unexamined life is not worth living.

—Socrates

Exploration is wired into our brains. If we can see the horizon, we want to know what's beyond.

-Buzz Aldrin

Only those who risk going too far can possibly find out how far one can go.

—T.S. Eliot

We were meant to explore this earth like children do, unhindered by fear, propelled by curiosity and a sense of discovery. Allow yourself to see the world through new eyes and know there are amazing adventures here for you.

–Laurel Bleadon Maffei

Exploration is curiosity put into action. —Don Walsh

My theory in anything you do is to keep exploring, keep digging deeper to find new stuff.

—Blythe Danner

Success is an act of exploration. That means the first thing you have to find is the unknown. Learning is searching; anything else is just waiting.

—Dale Dauten

Speculation and the exploration of ideas beyond what we know with certainty are what lead to progress.

—Lisa Randall

Not all who wander are lost.

—J.R.R. Tolkien

Exploration really is the essence of the human spirit, and to pause, to falter, to turn our back on the quest for knowledge, is to perish.

-Frank Borman

La vida no examinada no vale la pena vivir.

—Socrates

La exploración está conectada a nuestros cerebros. Si podemos ver el horizonte, queremos saber qué hay más allá.

—Buzz Aldrin

Solo aquellos que se arriesgan a ir demasiado lejos pueden descubrir cuán lejos se puede ir.

—T.S. Eliot

Estábamos destinados a explorar esta tierra como lo hacen los niños, sin obstáculos por el miedo, impulsados por la curiosidad y la sensación de descubrimiento. Permítase ver el mundo con nuevos ojos y sepa que aquí hay aventuras increíbles para usted.

—Laurel Bleadon Maffei

La exploración es la curiosidad puesta en acción.

—Don Walsh

Mi teoría en cualquier cosa que hagas es seguir explorando, profundizar más para encontrar cosas nuevas.

—Blythe Danner

El éxito es un acto de exploración. Eso significa que lo primero que tienes que encontrar es lo desconocido. Aprender es buscar; cualquier otra cosa está esperando.

—Dale Dauten

La especulación y la exploración de ideas más allá de lo que sabemos con certeza es lo que lleva al progreso.

—Lisa Randall

No todos los que vagan están perdidos. —J.R.R. Tolkien

La exploración realmente es la esencia del espíritu humano, y hacer una pausa, vacilar, dar la espalda a la búsqueda del conocimiento, es perecer.

-Frank Borman

The great advantage about telling the truth is that nobody ever believes it.

—Dorothy L. Sayers

A lie can travel half way around the world while the truth is putting on its shoes.

—Charles Spurgeon

We learned about honesty and integrity that the truth matters...that you don't take shortcuts or play by your own set of rules...and success doesn't count unless you earn it fair and square.

—Michelle Obama

Truth will always be truth, regardless of lack of understanding, disbelief or ignorance.

—W. Clement Stone

Half a truth is often a great lie. —Benjamin Franklin

People like to say that the conflict is between good and evil. The real conflict is between truth and lies.

—Don Miguel Ruiz

We live in a fantasy world, a world of illusion. The great task in life is to find reality.

—Iris Murdoch

Some people think that the truth can be hidden with a little cover-up and decoration. But as time goes by, what is true is revealed, and what is fake fades away.

—Ismail Haniyeh

If you tell the truth, you don't have to remember anything.

—Mark Twain

Once you eliminate the impossible, whatever remains, no matter how improbable, must be the truth.

—Arthur Conan Doyle

La gran ventaja de decir la verdad es que nadie la cree.

—Dorothy L. Sayers

Una mentira puede viajar por todo el mundo mientras la verdad es ponerse los zapatos.

—Charles Spurgeon

Aprendimos sobre la honestidad y la integridad, que la verdad es importante...que usted no toma atajos ni juega según su propio conjunto de reglas... y el éxito no cuenta a menos que lo obtenga de manera justa y equitativa.

—Michelle Obama

La verdad siempre será verdad, independientemente de la falta de comprensión, incredulidad o ignorancia.

—W. Clement Stone

La mitad de una verdad es a menudo una gran mentira.

—Benjamin Franklin

A la gente le gusta decir que el conflicto es entre el bien y el mal. El conflicto real es entre la verdad y la mentira.

—Don Miguel Ruiz

Vivimos en un mundo de fantasía, un mundo de ilusión. La gran tarea en la vida es encontrar la realidad.

—Iris Murdoch

Algunas personas piensan que la verdad puede ocultarse con un poco de encubrimiento y decoración. Pero a medida que pasa el tiempo, se revela lo que es verdadero, y lo que es falso se desvanece.

—Ismail Haniyeh

Si dices la verdad, no tienes que recordar nada.

—Mark Twain

Una vez que elimines lo imposible, lo que quede, por improbable que sea, debe ser la verdad.

—Arthur Conan Doyle

The books that help you most are those which make you think that most. The hardest way of learning is that of easy reading; but a great book that comes from a great thinker is a ship of thought, deep freighted with truth and beauty.

-Pablo Neruda

Even if you are a minority of one, the truth is the truth.

—Mahatma Gandhi

Los libros que más te ayudan son aquellos que te hacen pensar más. La forma más difícil de aprender es la de la lectura fácil; pero un gran libro que proviene de un gran pensador es una nave de pensamiento, profundamente cargada de verdad y belleza.

-Pablo Neruda

Incluso si eres una minoría de uno, la verdad es la verdad.

—Mahatma Gandhi



Section 1b
Activity Tracking



iREAD® Home Edition

The following material can be useful for families and home schoolers setting up a more formal "program" at home. There are ideas for registering your participants and recording reading and activities.

Registration And Recording

Dig Site Kick-off Event

Depending on your available space, set up a dig site (in a temporary sandbox or wading pool filled with sand) and bury artifacts such as copies of books you were going to send to book recycling, unclaimed/broken coffee mugs or plates from your staff kitchen, (nonworking) library cards, odds and ends of craft/office supplies or broken/damaged toys from the children's department, outdated library promotional items, etc. Bury the bigger or more valuable items toward the bottom and set up a prize structure where the deeper items are worth a better prize. Invite patrons to dig for an item at the time of registration. Keep an artifacts display shelf by your registration table and/or take photos of the diggers with their artifacts and share on social media. (Be sure you get parental permission to post.)

Summer Reading Club Kick-off Event: Archaeology Movie Tie-Ins

Get your community excited to Dig Deeper by hosting an archaeology-theme movie marathon. Depending on your indoor/outdoor space, budget, and community size, schedule your movies weekly in the four to six weeks preceding the start of your summer reading program, over several days leading up to your kick off, or simply as part of your single day kick-off event.

To enhance the theme, decorate your library with characters/images/scenes from the movies. In addition, ask patrons to vote for their favorite archaeology adventure movie and choose the top two. Show the second-favorite movie at the summer program halfway point and the winner at the end to celebrate. (Note: Due to movie content, this idea may work better with tween, teen, and adult patron groups.) Possible movies include:

- Raiders of the Lost Ark (1981)
- Indiana Jones and the Temple of Doom (1984)
- Indiana Jones and the Last Crusade (1989)
- Indiana Jones and the Kingdom of the Crystal Skull (2008)
- The Mummy (1999)
- The Mummy Returns (2001)
- National Treasure (2004)
- Sahara (2005)
- The DaVinci Code (2006)
- The Librarian: Quest for the Spear (2004)
- The Librarian: Return to King Solomon's Mines (2006)
- Lara Croft: Tomb Raider (2001)

Individualized Summer Reading Goal Sign-up

Points										
Prize	D 7 -									
Rook Tonic										
Contact Phone Number	or Email Address									
Guardian's Name	(if needed)									
Potron's Name										

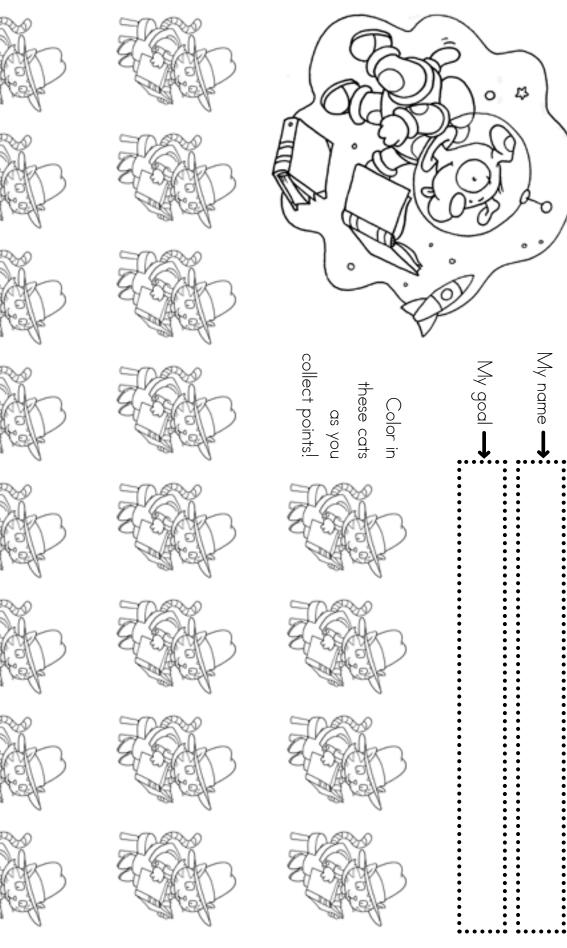
Registración para el programa de lectura de metas individualizadas

								Nombre del niño
								Nombre del padre o tutor
								Número de teléfono o dirección de email
								Tema del libro
								Premio
								Puntos hacia la meta

REGISTRACIÓN PARA EL PROGRAMA DE LECTURA DE METAS INDIVIDUALIZADOS INDIVIDUALIZED SUMMER READING GOAL SIGN-UP

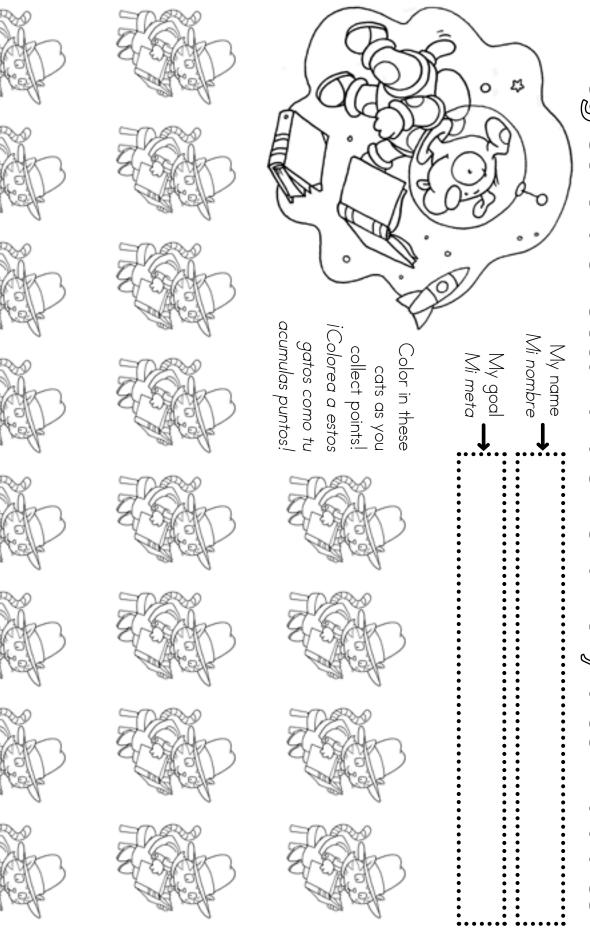
Goal Points Puntos hacia la meta								
Prize Premio								
Book Topic Tema del libro								
Contact Phone Number or Email Address Número de teléfono o dirección de email								
Guardian's Name/ Nombre del padre o tutor								
Patron's Name Nombre del niño								

My Summer Reading & Activity Tracker My name **→** My goal 🝑



Mii registro de lectura de verano y de actividades puntos! Mi meta 👃 iColorea a como tu acumulas estos gatos Mi nombre 0

Míi registro de lectura de verano y actividades My Summer Reading & Activity Tracker



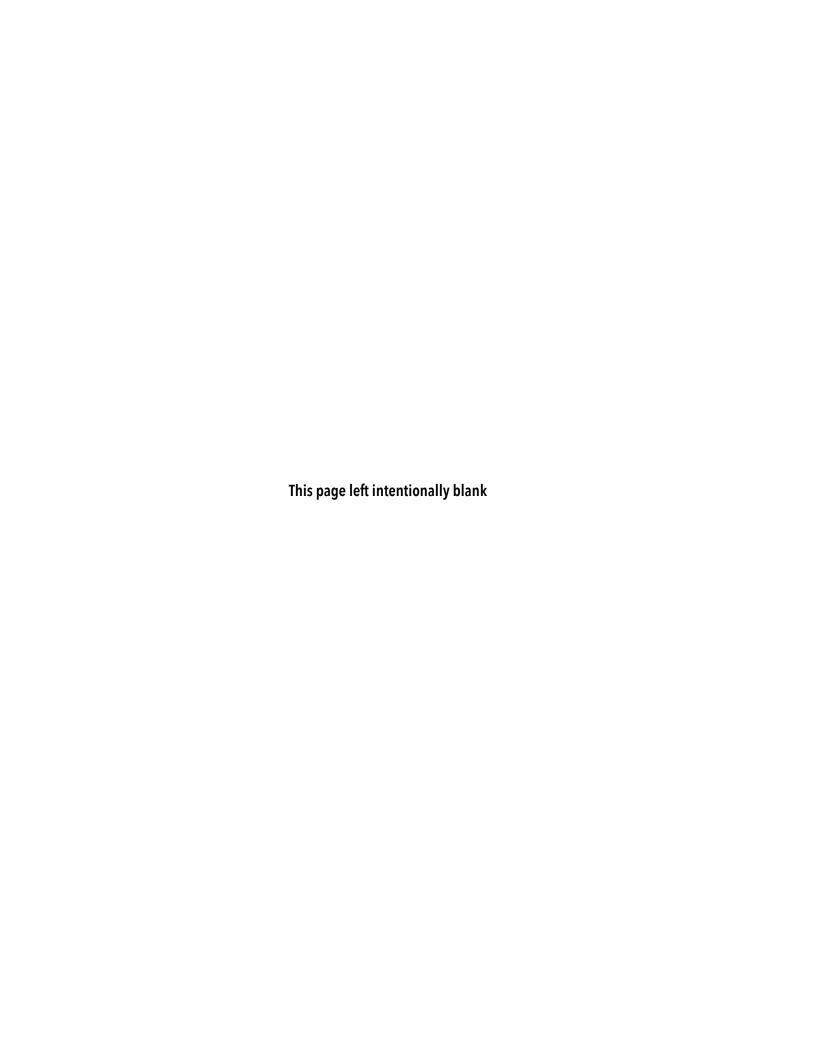
SUMMER READING AND ACTIVITY TRACKER

LIBRARY->		READING AND ACTIVITIES LIST								
NAME->		READING AND ACTIVITIES LIST								

APEGISTRO DE LECTURA DE VERANO Y DE ACTIVIDADES NOMBRE-> BIBLIOTECA->	VERANO Y DE ACTIVIDADES BIBLIOTECA->
LISTA DE LECTURA Y ACTIVIDADES	LISTA DE LECTURA Y ACTIVIDADES

REGISTRO DE LECTURA DE VERANO Y DE ACTIVIDADES SUMMER READING AND ACTIVITY TRACKER

	LIBRARY · BIBLIOTECA->
30AL · META->	
READING AND ACTIVITY LIST LISTA DE LECTURA Y ACTIVIDADES	READING AND ACTIVITY LIST LISTA DE LECTURA Y ACTIVIDADES LISTA DE LECTURA Y ACTIVIDADES
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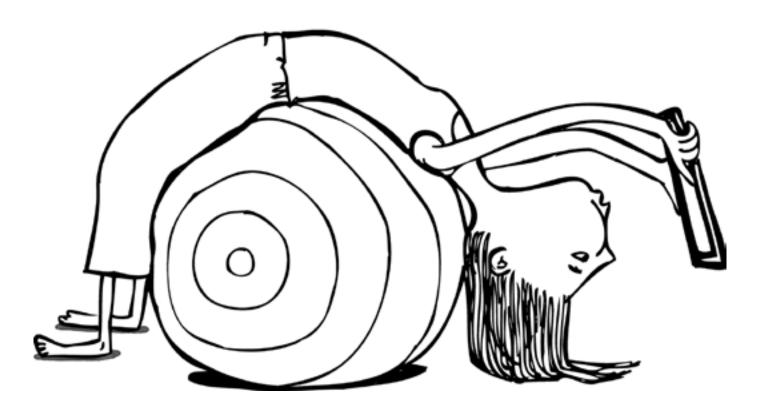


Programming



Chapter 2
Programming

Programming



Section 4a
Programs, Events, Presentations,
and Storytimes



iREAD 2020 Family Altruistic Program: Random Acts of Kindness

altruism noun

al·tru·ism | \ 'al-trü-'i-zəm \

Definition of altruism

1 : unselfish regard for or devotion to the welfare of others // charitable acts motivated purely by *altruism*

Dig deeper and discover how you, your family and your library can impact your community. Random acts of kindness not only benefit the recipient of the kindness, but also the giver of kindness. Studies show that being kind (or altruistic) increases oxytocin and serotonin levels which leads to lowered tension and stress, increased optimism and euphoric happiness!

Keep that in mind the next time you go through a tollbooth, why not pay your toll and the toll of the person behind you? Include the groceries for next person in line with yours or spend an evening watching a movie with a neighbor who lives alone. Share your D.I.Y. skills at a youth center or help organize a school supplies drive for a school in need of resources. There are so many opportunities locally and abroad that would benefit greatly from your actions!

Looking for more suggestions? Explore the following websites for more information and resources:

Random Acts of Kindness

This site has kindness ideas, lesson plans, training materials, stories, videos, posters and calendars for RAKtivists® (Random Acts of Kindness activists).

https://www.randomactsofkindness.org/kindness-ideas

The following websites provide unique opportunities to bring joy to others

http://www.lovefortheelderly.org/

http://www.cardsforhospitalizedkids.com/

https://www.operationgratitude.com/express-your-thanks/write-letters/

https://www.dav.org/help-dav/volunteer/drive-a-van/



Archaeological Dig C

Create an interactive archaeological experience for children, without having to leave the library or spend big bucks. Recommended for school-aged children or younger children closely supervised by caregivers due to a potential choking hazard from small items. It gets messy, so it is best for outside, or place a tarp under your work surface.

Supplies: Large under-bed storage containers or a small kiddie pool; sand, which can be found at low cost at home improvement stores; shark teeth or fossils, which can be found online at low cost; small skewers that can be used as stakes; any type of string or ribbon; cups or bowls to place fossils in when found.

Optional Supplies: Small plastic pincers; small brushes, such as paintbrushes

Preparation: Fill container with sand. Mix in fossils, making sure to spread them as equitably as possible. Use the stakes and string to measure off equal-sized sections of the "dig site."

Extra Enrichment: Create a picture sheet identifying the different kinds of fossils in the mix so children can identify what they've found. Have children estimate how many they think there are of each type, based on what they've seen, then create a wall chart to show how many of each kind were found.

Check the outside of your building, especially any stonework, to see if there are any shell fossils visible in the rock.

AR (Augmented Reality) Murder Mystery

Calling all sleuths! The librarians need your help to solve a murder using clues found throughout the entire Youth and Teen Services Department. Participants will have to use smartphones and tablets to find clues that are invisible to the naked eye. Can you find all the clues and be the first to solve the mystery? Come find out!

Description: This program combines characteristics of traditional murder mysteries and scavenger hunts, and adds the use of augmented reality for an additional technological element. Each kid is given an iPad and a case journal that they will use to solve clues. Once they have reached the end of the scavenger hunt, they are led to a confession tape by one of the suspects admitting to the murder.

Supplies:

- Composition notebook for each team/person (the case journal)
- Smart device (i.e., tablet or smartphone)
- ClueKeeper app: https://cluekeeper.com/

About the ClueKeeper App:

- From the website: "ClueKeeper is a powerful new platform for creating and playing location-based clue hunts. Creators use our web app to create hunts and clues, which are distributed to players through our mobile app."
- ClueKeeper is a user-friendly app that leads participants through a clue-based search. The creator inputs questions, and participants input an answer to get the next clue. Examples of clues used in the AR Murder Mystery can be found below.
- The app for ClueKeeper is free, but in order to run a hunt, teams must pay. The fee per team is usually \$10, but nonprofits are able to get a discount. For this program, the cost is \$5 per team.

Types of Clues

There are many options for clues using the ClueKeeper app. The ones used in this program are listed in the Hunt Content section, but more options are possible if there is a need for different types of questions. Some questions just have words, some add images or video, and some add an AR component. The AR capabilities are built into the app. At the time of writing, users were allowed five AR clues for free (and could pay for more). There was no limit for non-AR clues.

AR Clues Used

Four AR clues are used in this version of the program. Here is a description of how the AR is used, with images of what the participants would see on the smart device compared to what was actually there in real life. For specific wording of the clues used, see the Hunt Content section.

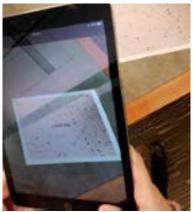
Suspect List: The first AR clue is used to set up a suspect list with pictures of the potential murderers. This AR clue is attached to the front of the composition notebook so if participants need to come back to see the pictures or names, they can scan the front of the book and these pictures will show up.







The clue below is a note that was "left behind by the murderer." Children scan a textured piece of paper (or an image of some texture) to see what the murderer has written in invisible ink. In our version of the murder mystery, the words that showed up were a call number that led to a book they needed to find to determine the murder weapon.



Exit Route: The participants have to determine what the murderer's exit route was by scanning the signs near all the exits. Near the elevator, an image of a fake bloody handprint is used to lead them to the conclusion that the elevator was the exit route.



Confession Video: The final AR clue is a video. In our version of the mystery, this video popped up on the screen when the participant scanned the television found in our young adult room. The video was of the guilty librarian admitting to the murder: "Yea I did it! I'd do it again!"



Case Journal

All participants are given a case journal to help them as they solve the crime. Inside they have space to write notes, and information is included to help them throughout their mystery.

Suspect List: The case journal is where they can find the pictures of the suspects (scanning the front cover using the built-in AR clue). It also has "profiles" of the suspects. In our version of the mystery, these were three full-time librarians who worked in the Youth and Teen Services Department. Here is the information on page one of the case journal provided to participants:

Welcome! Thank you for your help. There has been a murder at the library and we need your help to find the culprit. All the information you need can be found below and in your ClueKeeper app. Can you solve the case?

Suspects:

Miss Becca, Librarian

Miss Becca grew up in Chicago, Illinois. When she is not at the library, she can be found baking, playing with her dog, or taking long walks on the beach. Her favorite dish to eat is raspberry tart. Ms. Becca's favorite books are cookbooks and mystery thrillers. She likes bright colors and a quiet house. An interesting fact about her is that her dad is a leader of the infamous Outlaws biker gang.

Miss Laura, Librarian

Miss Laura grew up in the sunny state of California where she surfed every morning. Growing up, she was a straight-A student who never missed a day of school. She moved to the Chicagoland area after her first husband was killed in a suspicious boating accident, to which she was the only witness.

Miss Lauren, Librarian

Miss Lauren grew up in Hodgkins, Illinois. After high school, she spent some time in the Big House, but was let out for good behavior. The jury is still out as to whether or not she was innocent, though she will always claim she was. Now, Miss Lauren spends her time writing true crime screenplays, watching Law and Order, and playing with her dog.

All the librarians were here when the body was found and had access to the library before patrons were allowed inside. They are all suspects in the murder. The police have already tried to solve the murder without success. They have agreed to share some of the evidence uncovered during their investigation. Important clues from their documents will be shared with you along the way.

Hunt Content: This section shows the clues used during the hunt to solve the murder. The order of the clues varies between the three teams (a feature easy to set in the ClueKeeper app), but some clues that go together remain in the same order (i.e., witness interview questions always followed the witness interview).

Participants have to put in the answer to each clue in their device in order to receive the next clue. The app allows you to enter multiple variations of the answer to be accepted, so it is not necessary for the participant to type in one specific answer. As long as their answer is on the list that was inputted by the creator, the participant is able to move on to the next clue. Below is the format and specific wording used for each step of this program:

Welcome Info: Welcome! Thank you for your help. There has been a murder at the library and we need your help to find the culprit. All the information you need can be found below and in your ClueKeeper app. Can you solve the case?

All the librarians had access to the library before patrons were allowed inside. They are all suspects in the murder. The police have already tried to solve the murder without success. They have agreed to share some of the evidence uncovered during their investigation. Important clues from their documents will be shared with you along the way.

There will also be three photos that you will have to identify throughout your investigation. The descriptions of the clue will be the same, but the pictures to be identified will be different.

You have been provided with a journal that can be used to help you keep track of clues. Inside, you can find information about suspects and a guide for witness interviews. Use this journal as much or as little as you would like. Good luck!

Suspect List: Here are your suspects for the investigation. Come back to this clue whenever you want to refresh your memories on the suspect images. Enter the word DONE into the solve box to get your first clue. (AR CLUE)

Mystery: When police first arrived at the scene, they found footprints that led to a particular book in the Young Adult fiction shelves. It seems that our suspect liked to read mysteries. Perhaps that's where they got the idea for their murder? The name of the book is *The Naturals*. Find that book, turn to page 158 and type in the fifth word found on that page to get your next clue. PUT THE BOOK BACK WHERE YOU FOUND IT. DO NOT TAKE IT WITH YOU.

Note: According to forensics found by the police, before the murder occurred, our suspect was using Study Room C. The suspect left behind a piece of paper that may be a clue for our mystery. Scan the document with your phone to see the hidden clue. Once you read the clue, take the paper with you to the location provided and type in the title of the book found at that location. PUT THE BOOK BACK WHERE YOU FOUND IT AFTER SOLVING THE NEXT CLUE. DO NOT TAKE IT WITH YOU. (AR CLUE)

Weapon: It appears that our suspect did some research to find their preferred murder weapon with this book! It was determined that the culprit was a fan of *Ancient Rome and Constantine*, because there was a bookmark on page 51. The weapon on this page matched the weapon of choice for the murderer. What type of weapon was used to murder our victim?

Witness Interview: Miss Tina was the first one on the scene. Maybe she knows something about the murder that no one else knows? Find her at the YTS desk. All the questions for your interview can be found in your case journal. Once you have completed your witness interview, she will give you the code word for your next clue.

(WITNESS INTERVIEW FOUND IN CASE JOURNAL. The participants are given just the questions in their case journal. The "witness" [librarian] is given this whole document with the answers. After the participants ask the questions and take notes [if needed], they are asked three questions about what the witness told them.)

Can you state your name for our records?

Miss Tina

Programs, Events, Presentations, and **Storytimes**

What is your role here at the library?

I am the head of the Youth and Teen Services Department

Were you the person to find the body?

Yes, I was here early on that day and I was the first one to come upstairs to the Youth and Teen Services Department.

Can you give us a description of the events as you remember them from the morning when the body was found?

After entering the library at around 8:45 and saying hi to the staff at the circulation desk, I walked up the stairs like I do every morning. I put my stuff down at my desk and then went to get the library ready to be opened at 9 a.m. The first thing I did was walk to the hallway where I turned on all the lights. Then I began my rounds, walking around the library. I turned on all the computer screens and the television. I was making my way back to the desk when I noticed the body on the floor near the Activity Room where you now see the outline. After seeing the body, I screamed and ran to the desk to call 911. Then I went downstairs to notify the rest of the staff and wait for the police to arrive.

Before finding the body, did you notice anything odd or unusual about the morning of the murder? Was anything different about your morning routine entering the library?

There were a few things that didn't seem strange at the time, but looking back maybe were unusual. One was a green car that I had never seen before in the parking lot. It was a small car, but I am not sure of the make or model. This could've been a patron just waiting for the library to open, but I didn't see it again when the police came. Another was a light that was on near the preschool area. Usually when I arrive it is dark throughout the whole department. I figured that someone had just left it on by mistake the night before.

Did you see anyone else near the library besides the staff that you said hi to downstairs?

Besides the normal library crew, there was a man outside on the bench that I don't think I've seen before. He was wearing an orange shirt and a black baseball cap. Other than that, it was just staff that I saw nearby.

Did you recognize the victim when you saw them on the floor?

Yes, I knew that it was a library patron I had seen before, but I was not aware of their name.

Where had you seen the victim previous to finding the body?

They occasionally come to the library to use our study rooms and check out materials.

Is there anything else you would like to add to your witness testimony?

Thank you for your time.

(CODEWORD: Watson)

The next three questions will be about the witness interview you just completed.

Witness Question 1: What color was the shirt of the man waiting outside the library when it opened?

Witness Question 2: Did Miss Tina find the body BEFORE or AFTER she turned on the lights?

Witness Question 3: Who was with Miss Tina when she found the body?

Exit: When police were investigating, they were confused at how the culprit had exited the building without being detected by Miss Tina, who was coming up the stairs at around the same time as the murder. What they learned was that the murderer had left behind a bloody handprint that gave their exit route away. Find the bloody handprint by using your phone to scan the following areas: emergency exit near the family restroom, emergency exit near the drinking fountain, elevator. If you see nothing, move on to the next location. Make sure you look all around the areas and walk close to the wall. Then write the answer of what route the crook took to escape the library without being seen. (AR CLUE)

Photo: A few photographs were found on the floor. The police think they may have fallen out of the suspect's pocket. They aren't exactly sure why the perp had them, but they think the pictures are of places in the Youth and Teen Services Department. The images are incomplete. Find where the image was taken and write what object is partially shown in the image.







Confession: Unbelievable! From all the clues you've gathered, a suspect was caught and questioned. Find the confession tape that was played on the evening news by scanning the logo of the television in the Young Adult room. Make sure to get close enough to see the video and click on the play button to hear the confession. Then type the answer of "whodunit" in the solve box to formally finish the case! (AR CLUE)

Around the World In 80 Dishes

Host an international food tasting at your library!

Supplies:

- International snacks (find these at World Market, on Amazon, and at your local grocer)
- bowls
- napkins
- small plastic cups

Considerations:

- Keep all packaging. Label things for common allergies, such as peanuts, dairy, and gluten. Keep foods with common allergens separate as much as possible.
- Tongs or rubber gloves are a must!

To make this activity even better, provide a list of snacks, and have kids guess where they are from. This can be multiple choice or not, depending on how difficult you want to make it.

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Samuelsson, Marcus and Veronica Chambers. Make It Messy: My Perfectly Imperfect Life. Delacorte Books for Young Readers, 2015.

Smith, Remmi. The Healthy Teen Cookbook: Around the World in 80 Fantastic Recipes. Mango, 2018.

Welch, Jenna Evans. Love & Gelato. Simon Pulse, 2016.

Art Hunt and Photo Map

In our community, street art and murals are prevalent. We took the teens on a photo hunt for different works of art, which turned into a walking tour of the neighborhood.

Have teens use the library's cameras or their own cameras or phones to take pictures. Then, create a map of the streets they walked down on the tour. Print the pictures and use pins with yarn attached to the photos to create a full map of where the artwork lies within the community. Teens will have a great time finding their homes, schools, and local haunts on the map, and seeing which murals are closest.

This activity helped our teens connect with their community. Many of the works of art

existed within blocks of where teens lived, yet they had never noticed them. We were also able to work on photography skills on both cameras and cell phones.

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Astronaut Storytime

Create a storytime program for the preschool crowd all about astronauts!

Storytime Books

I Want to Be an Astronaut, by Byron Barton

Astronaut Handbook, by Meghan McCarthy

Higher! Higher!, by Leslie Patricelli

(See other suggestions in the Bibliography at the end of this program.)

Letter of the Day

Use Letter School to explore the uppercase letter *A* for Astronaut.

Counting:

Use fingers to count to 10, then count down to one while squatting down. At one, jump up and shout "blast-off!"

Mindful Moment

Create Something New (from Breathe Like a Bear, by Kira Willey)

It's time to invent something brand new in your mind.

Inventing means to create something no one's even thought of yet!

What will you invent? Hmmmm.....

See your invention in your mind.

How big is it? What does it do? How does it work?

Your imagination is so powerful!

You can create anything you want in your mind.

Traditional Nursery Rhyme

Twinkle, Twinkle, Little Star (from the 1806 poem by Jane Taylor)

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are!

When the blazing sun is gone,

When he nothing shines upon,

Then you show your little light,

Twinkle, twinkle, through the night.

Twinkle, twinkle, little star,

How I wonder what you are!

Then the traveler in the dark Thanks you for your tiny spark; He could not see where to go, If you did not twinkle so. Twinkle, twinkle, little star, How I wonder what you are!

Action Song

If You're Going to the Moon

(tune: If You're Happy and You Know It)

If you're going to the moon, wear your boots. (stomp, stomp) If you're going to the moon, wear your boots. (stomp, stomp)

If you're going to the moon, this is what you have to do.

If you're going to the moon, wear your boots. (stomp, stomp)

Other verses:

...wear your gloves (clap, clap) (pat, pat) ...wear your helmet

(This song is from Mel's Desk blog http://melissa.depperfamily.net/blog/?p=1082)

Fingerplay

Tuning Up for Outer Space (tune: *The Farmer in the Dell*)

The sun is in the sky.

The sun is in the sky.

Hot and bright, it gives us light.

The sun is in the sky.

The moon is in the sky.

The moon is in the sky.

Around and 'round the earth it goes.

The moon is in the sky.

The stars are in the sky.

The stars are in the sky.

Twinkly bright, they shine at night.

The stars are in the sky.

(This song is from http://clcpaducah.org/forms/songsANDplays.pd)f

Action Song

Zoom, Zoom, Zoom, We're Going to the Moon

From https://en.wikiversity.org/wiki/Nursery_rhymes_and_songs/Zoom,_Zoom,_

Zoom,_We%27re_Going_to_the_Moon

(point upward) Zoom, zoom, zoom, we're going to the Moon.

Zoom, zoom, we're leaving very soon. (point to wrist, as in a watch)

(use fingers to count down) 5... 4... 3... 2... 1...

Zoooooom! (lift child into the air)

Song/Movement

The Airplane Song

(by Laurie Berkner https://www.youtube.com/watch?v=ogrjr0HEZgE)

One Little Astronaut

(from http://clcpaducah.org/forms/songsANDplays.pdf)

One little astronaut floating out from base,

Hooked to a hose, exploring space. (pretend to float in space)

She thought it was such an amazing trick,

She called another astronaut to join her quick. (beckon with hand)

Two little astronauts floating out from base, (hold hands with second astronaut)

(pretend to float in space)

Hooked to a hose, exploring space.

They thought it was such an amazing trick,

They called another astronaut to join them quick. (beckon with hand)

(Continue until all children are holding hands.)

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Houran, Lori Haskins. A Trip Into Space. Albert Whitman & Company, 2014.

Kelly, Mark E. *Mousetronaut: Based on a (Partially) True Story.* Simon & Schuster Books for Young Readers, 2012.

-Mousetronaut Goes to Mars. Simon & Schuster Books for Young Readers, 2013.

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Patricelli, Leslie. Higher! Higher! Candlewick, 2009.

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Aztec Masks: Myth and Mystery

Create a program to explore the mysteries of the Aztecs! Provide a craft, coloring pages, streaming videos, and books.

Xiuhtecuhtli Mask

Supplies:

- cardstock paper (8½×11-inch sheet), any color
- construction paper (at least 3 colors)
- scissors
- glue stick

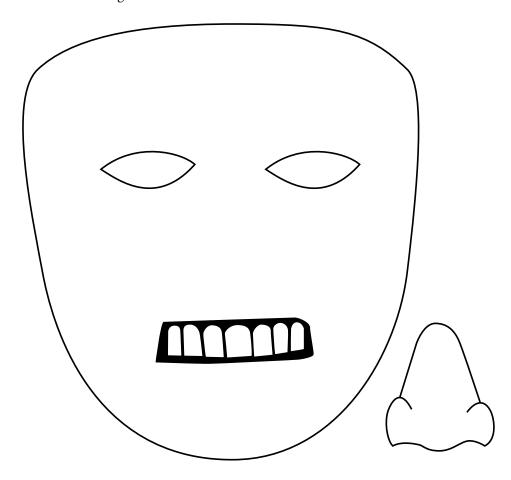


- contact paper (8½×11-inch sheet per participant)
- tape
- hole punch
- yarn or elastic string

Preparation: Enlarge pattern below to fit on 8½×11-inch paper. Print out the masks on cardstock for the number of children expected.

Directions:

- 1. Cut construction paper into small pieces (about ½ inch square in size). Using a glue stick, glue the small pieces to the masks, covering the entire mask.
- 2. After attaching the construction paper pieces, cover the mask with contact paper. Note: Children may need help with this step. Cut off the excess from the edge of the mask.
- 3. Cut out the nose template from cardstock paper and attach to the mask using tape.
- 4. Use a hole punch to put a hole on either side of the mask, and attach yarn or elastic string.



Bibliography

MacDonald, Fiona. You Wouldn't Want to Be an Aztec Sacrifice. Franklin Watts, 2013.

Mahoney, Emily. Ancient Aztec Culture. PowerKids Press, 2016.

McDermott, Gerald. *Musicians of the Sun.* Simon & Schuster Children's Publishing, 1997.

Streaming Videos

Ask History: What Happened to the Aztecs? History https://youtu.be/i3kWJfkqT0g The Aztecs https://youtu.be/SNzERlekfPE

Other Activities:

Aztec Coloring Pages: http://www.supercoloring.com/coloring-pages/arts-culture/aztec-art

Ullamalitzli is a simple Aztec ball game. Attach a plastic ring about the diameter of a frisbee to a string and suspend the ring at least five or six feet above the floor. Children take turns tossing newspaper balls through the hoop.

Aztec Word Search: http://www.schoolexpress.com/fws/ws/activityfun/activitysets/aztecs/wordsearch.pdf

Aztec Cryptogram: http://www.schoolexpress.com/fws/ws/activityfun/activitysets/aztecs/crypto1.pdf

Be Who You Are Storytime PK

Help preschoolers explore who they are, and give them fun songs and activities while they are doing that!

Storytime Books

Wild About Us!, by Karen Beaumont, illustrated by Janet Stevens

Be Who You Are, by Todd Parr

Not Quite Narwhal, by Jessie Sima

La Madre Goose, by Susan Middleton Elya

The Day You Begin, by Jacqueline Woodson

(See other suggestion in the Bibliography at the end of this program.)

Letter of the Day

Use Letter School to explore the uppercase letter *Y* for You.

Counting

Use fingers to count to 10, then count down to one while squatting down. At one, jump up and shout "I'm me!"

Mindful Moment

1-2-3 Clap!

(from Breathe Like a Bear by Kira Willey)

Open your arms out really wide.

Count one, two, three . . . and CLAP your hands one time!

Rub your hands together and make some energy.

Put your hands on your belly. Take a long breath in, and let it all out.

Open your arms out really wide again.

Count one, two, three . . . and CLAP your hands one time!

Rub those hands together, faster this time. Make some energy!

Put your hands over your heart.

Take a long breath in, and let it all the way out!

Traditional Nursery Rhyme

I'm a Little Tea Pot

(written by George Harold Sanders and Clarence Z. Kelley)

I'm a little teapot, short and stout.

Here is my handle (one hand on hip) (other arm out straight) Here is my spout

When I get all steamed up, hear me shout,

Tip me over and pour me out! (lean over toward spout)

I'm a clever teapot, yes it's true.

Here let me show you what I can do.

I can change my handle, and my spout. (switch arm positions) Just tip me over and pour me out! (lean over toward spout)

Traditional Nursery Rhyme

This nursery rhyme matches actions to words, and children can practice impulse control and listening skills.

Hey Diddle Diddle

(from La Madre Goose by Susan Middleton Elya)

Hey diddle diddle,

el gato and the fiddle,

la vaca jumped over la luna. (jump) El perro laughed to see such sport, (laugh) And el plato ran away with una fortuna. (run in place)

Fingerplay, Traditional Nursery Rhyme

Twinkle, Twinkle, Little Star (from the 1806 poem by Jane Taylor)

Twinkle, twinkle, little star, How I wonder what you are! Up above the world so high, Like a diamond in the sky. Twinkle, twinkle, little star, How I wonder what you are!

When the blazing sun is gone, When he nothing shines upon, Then you show your little light, Twinkle, twinkle, all the night. Twinkle, twinkle, little star, How I wonder what you are!

Then the traveler in the dark Thanks you for your tiny spark; He could not see where to go, If you did not twinkle so. Twinkle, twinkle, little star, How I wonder what you are!

Action Song

If You're Happy and You Know It (adapted from Joe Raposo original)

If you're happy and you know it clap your hands. If you're happy and you know it clap your hands. If you're happy and you know it,

then your face will surely show it.

If you're happy and you know it clap your hands.

Other verses:

- ...If you're happy and you know it stomp your feet...
- ...If you're happy and you know it shout Hooray!...
- ...If you're happy and you know it do all three...

Quieting Song

Hop, Hop, Hop Like a Bunny (http://debbiecarroll.com/2010/08/can-you-hop-like-a-bunny/)

Can you hop, hop, hop like a bunny,

And run, run, run like a dog?

Can you walk, walk like an elephant,

And jump, jump, jump like a frog?

Can you swim, swim like a goldfish,

And fly, fly, fly like a bird?

Can you sit right here like a quiet mouse,

And not say a single word? Shhhhhhh!

Action Song

My Friends Are Marching

(tune: The Ants Go Marching; adapted from https://teachingmama.org/back-toschool-songs-for-preschoolers/)

(Start by marching in a big circle, and as children sit down have them move to the center)

My friends are marching round and round, hurrah, hurrah.

My friends are marching round and round, hurrah, hurrah.

My friends are marching round and round,

Those wearing black must sit down.

We'll march around until we all sit down!

Say different colors until all children are sitting down.

Song/Movement

This Is How I Do It

(by The Laurie Berkner Band from Superhero album https://www.youtube.com/ watch?v=22qdIiNYKh8)

Flannel Story

Scat the Cat

(http://www.drjean.org/html/monthly_act/act_2009/02_Feb/pg16.html

Programs, Events, Presentations, and Storytimes

Once there was a little black cat. He was a magic cat because he could change his colors (snap fingers) just like that. All he had to say was:

CHORUS: I'm Scat the Cat. I'm sassy and fat. And I can change my colors (snap) just like that!

One day Scat decided he was tired of being black. He wanted to be a new color so he said: CHORUS.

And he changed BLUE! Scat went down to the pond to look at himself in the water. Unfortunately, he fell in, and he couldn't swim. Timmy Turtle came along and helped Scat get back on shore.

Scat decided he didn't want to be blue anymore, so he said: CHORUS.

And he changed RED. He went walking down the street, and everybody started laughing at him. "Whoever heard of a red cat!" they said. Scat decided he didn't want to be red anymore, so he said: CHORUS.

And he changed YELLOW. Scat went walking in the woods, and who did he run into but his cousin Leo the lion. "Grrrrrr!" roared Leo. "I'm the only cat who can be yellow."

Scat decided he better not be yellow any more, and he quickly said: CHORUS.

And he changed GREEN. Scat wanted to play with his brothers and sisters in the grass. He tried to play with them, but he was green like the grass, and they couldn't see him.

Scat decided he didn't want to be BLUE, or RED, or YELLOW, or GREEN, so he said: CHORUS.

And he changed back to BLACK. Scat knew that being himself was the best thing to be. And do you know what? Being yourself is the best thing you can be, too. Because there's nobody else exactly like you. And I like you just the way you are!

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Berne, Jennifer. Calvin Can't Fly: The Story of a Bookworm Birdie. Sterling, 2010.

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Martin, Bill. Listen to Our World. Simon & Schuster Books for Young Readers, 2016.

Martin, Emily Winfield. The Wonderful Things You Will Be. Random House, 2015.

Nelson, Kadir. If You Plant a Seed. Balzer + Bray, 2015.

Palacio, R. J. We're All Wonders. Alfred A. Knopf, 2017.

Parr, Todd. Be Who You Are. Little, Brown and Company, 2016.

Sima, Jessie. Not Quite Narwhal. Simon & Schuster Books for Young Readers, 2017.

Tyler, Michael. The Skin You Live In. Chicago Children's Museum, 2005.

Woodson, Jacqueline. The Day You Begin. Nancy Paulsen Books, 2018.

Book Detection

This program allows participants to detect the name of a popular book through clues taken from books.

- 1. Create five clues that describe a book. The clues can be unveiled all at one time or one each day/week with the title of the book released at the end of the week/month.
- 2. If releasing one clue each day/week, the patron/family that guesses the title with as few clues as possible wins a prize. If releasing the clues all at once, draw the winner with the correct answer.
- 3. Patron/family submission form can include date, patron's name and contact information, and title entry.

Example: Dr. Seuss, *Horton Hears a Who!*. Random House, 1982.

Clue 1: Jungle of Nool

Clue 2: Wickersham gang

Clue 3: Whoville

Clue 4: "A person's a person, no matter how small."

Clue 5: Horton

Book Discussion, Lunch, and Movie C F

Explore Camp Green Lake this summer at the library. Patrons can bring a sack lunch and the library can provide Kissin' Kate Barlow's spiced peaches, found here: https:// www.scholastic.com/holes/popups/peachrecipes.htm

There are many book discussion sites online where sample questions can be found. You can also search online for a lizard craft for the children to make. Kids love both the book and movie.

Bibliography

Sachar, Louis. Holes. Farrar, Straus and Giroux Books for Young Readers, 1998.

Holes. Walt Disney Studios, 2008.

Book in a Jar 🗖

This is a fun passive program similar to a guessing game, but can also involve literacy, research, and rewards for well-read teens.

- 1. Find a book you are willing to part with. Ideally, this is a damaged and relatively popular book.
- 2. Shred the whole book, minus the cover.
- 3. Put the shreds in a large plastic container, and seal it.
- 4. Put the container out for patrons to view, shake, etc.
- 5. Put out entry forms and a container for the entries. On forms, include things like name, phone number, and what title they think is in the jar.
- 6. Patrons then get to guess what book they think is in the jar.
- 7. Correct entries win a prize or get entered into a prize drawing.

Catalog Clues C

Have patrons do some library detective work!

Patrons come to the desk and receive a clue. The clue should have only two or three words. The patron types the words, as keywords, into the catalog to come up with a book that fits the clue description. You can also use this opportunity to teach them how to filter the results and search only for juvenile or young adult titles. Otherwise just instruct them to find titles in their particular section of the library.

The patron then returns the clue with the solution written on the paper. If more than one title comes up, the patron can write down as many titles as they please. When creating your clues, make sure to test them in your catalog to see if you get results. You don't want clues with no results. You can also run this program by asking the patron to find the book on the shelf and bring it to you. It really depends on how busy your desk is in the summer and if you want several patrons bringing books up to the desk. You can definitely encourage them to check them out. This program would work great in libraries that use reading program software that includes challenges.

Here are some examples:

Clue words (juvenile search): bear boy

Possible results: The Boy, the Bear, the Baron, the Bard by Gregory Rogers

Blanket and Bear, a Remarkable Pair by Luke Kelly

A Bear and His Boy by Sean Bryan

Clue words (juvenile search): *dog adventure*

Possible results: Hot Dog and Bob and the Surprisingly Slobbery Attack of the Dog-

Wash Doggies by Lissa Rovetch

Surviving the Iditarod by Nicki Jacobsmeyer

Pugs of the Frozen North by Philip Reeve

Clue words (young adult search): girl summer car

Possible results: Girl Out of Water by Laura Silverman

Come Back to Me by Mila Gray

Clue words (young adult search): romance battle

Possible results: *Elegy* by Amanda Hocking

Love & War by Melissa de la Cruz

In the Shadow of Blackbirds by Cat Winters

Programs, Events, Presentations, and **Storytimes**



Caesar Cipher Wheel and Decrypting Riddles

Format: Passive or facilitated program

Supplies:

- · cipher wheel template
- scissors
- metal brad
- riddle worksheet (create your own)

Preparation: Print out a cipher wheel template for all participants. Create a worksheet with riddles for participants to solve using their wheels.

Directions:

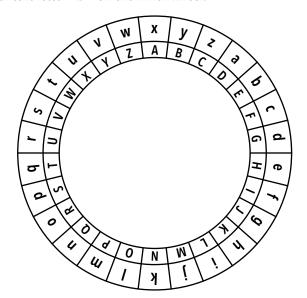
- 1. Have participants assemble their wheels by cutting out both circles.
- 2. They can attach the smaller circle to the larger circle by placing a metal brad through the center of both circles.
- 3. Have them use their wheels to decrypt the text and solve the riddles.

Here are some sample directions adapted from the *Crypto Club Cipher Handbook*: In a Caesar cipher, each letter is replaced by a letter that occurs later in the alphabet. Think of it as shifting the alphabet to the left. The key of a Caesar cipher is the number of places the alphabet is shifted. Here is the cipher table for a Caesar cipher with a key 3:

Key 3

а	b	С	d	е	f	g	h	I	j	k	I	m	n	0	р	q	r	s	t	u	v	w	х	у	z
D	Ε	F	G	Н	Ι	J	K	L	М	N	0	Р	Q	R	S	T	U	٧	W	Χ	Υ	Z	Α	В	С

Here is a cipher wheel set to a key 3. The plain text is on the outer wheel, and the cipher text is on the inner wheel. Line up the plain text "a" on the outer wheel with the cipher text letter "D" on the inner wheel.



Use your cipher wheel to decrypt the answers to the following riddles. Make sure to set your wheel to the correct key before you start decrypting. For this riddle, set your wheel to a key of 4.

Riddle: What has hands but cannot clap?

Key 4

E	G	P	S	G	0

Plaintext: (write in letters on first row) CIPHERTEXT: (on second row)

(Answer: a clock)

Bibliography

Beissinger, Janet and Bonnie Saunders. Crypto Club Cipher Handbook. University of Illinois at Chicago, 2015.

https://fprint.net/wp-content/uploads/printable-cipher-wheel.pdf

Cooking Club

Teach basic cooking skills and have participants create some tasty treats.

Start with something simple, e.g. a cheese quesadilla, and then let participants add spices and extra ingredients as they choose to experiment. Don't have access to a kitchen? Try microwave meals in a mug or no-bake desserts.

Variation: Have a local chef come in for a cooking demonstration, lesson, and/or tasting.

Note: If participants will be cutting foods during the program, be sure to go over basic knife safety and skills.

Microwave Cheese Quesadilla

https://www.allrecipes.com/recipe/228115/2-minute-cheese-quesadillas/

Supplies may include:

- shredded cheese
- flour tortillas
- spatula
- paper plates

Optional:

- guacamole
- salsa
- · taco seasoning
- chili pepper

2-Minute Egg Omelet in a Mug

https://www.joyfulhealthyeats.com/2-minute-egg-omelet-mug/

Supplies may include:

- mugs
- cooking spray
- 2 eggs (per mug)
- red peppers
- spinach
- feta cheese
- green onions

Other Microwave Mug Meals

Microwave Chocolate Mug Cake

https://www.allrecipes.com/recipe/241038/microwave-chocolate-mug-cake/

Microwave Mug Sponge Cake

https://www.biggerbolderbaking.com/microwave-mug-sponge-cake/

Variety of meals including Chicken Pot Pie, Fried Rice, Spinach Ricotta https://www.huffpost.com/entry/one-mug-meals-dinner-gooey-goodness_n_7257332

CSI + Name of Your Hometown (ex. CSI Itasca)

Create a program that works with your local law enforcement to show children all about the job they do.

Example program description: Follow the clues to the Itasca Community Library where we are partnering with the Itasca Police Department to learn about what takes place at a crime scene. Get your mug shot taken, get fingerprinted, test your powers of observation, and more!

Work with your local police department to put together this event. Invite officers to come to your library to help present this program. Depending on what they can bring from the police station, activities can include dusting for fingerprints, using magnifying glasses to observe prestaged evidence, using a blue light to look for evidence, and more. Test the children's powers of observation with various memory games, including trying to describe a "suspect" who walks through the program room.

Curious Kids C

Put on a program called Curious Kids with a different topic each month, like dinosaurs, weather, or the solar system. Have kids come up with questions they want answers to. Show them how to choose keywords to research. Then show them how to evaluate the source that they choose, like choosing National Geographic over a blog.

Design the Future C

Using books on invention, talk briefly with the children about inventors and how they create things to fix a problem in life. Brainstorm with the children what problems we face today that require solutions. Either choose one issue as a group to work on or let children work on their own. Have them design an invention that might help solve the identified problem using paper and pencil/blocks/craft supplies. Then feature these creations somewhere in your library with the explanation of how these inventions help Design the Future!

Dig Deeper: Marvelous Mummies Program **F**

Mummies are fascinating! Create a program for children to explore all about mummies.

Read a book about mummies.

Crimi, Carolyn. Where's My Mummy? Candlewick Press, 2008.

Ewert, Marcus. Mummy Cat. Clarion Books, Houghton Mifflin Harcourt, 2015.

Schachner, Judy. Skippyjon Jones in Mummy Trouble. Dutton Children's Books, 2006.

Nonfiction

Fiction

Aliki. Mummies Made in Egypt. Harper & Row, 1985.

Carney, Elizabeth. Mummies. National Geographic, 2009.

Donnelly, Judy. Tut's Tomb: Lost and Found. Random House, 1988.

Stewart, David. You Wouldn't Want to Be an Egyptian Mummy. Franklin Watts, 2000.

Play the Mummy Wrap Game: You'll need rolls of toilet paper. Divide the group into teams. One person is chosen as the mummy. Each of the other team members have a roll of toilet paper. When it's go time, team members wrap their mummy in toilet paper. Winner: first team to use all of their toilet paper wins or first team to completely cover their mummy wins.

Make edible mummy English muffin pizzas or mummy quesadillas. Recipes can be found online by searching those terms.

Create a cartouche from clay and inscribe your name in hieroglyphics. Suggested site: https://www.theunlikelyhomeschool.com/2012/11/ancient-egypt-make-cartouche.html

Mummify an apple to see how mummification works: http://www. sciencekidsathome.com/science_experiments/mummy_experiment.html

Dig Deeper: Read, Investigate, and Discover Dinosaurs!

Who doesn't love dinosaurs? This family program explores the fascinating prehistoric world.

Stories to Read

Broach, Elise. When Dinosaurs Came with Everything. Atheneum Books, 2007.

Freedman, Claire. Dinosaurs Love Underpants. Aladdin, 2009.

Activities

Make dirt pudding cups with gummy dinos and enjoy. Suggested recipe: http:// www.ohnuts.com/blog/dirt-pudding-cups-with-gummy-worms-recipe/

Another snack to offer is veggies and dip for the herbivores in the group.

Create a dinosaur fossil #1: Print the outline or skeleton of a dinosaur on paper, and have kids glue different shaped pasta to create a fossilized animal. They can use elbow macaroni for the backbone, mostaccioli noodles for tailbones, etc.

Create a dinosaur fossil #2: Flatten a piece of clay into a 6- to 8-inch circle, press dry pasta noodles on to the clay in the shape of a dinosaur skeleton, remove the pasta, let clay dry. Have pictures of dinosaur skeletons available as visual resources.

Programs, Events, Presentations, and **Storytimes**

Unearth dinosaur bones: Set up a water table or an under-bed storage container filled with sand or another material and a set of dinosaur bones (suggested source: US Toy 2-pack Assorted Dinosaur Skeleton Toy Figures). Families can unearth fossils in this dinosaur dig.

Dig Deeper: Read, Investigate, Discover Nature!

Find books at the library to identify insects, trees, flowers, birds, and local animals. Add a magnifying glass, butterfly net, tweezers, and specimen containers for a fun outdoor adventure.

- Go on an outdoor scavenger hunt! Many nature scavenger hunt lists are available online to print and enjoy.
- Observe insects: Look for an ant trail. How many legs do ants have? How do they carry things? What kind of "house" do they live in? Do ants have small or large families? If you put a crumb along the trail, watch to see what they do. If you catch an ant, let it go when you are done observing it. What other insects do you see?
- Look at the beauty around you: Color, paint, draw, or photograph things you find outdoors. Look carefully at their colors, textures, shapes, and other features.
- Explore plants: Use a guide to identify trees and flowers. How many different types of trees and flowers are growing in your yard or close by? What are their names? Gather some leaves or flower petals to press and dry in a book. Mount them on paper along with their common and scientific names.
- Examine animals: How many different animals and birds can you find? How are they different? How are they similar? Can you discover where the animals live or what they eat?

Dig Deep Trivia Night 🖬

Dig Deep into trivia! Have the teens get into teams and have a trivia contest. You can use a game like Trivial Pursuit to find questions or make your own themed questions (for example, Jurassic Park trivia). Participants on the winning team can win a bucket filled with candy!

Digging Deeper: Find Those Dinosaur Bones!

Imagine one long sandbox and a hundred little hands digging around for bones, dinosaur bones! Plan your opener to include an outside sandbox for children to get their hands dirty digging. Craft some bones, print a book on one side of each and bury them in the sand. Each child grabs a bone and the title of their challenge book. Follow up during the summer with a program from the Field Museum (or a natural history museum in your area) and real archaeologists.

Digging Themed Sensory Tub **PK**

Add sand, kinetic sand, fun foam, or other material to a bin. Include shovels, pails or cups, plastic dinosaurs, and rocks for patrons to discover. Could be stand alone or part of a larger program.

Dig in the Dirt C

Plant bean seeds, avocado pits, or lemon seeds. For a craft, create garden markers from sticks, craft sticks, or painted rocks.

Dig into Music 🖪

Invite a local music school to present a variety of musical instruments as well as electronic equipment like microphones and DJ software. Set up stations and have families try a variety of musical instruments.

Dig into Your Family History

With the popularity of DNA tests, researching family history is becoming a hot trend for many people. There are even kits available to find out your pet's genetic makeup. This summer's program theme Dig Deeper: Read, Investigate, Discover provides ample opportunities to promote and offer genealogy programs. Many libraries may have a genealogist on staff and/or offer genealogy classes. However, here are some ideas to spice it up:

- Offer an after-hours program with a genealogist.
- Hire speakers to come and talk on specific topics.
- Provide one-on-one time slots with a genealogist.
- Make a family tree craft program.
- Hold generational book clubs or discussions on books that include many generations.
- Bring in an antique appraiser to value some of those family heirlooms.
- Host a family share night: Bring in records and photos of past generations.
- Create special genealogy book displays.

Speaker Websites:

International Speaker Association: https://www.a-speakers.com Genealogical Speakers Guild: https://genealogicalspeakersguild.org

Speakerpedia: https://speakerpedia.com/genealogy

Northwest Suburban Genealogy Society: https://nwsgenealogy.org

Genealogy Research Websites:

Genealogy Free Library: https://libwww.freelibrary.org/explore/topic/genealogy Genealogy Search online: https://www.genealogy.com My Heritage: https://www.myheritage

Dig Your Way to Discovery C

On a bulletin board, draw a dinosaur scene, fossil site, or buried treasure picture that covers the whole board. Once the picture is complete, cover the picture entirely with paper that is cut into small pieces. When a child completes a goal you set, such as reading a certain number of minutes or earning a raffle entry, they can remove a piece of the top layer to reveal part of the picture below.

Dino Dig PK

Let the younger set play archaeologist!

Supplies:

- dinosaur skeleton toys
- plastic play pool or sandbox
- play sand
- magnifying glass(es)
- paintbrushes (different sizes)
- plastic rakes and/or shovels

Place dinosaur skeletons in various spots in the pool/sandbox. Fill the sandbox with sand so that it covers the skeletons. Let the children excavate! Make a chart of the various dinosaurs located in the dig. Have the children match the dinosaurs they find to the chart. Give the kids a small prize (such as a sticker) for participating.

Dinosaur Bingo PK

Play dinosaur bingo with all the dinosaur fans at your library. You can buy the game at Amazon: https://www.amazon.com/Dinosaur-Bingo-Caroline-Selmes/dp/1786272415/ref=sr_1_1?ie=UTF8&qid=1548192139&sr=8-1&keywords=dinosaur+bingo. But you can also create your own bingo cards with dino names! This could be a fun project for your teen volunteers to create!

Dinosaur Dig for Little Learners PK

Provide different sensory/STEAM stations for little ones, who can visit each one at their own pace.

Station 1

Dino Dig: Set up plastic containers full of sand, plastic dinos, plastic animals, plastic bones, aged toys, etc., and offer kids different-sized paintbrushes to mimic an archaeological dig. You can even hand them a "Search for" list that they can check off when they unearth each object.

Station 2

Dinosaur Eggs: Have little ones make their own dino eggs using these instructions and items: https://www.instructables.com/id/DIY-Dinosaur-Eggs/

Station 3

Make Your Own Archaeologist Uniform: Make a vest out of a brown paper bag and decorate a plastic safari hat or make a hat from construction paper.

Station 4

Process Art Dino Feet Painting: Have little ones dip the feet of plastic dinosaurs in paint and have them paint beautiful prehistoric pictures. Super silly and fun.

Station 5

Frozen Dino Eggs: Before the program, freeze plastic dinosaurs of all sizes in containers filled with water. Let little ones "paint" with salt and watercolors to try and "dig" the dinos out using scientific methods. This is super fun to see the salt fizz as it melts the ice.

Station 6

Fizzy Dino Mud: Mix one 16-ounce box of baking soda and 1 to 3 cups of water to get the right consistency of mud, and then add a few drops of green, brown, and black food coloring. Stick the plastic dinosaurs into the mix, and give little ones plastic squirters to create a messy, muddy fun time. You can also put vinegar into plastic squirt bottles and have them create fizzy fun as they watch the chemical reaction take place. (Note: This station is better done outside.)

Decorations/Ambience:

Have plastic dinos out for kids to play with. Tape down construction paper dino feet on the ground, tape up giant green leaves everywhere, and hang brown vines made of construction paper from the ceilings.

Play the soundtrack from Jurassic Park. So much fun!

Dinosaur Excavation C

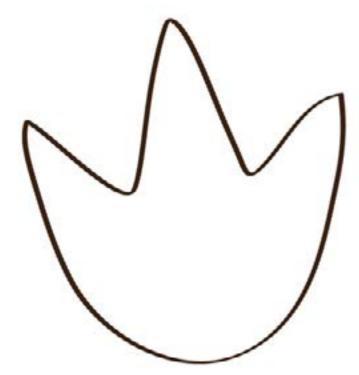
Dinosaurs aren't just found in dirt. Sometimes they are found frozen!

Preparation: Fill a paper cup with water. (Make one for each child attending.) Add a few drops of food coloring to the water. Add a small plastic dinosaur to each cup. Freeze.

Peel away the paper cup so that you can remove the ice chunk. Inside of a kiddie pool or outside, have kids use plastic shovels or other tools to chip away at the ice and excavate the dinosaurs. This can be an activity done in conjunction with a dinosaurthemed storytime.

Dinosaur Scavenger Hunt **F**

Use dinosaur footprints to guide participants through a library-themed scavenger hunt.



Dinosaur Storytime PK

Storytime Books

Ten Little Dinosaurs by Mike Brownlow and Simon Rickerty

Bones, Bones, Dinosaur Bones by Byron Barton

The Very Dizzy Dinosaur by Jack Tickle

Shape by Shape by Suse MacDonald

(See other suggestion in the Bibliography at the end of this program.)

Letter of the Day

Use Letter School to explore the uppercase letter *D* for Dinosaur.

Counting Start

Use fingers to count to 10, then count down to one while squatting down. At one, jump up and shout "dynamic dinos!"

Mindful Moment

See 1-2-3 Clap! from the Be Who You Are Storytime program.

Traditional Nursery Rhyme

See I'm a Little Tea Pot from the Be Who You Are Storytime program.

Action Songs

I'm a Mean Old Dinosaur

(tune: I'm a Little Tea Pot; found at http://kids-rhyme.blogspot.com/2013/03/i-

mean-old-dinosaur-song-lyrics.html)

(make a mean face) I'm a mean old dinosaur,

(stand tall) Big and tall.

(put hands behind back for tail) Here is my tail,

(fingernails for claw) here is my claw.

When I get all hungry,

I just growl. (rub stomach and growl) Look out kids, I'm on the prowl! (tap other children)

Run, Run Dinosaur (tune: *Skip to My Lou*)

Run, run, dinosaur run. Run, run, dinosaur run.

Run, run, dinosaur run. Slow, dinosaur, slow!

Hop, hop, dinosaur hop. Hop, hop, dinosaur hop.

Hop, hop, dinosaur hop. Stop, dinosaur, stop!

Turn, turn, dinosaur turn. Turn, turn, dinosaur turn.

Turn, turn, dinosaur turn. Sit, dinosaur, sit!

Theme Song

Dino Ditty

(tune: Doo Wah Ditty; https://kdla.ky.gov/librarians/kits/Documents/Preschool/

Dinosaurs/Resources%20for%20a%20Dinosaur%20Storytime.pdf)

Here he comes just a stomping with his feet, singing "Dino ditty, ditty dum, ditty do." Searching all round for something good to eat, singing "Dino ditty, ditty dum, ditty do."

He's huge, (He's huge). He's strong, (He's strong). He's huge, he's strong, won't be hungry very long.

"Dino ditty, ditty dum, ditty do."

"Dino ditty, ditty dum, ditty do."

Action Song

All Around the Swamp

(tune: The Wheels on the Bus; https://www.kidsparkz.com/preschool-sings-dinosaurs.

html)

Pteranodon's wings went flap, flap, flap

(flap your arms)

Flap, flap, flap, flap, flap, flap.

Pteranodon's wings went flap, flap, flap,

All around the swamp.

Triceratops's horns went poke, poke, poke

Apatosaurus's mouth went munch, munch, munch

Velociraptor's legs went jump, jump, jump

(jump back and forth)

(fingers on forehead, poking action)

(chomping motion with hands)

Tyrannosaurus's feet went stomp, stomp, stomp

(stomp really big!)

Action Song

Dinosaur Moves

(https://www.kidssoup.com/craft-and-resource/preschool-dinosaurs-books-rhymesand-songs)

Programs, Events, Presentations, and **Storytimes**

Spread your arms, way out wide. Fly like Pteranodon, soar and glide. Bend to the floor, head down low, Move like Stegosaurus, long ago. Reach up tall, try to be As tall as Apatosaurus eating on a tree. Using your claws, grumble and growl, Just like *Tyrannosaurus* on the prowl.

Song/Movement

We Are the Dinosaurs (song by Laurie Berkner video on YouTube: https://www.youtube.com/watch?time_ continue=22&v=82ooOpJLzr8)

Fingerplay

Five Enormous Dinosaurs (https://kdla.ky.gov/librarians/kits/Documents/Preschool/Dinosaurs/Resources%20 for%20a%20Dinosaur%20Storytime.pdf)

(Count on fingers, suit actions to words.)

Five enormous dinosaurs, letting out a roar, One danced away and then there were four. Twist, twist, twist, Twist, twist, twist, ROAR!

Four enormous dinosaurs crashing down a tree, One skipped away and then there were three. Skip, skip, skip, skip, Skip, skip, skip, ROAR!

Three enormous dinosaurs eating tiger stew, One twirled away and then there were two. Twirl, twirl, twirl, Twirl, twirl, twirl, ROAR!

Two enormous dinosaurs resting in the sun, One shook away and then there was one Shake, shake, shake, Shake, shake, shake, ROAR!

One enormous dinosaur left all alone, It wiggled away and then there was none. Wiggle, wiggle, wiggle, Wiggle, wiggle, wiggle, ROAR!

Flannel Story

Dinosaurs

(adapted from https://books.google.com/books?id=9fweKaZZ_bgC&pg=PA64&lpg= PA64&dq=One+TRICERATOPS+went+out+to+play&source=bl&ots=ZSYGsQM 2Fa&sig=ACfU3U2sd-Pd-_mOQDXTkE6zjMe5dXQF0w&hl=en&sa=X&ved= 2ahUKEwj2mvON3YLgAhWKhVQKHW_nBcUQ6AEwEXoECAsQAQ#v= onepage&q=One%20TRICERATOPS%20went%20out%20to%20play&f=false)

One TRICERATOPS went out to play,

Out in the world of yesterday.

She had such enormous fun,

She called for her friend DIPLODOCUS to come.

One *DIPLODOCUS* went out to play,

Out in the world of yesterday.

He had such enormous fun,

He called for his friend BRACHIOSAURUS to come.

Other verses

One BRACHIOSAURUS went out to play... She called for her friend STEGOSAURUS to come.

One STEGOSAURUS went out to play...

She called for her friend DINOSAUR to come.

Last verse

One DINOSAUR went out to play,

Out in the world of yesterday.

He had such enormous fun,

He stayed and played till the day was done.

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Blackstone, Stella. I Dreamt I Was a Dinosaur. Barefoot Books, 2005.

Brownlow, Mike. Ten Little Dinosaurs. Sandy Creek, 2015.

Karge, Belinda Dunnick. Puppet & Flannelboard Stories for Reading Readiness. Teacher Created Resources, 2003.

MacDonald, Suse. Shape by Shape. Little Simon, 2009.

Shea, Bob. Dinosaur vs. the Library. Disney/Hyperion Books, 2011.

Stickland, Paul. Dinosaur Roar! Dutton Children's Books, 1994.

Tickle, Jack. The Very Dizzy Dinosaur. Magi Pubns, 2005.

Willems, Mo. Edwina: The Dinosaur Who Didn't Know She Was Extinct. Hyperion Books for Children, 2006.

Yolen, Jane. How Do Dinosaurs Say I'm Mad? Blue Sky Press, 2013.

Discover History on the Wall of Fame

This passive activity will help drive in-house use of juvenile nonfiction and biographies while teaching children about less famous figures from history.

Select three figures from history, and display their picture and name, either on flyer stands, bulletin boards, or frames on the wall. Nearby, offer books about these individuals, and leave slips of paper, pencils, and a closed box with a slot to drop the papers. Children are invited to discover who that person is and why they influenced history. When they've discovered it, they write a brief sentence on a slip of paper with their name, and drop it into the box. Answers can be as simple as "Robert Smalls was a Civil War hero." At the end of the month, go through the entries and weed out duplicates, then do a prize drawing. Announce the winner's name on the bulletin board, and invite them to come and claim their prize.

Try to find a nice middle ground between picking out historical figures who may not be covered in traditional curriculum but who are still written about in juvenile nonfiction. Check out your juvenile collection for inspiration.

Dollhouse **PK**

Provide cardboard boxes. Put out craft supplies, and have kids create a house that they want to live in. Prompts should direct kids to think about:

- What's in their house now? Furniture, art, toys, rooms?
- What's in their friends houses?
- What are some things that are in houses around the world?

As kids create furniture, art, and other things to go in the house, they can use it to play with too!

Earthworms Are Great!

This hour-long program, for 5- to 8- year olds, is to investigate anatomy and behaviors of an earthworm.

Using live earthworms, have kids observe the worm in a shallow container with a sprinkle of moist dirt. Be sure not to let your worms dry out. As a group, log observations on what they see: the worm's appearance, size, and behavior. Look at and label the anatomy of a worm. You can draw your own worm diagram or find one online.

Discuss how worms move, sense things, and how and what they eat. Take a break and share Doreen Cronin's Diary of a Worm book. Lastly, have kids combine all the facts they learned into a worm habitat picture. Encourage kids to label parts of the worm, and write the facts they learned.

Bibliography

Amstutz, Lisa J. Earthworms. Little Pebble, 2017.

Clapper, Nikki Bruno. Earthworms. Pebble Plus, 2016.

Cronin, Doreen. *Diary of a Worm.* Joanna Colter Books, 2003.

Goldish, Meish. Inside a Worm's Hole. Bearport Publishing, 2014.

Gravel, Elise. The Worm. Tundra Books, 2014.

McCloskey, Kevin. We Dig Worms! A TOON book, 2015.

Edible Experiments

Set up science experiment stations that all have edible components. These could include candy acidity tests, iron in your cereal, liquid density, and ice cream in a bag.

Participants can start anywhere or go through the stations systematically together. If ice cream in a bag is included, it works best as the last activity because it needs time to be shaken and squeezed (towels or extra paper towels are helpful for cold hands). Plastic tablecloths are your friend for a quick clean up.

Bibliography

"Eating Nails for Breakfast | Science Experiments | Steve Spangler Science." The Lab, www.stevespanglerscience.com/lab/experiments/eating-nails-for-breakfast/.

Grabianowski, Ed. "How Ice Cream Works." HowStuffWorks Science, HowStuffWorks, 7 June 2018, science.howstuffworks.com/innovation/edibleinnovations/ice-cream3.htm.

"Great Collection of Science Experiments for Home and School." ScienceBob.com, sciencebob.com/category/experiments/.

Escape the Mad Science Lab Room

Our library has found a lot of success in creating escape rooms using the Breakout EDU box and resources (https://www.breakoutedu.com/). We have planned four very successful larger scale escape rooms for third through fifth grades and fifth through ninth grades. Participants have an hour to explore the room, find and solve the puzzles, and open the box. This is a guide for an Escape the Mad Science Lab room.

The Breakout EDU box contains the following:

- 3-digit lock
- 4-digit lock
- ABC multilock
- directional multilock
- padlock and key
- UV pen and light
- 2 lockboxes

These parts can also be bought online separately from the kit.

Picking a Theme: When picking a theme, choose something you are excited about and a topic that can be easily set into a scene. Our themes in the past have included:

- Escaping Super Mario VR, in which participants have to escape a glitch in Nintendo's first VR Super Mario game.
- Escape the Zombie Apocalypse, where participants have to retrieve a zombie antidote from a locked box in an abandoned campsite.
- Uncovering the Roswell Files, in which participants have to escape a government facility and find proof of alien life.

In this game, Escape the Mad Science Lab, participants must escape a mad scientist's laboratory before he ruins candy forever.

The Story: You have been captured by Victor Frankenstein, a mad scientist with a disdain for all candy. Victor has been working with his assistant Igor on creating a formula that will destroy the sweet taste buds of everyone in the world. His goal is to make sure you hate candy as much as he does. Your mission is to steal his formula and escape the room before he and Igor return in one hour. Any sweets you find in the room are yours to keep!

You will need the following locks, set to these combinations:

• 3-digit lock: 175 • 4-digit lock: 2717

• ABC multilock: TASTE

· directional multilock: left, right, up, down

padlock and key: hidden in an eyeball jar

In addition to the locks, you will need these items:

lockbox

hasp

• UV pen and light

• "We Broke Out!" sign for inside the lockbox

Other Supplies:

- 10 jars with labels
- white board, dry erase marker, and eraser
- permanent marker
- hollowed-out book (or other hiding place of your choice)
- 6 creepy vintage photo prints (can be found online)
- 4 half-sheets of transparency paper
- random assortment of keys (for decoys)
- jar of eyeballs (or other hiding place of your choice)

Directions:

- 1. 3-Digit Lock: Hidden around the room are ten periodic element jars labeled with the element's one- or two-letter symbols. Of the ten jars, only three are marked with UV ink: 47 Silver (Ag), 36 Krypton (Kr), 92 Uranium (U). Hung up on the wall is a poster-sized Periodic Table of Elements.
 - a. Participants must find the three jars that are marked using a blacklight. Figure out which element they represent and their appropriate atomic number using the periodic table. When the atomic numbers of the three element jars are added together it equals 175, which is the combination to the 3-digit lock.
- 2. 4-Digit Lock: In the room there is a whiteboard filled with nonsensical formulas and equations written mostly in dry-erase marker. There is a hidden message beneath the formulas in permanent maker that says: "The math is simple 512+693+903+609." Hidden somewhere else in the room is a whiteboard eraser with the message "Erase the information you do not need." We hid our eraser with the message in a hollowed-out book. (see Figures 1.1-1.2)
 - a. Participants will know that the whiteboard is important and will try to solve the formulas but will find it futile. When they find the eraser, they must erase the whiteboard. The dry-erase marker will leave only the secret message in permanent marker. When added together, it equals 2717, the combination to the 4-digit lock.

- 3. ABC Multilock: On the walls of the room there are six creepy vintage photographs. One picture should be marked with UV ink saying, "Let's Play I Spy." The other five pictures have a single letter hidden within them.
 - a. Participants must find the letters on all five images, and unscramble those letters to form the word "TASTE."
- 4. Directional Multilock: Hidden randomly in the room are four half sheets of transparency paper with what looks like random symbols. Each transparency actually depicts ¼ of the directional lock and a single letter of the word CODE. The top right corner of each of the transparencies is snipped off. When stacked together aligning the snipped corners in the correct direction it reveals the directional code. (See Figures 2.1-2.2)
 - a. Participants must find all 4 transparency sheets, and stack them in the correct order to discover the directional multilock combination.
- 5. Padlock and Key: Hidden around the room are decoy keys all cleverly hidden in plain sight. We hid the actual key in a jar of fake eyeballs with a secret compartment within it. (See Figure 3.1)

The Room:

Borrow or purchase props, and fill the room with creepy creatures, specimen jars, printed signs, fake skulls, test tubes, and other mad science lab items. You can even create a life-size bookshelf poster to hang on the wall. Decorating the room with all the trinkets and decor gives the participants many different things to look at while searching for clues, and it gives staff many places to hide clues and red herrings.

Puzzle Pictures:

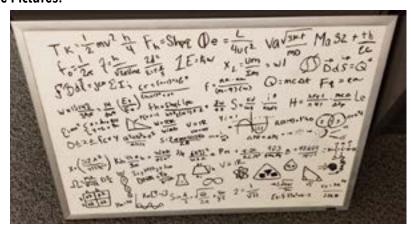


Figure 1.1

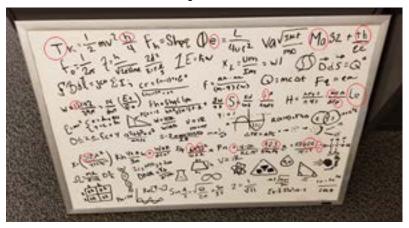


Figure 1.2

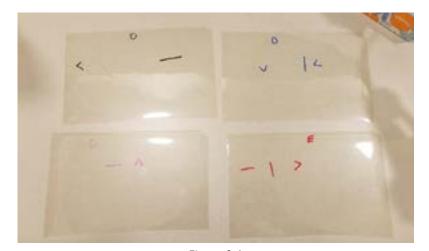


Figure 2.1

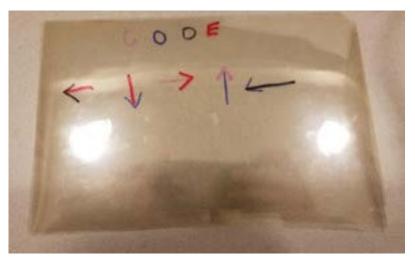


Figure 2.2



Figure 3.1

Additional photos of the program:

















Find the Hidden Artifacts

Create a hidden artifacts contest that is open to patrons in preschool to grade 8.

Patrons can only complete this contest once. They must find the paper artifacts that are located in the Youth Services Department by completing the scavenger hunt. Once they find the paper artifact, they write the name of the artifact next to each statement. Once done, they bring their scavenger hunt sheet to the Youth Services Department to pick up their prize.

Forensic Files

Your local police station probably has someone on staff who works with forensics, and they are often looking for ways to connect with their communities. Ask if they would be willing to send someone to talk to your patrons about forensics.

Some things they might do include:

- Teach the basic principles of forensics.
- Talk about how forensics has been used in local police cases.
- Demonstrate how to dust for fingerprints, and allow patrons to try it out.
- Demonstrate handcuff use on patron volunteers.
- Answer patron questions.

Make sure to ask them if they have any ideas about what they have to offer the library, too!

Fun with Seeds

Create a fun-filled seed program for preschoolers!

Read books about seeds, such as:

Cavell-Clarke, Steffi. Seeds. KidHaven Publishing, 2018.

Galbraith, Kathryn. *Planting the Wild Garden*. Peachtree Publishers, 2011.

Ward, Jennifer. What Will Grow? Bloomsbury Children's Books, 2017.

Worth, Bonnie. Oh Say Can You Seed? Random House, 2001.

Sample edible seeds, such as sunflower seeds, pumpkin seeds, chia seeds, and

chocolate-covered sunflower seeds.

Make a sunflower craft by gluing sunflower seeds to a sunflower outline (on cardstock) and taping yellow streamers to it (see picture).

Plant vegetable seeds in a seedstarter peat pot (see picture). Write the name of each type of seed on a craft stick, so children know which seeds they are growing and what vegetable it is. Give them instructions on how to plant the seedlings in a vegetable garden at home.



Games Outside the Box

This can be a one-off drop-in program or a recurring one. Games outside the box is all about putting open-ended activities out for children to discover and experience in their own way.

- 1. Put out LEGOs on the table for free play. Attach a string from one side of the room to the other to create a zipline for children to build and test out their designs.
- 2. Put out ozobots on tables with different markers, crayons, and colored pencils with paper. Encourage children to make their own tracks for the ozobot, and see which works best.
- 3. Place cups and blocks on the floor for groups to make castles and towers, and use their imagination.
- 4. Host an egg-drop challenge using materials you have on hand and eggs. Children make their own contraption to house the egg with the selected materials available. One test egg will be given so children can revise their design. Then staff can drop the egg contraptions off a ladder outside, or the roof if your library has access to it. If the eggs are dropped from the roof, children will stand on the ground level to watch all of the contraptions be tested.

Genealogy Lock-In

Contact local genealogy group(s), genealogy presenters, and genealogy database companies to assist in providing lectures/presentations for the lock-in. Provide time for patrons to search databases and your collection. Also allow discussion time for patrons to share their projects and to provide assistance to each other.

#Givereading Initiative

In this initiative, library staff coordinates giveaways of prepublished books (ARCs) at a variety of local organizations within district boundaries. The giveaways typically last for one week and are hosted at park districts, a community college, a middle school, a community bank, and a laundromat. In preparation for #Givereading, here are several steps for library staff members:

- · coordinate with community partners for maximum participation
- create procedures for staff reference
- share initiative information with all staff
- create the sticker for the ARCs, indicating that they are free copies from the library. High school volunteers can help stick them on the books.
- create the hashtag #Givereading, so community members can share their choices on social media

At the start of the #Givereading week, drop the ARCs and signage off at the participating organizations, and the promote the locations on social media.

The ARC giveaway tables at various locations in the community provide a great opportunity for engagement at the community and partner levels. #Givereading allows members to engage with books while going about their usual business, but it also shows community collaboration.

Globe Trotters PK

Globe Trotters explores one country and looks at the different foods, holidays, and traditions of the selected country. This program works best with children from kindergarten to second grade.

An example of a country program:

England

Programs, Events, Presentations, and **Storytimes**

Background: Explore where England is on a map and ask if anyone has visited. Discuss how England still has kings and queens. Put out nonfiction books about England and have the children look and find a picture they want to share with the group.

Snack: British cookies (biscuits). Talk about what other foods England eats, such as bangers and mash, fish and chips, and black pudding.

Art project: Design your own royal crown (paper crown with sequins, plastic jewels, markers, other craft supplies, and glue). You can find some examples online of the British crown jewels.

Gotham Detective Agency

Can you solve the case and rescue Batman from the Riddler and Joker? This themed scavenger hunt will test your skills. This program is best for grades four to six.

Supplies:

- pencils
- scrap papers
- markers
- printout of all clues
- image of Batman
- small prizes, such as pencils and stickers

Directions:

Give the group the scenario for the situation and the first clue. Have children work in teams of 2 or 3. Give each team a pencil and scrap paper to take notes.

Situation:

The Riddler and Joker have taken over the library. They plan to reshelve all of the books out of order and cause havoc for all patrons. When he was investigating, Batman was captured by the Joker and Riddler. You must solve all the clues to free Batman!

Clues:

First clue: "Joker made a mess somewhere and you have to find the item that is not like the others."

At the mess, children should find a blank piece of paper with white crayon markings on it, and they will reveal the next clue by using a marker from the table.

Second Clue: "At night they come without being fetched. By day they are lost without being stolen. What are they?"

The answer is the stars, and children should look for the next clue in the stars nonfiction section.

Third Clue: "The Adventures of Batman should be called Joker and Riddler Forever. No one wants to watch a man dressed as a bat."

This should lead children to the Batman movies in the juvenile fiction movies section.

Fourth Clue: "Batman said in the Gotham Gazette a terrible statement about me, 'Joker Goes Nowhere, Batman Always Triumphs."

This should lead children to the juvenile graphic novel section, because "Joker Goes Nowhere, Batman Always Triumphs" is J.G.N. BAT.

Fifth Clue: "EMAG OEDIV NAMTAB OGEL"

This will lead to juvenile video games, because spelled backwards reads Lego Batman Video Game.

Sixth Clue: "Bats are curious creatures, they hang upside down in dark places."

The Batman printout is located underneath the nonfiction shelf where the books about bats are located.

Once children find all the clues and the Batman printout, give away superhero stickers and pencils.

Bibliography

Biskup, Agnieszka. *Batsuits and Capes: The Science Behind Batman's Body Armor.* Capstone, 2014.

Bright, E. J. The Riddler's Battleship Blitz. Stone Arch Books, 2017.

Enz, Tammy. The Science behind Batman's Flying Machines. Capstone Press, 2016.

Manning, Matthew K. Batman Tangles with Terror. Stone Arch Books, 2017.

Simonson, Louise. *The Joker and Harley Quinn's Justice League Jailhouse*. Stone Arch Books, 2018.

Grass Head C E

This is similar to a chia pet. The kid or family will be able to create a grass puppet using simple ingredients.

Supplies:

- · old tights or stockings
- scissors
- · grass seed
- measuring cups and spoons
- soil or compost
- small rubber bands
- wiggly eyes
- craft glue
- felt
- plastic cup (or pot if sufficient funds)

Directions:

- 1. Cut off the foot portion of the tights or stockings.
- 2. Put 1 to 2 tablespoons of grass seeds at the bottom of the stocking.
- 3. Fill the stocking with about 1 cup of soil/compost, creating a head-shaped ball.
- 4. Tie the opening of the sock.

- 5. Pinch a portion of the ball and twist it to create a small nose. Secure it with the rubber band.
- 6. Glue on wiggly eyes.
- 7. Cut a small mouth from felt, and glue it to the head.
- 8. Put the head into a cup so that it's upright.
- 9. Pour water into the cup so that it soaks into the head.
- 10. Have children take it home and place it near a light source for the grass to grow. Make sure they water it constantly but not leave it too wet.
- 11. Have children bring back pictures of their grassy friend and their hairstyles.

See: https://www.redtedart.com/kids-crafts-grass-heads/

The Great Debate

Help teens develop debate skills, critical thinking, and verbal communication—all while indulging their need to argue!

Supplies:

- paper
- pencils
- clipboards
- timer
- debate questions
- 1. Divide teens into two teams. This works best with 3 or 4 members per team.
- 2. Provide a debate question. The New York Times offers a nice list of suggestions in the article "Our 100 Most Popular Student Questions for Debate and Persuasive Writing" by Michael Gonchar, found at https://nyti.ms/2w1M41e. Assign each team to one side of the debate. (Team members are not required to actually agree with their side of the debate. They just need to make a strong argument for it.)
- 3. Have teams go into a "team huddle" to discuss points that support their argument. Each team member agrees to argue one of these points when the debate begins. For a 30-minute debate, spend about 8 minutes in team huddle.
- 4. Begin the debate. A staff member acts as moderator. The moderator asks a member of the first team to argue their point. Then the moderator asks a member of the opposing team to argue their point. Allow each person to argue their point, alternating between the two teams. For a 30-minute debate, spend about 12 minutes in this stage. Divide the time so that each participant gets an equal amount of time to speak.
- 5. The moderator scores the arguments, awarding one point for each clear argument and one point for each person using supporting examples.
- 6. Go back into team huddle. Now teams will prepare for the rebuttal, when they will have a chance to respond to one another. Have them discuss points they wish to make in response to what the other team said. (For example, "The opposing team said this. I disagree because..."). Remind participants that they are arguing against ideas, not people, and that personal attacks against other participants will not be tolerated. Each team gets two rebuttals. Have the teams select their two and choose who will say them. For a 30-minute debate, spend about 4 minutes in this second team huddle.

- 7. Bring the teams together again for the rebuttal. Alternating teams, let each team articulate their two rebuttals. For a 30-minute debate, spend about 6 minutes in this stage.
- 8. The moderator scores the arguments, awarding one point for each clear argument and one point for each person using supporting examples.
- 9. The team with the most points is declared winner of the debate.

Hackers: Arduino

It's not what you think! A hacker is someone who enjoys building, rebuilding, and modifying software; someone who enjoys testing limits and seeing what is possible. In this Hackers program, tinker with Arduino microcontrollers and try programming them to do a number of cool things using LED lights, circuits, and sensors.

What is Arduino? "Arduino is an open-source electronics platform based on easy-touse hardware and software" (https://www.arduino.cc/en/Guide/Introduction). To use Arduinos you will need to download their free software onto the computers you will be using. This can be found on the arduino.cc website.

Supplies:

- Arduino boards
- computers
- add-ons for whatever projects you choose to do, such as LEDs, resistors, jumper wires, push buttons, sensors, and motors

Purchasing Arduinos, Accessories, and Kits:

Arduino: https://store.arduino.cc/usa/

Maker Shed: https://www.makershed.com/collections/arduino

Getting Started:

Arduino: https://www.arduino.cc/en/Guide/HomePage

Adafruit: https://learn.adafruit.com/series/learn-arduino

Projects:

Arduino: https://www.arduino.cc/en/Tutorial/HomePage & https://create.arduino. cc/projecthub

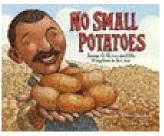
Instructables: https://www.instructables.com/id/Arduino-Projects/

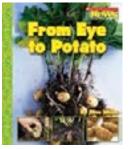
Just Potatoes PK C

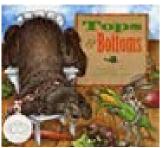
This program, for children ages preschool through elementary school, explores the life cycle of a potato and the process of growing potatoes in a container or garden. The inspiration for this program are the books *Mr. Crum's Potato Predicament*, by Anne Renaud, and *No Small Potatoes: Junius G. Groves and His Kingdom in Kansas*, by Tonya Bolden.

Introduce your patrons to this topic with a Saturday morning pop-up program by demonstrating how to plant









potatoes for a container garden. Purchase seed potatoes (the rainbow variety for added kid-appeal), and show the children the seed potatoes with and without the sprouts. Explain the process of chitting, which is a technique used to encourage seed potatoes to sprout. We accomplished this part of the growth cycle by placing the seed potatoes in egg cartons in a cool, light place.

If there are preschool-aged children in the pop-up program, read the nonfiction book *From Eye to Potato*, by Ellen Weiss, focusing on the parts of the potato plant and the





A double pot with "windows" to display potato growth.

growth cycle. The children can then help plant a few of the sprouting potatoes using a container garden method. (See link below.) This method involves procuring two identical large pots, cutting rectangular "windows" in one of the pots, and placing that pot inside the other. Place a small

amount of dirt at the bottom of the "windowed" pot and place the seed potatoes, sprouts up in front of each opening, and cover them with a small layer of dirt. Discuss how to use "hilling" (adding more dirt on top of the sprouts) each time leaves peek through the soil, repeating the process until the plants reach the top of the container. This technique, with the nested pots, allows the grower to remove the interior pot to see the progress/growth of the developing potatoes. Children are able to take home an egg carton and planting instructions so they could start their own potato plants at home.



Chitting the Seed Potatoes

The second installment of the program is a registered event to insure readiness of supplies. We read the book *Tops and Bottoms*, by Janet Stevens, and the children become potato farmers for the day by creating their own sweet potato starter plant using a sweet potato, a clear 2-liter pop bottle (allowing them to observe the root growth), and small skewers. (See link below.)

Add a bit of playfulness to the event by having them draw a face on their potato and name it before putting it in the bottle. Precut the 2-liter bottles so they have a large opening. The children suspend the potatoes at the top of the bottles with the skewers. They add water until the bottom half of the potato is submerged. Distribute a customized *Just* **Potatoes** plant journal to each child, and encourage them to write and/or illustrate the growth of their potato friend as





Two examples of our sweet potatoes: Mr. Krupps and the Tatercorn.

it sprouts and grows. Provide each patron with instructions that explain how to transfer the slips from their sweet potato bottle to a larger container or garden.

Schedule the first two programs for February and March, respectively, to allow the potato plants to grow. For the first few weeks, chitting potatoes make Saturday appearances at the Youth Desk under a grow lamp to generate interest



Planting potatoes in bags is the perfect way to grow spuds (small potatoes).

in the program and to allow patrons to observe their growth in the first stage. Later, potatoes will be planted in grow bags and placed in a small greenhouse, if you have one, to allow plants to grow while the winter weather



Seed potatoes on display under a grow light.

remains chilly. Grow the plants in canvas potato bags that have windows that can open and close to allow children to check on their progress as the months pass.

The third and final installment of Just Potatoes occurs in August. Read the book Mr. Crum's Potato Predicament, by Anne Renaud, before sending little potato farmers out to harvest their crop. The burlap bags holding their potatoes and dirt are waiting for them out on the patio. The

children are encouraged to pull potatoes from the soil. They then wash the potatoes in buckets of water and dry them with towels. They count and weigh the potatoes, and pack them up for donation to a local food pantry.

Follow up the harvesting with a fun potato chip tasting. One option is to include trying different types of bagged chips and voting for their favorite. The process for making chips can be reviewed and references can be made to Mr. Crum's cooking process mentioned in the reading earlier. Children who bring their Just Potatoes plant journals will receive a packet of seeds for their own garden next spring. Children who may want to share their journal with the larger group or with a staff member should be encouraged to do so.

Our customized plant journal created for each participant.







Programs, Events, Presentations, and **Storytimes**

Bibliography

Bolden, Tonya. No Small Potatoes: Junius G. Groves and his Kingdom in Kansas. Alfred A. Knopf, 2018.

Renaud, Anne. Mr. Crum's Potato Predicament. Kids Can Press, 2017.

Stevens, Janet. Tops and Bottoms. Harcourt Brace, 1995.

Weiss, Ellen. From Eye to Potato. Children's Press, 2008.

Links:

Potato container gardening: https://www.youtube.com/watch?v=1vUN9iKIyhI

Sweet potato in a bottle: https://extension.illinois.edu/gpe/case5/c5hgi.html

Hibernation EX

Talk about hibernation and what animals hibernate and what it means. Let kids make their own blanket forts to represent them hibernating, and let them read in their forts. Then have them draw a picture of themselves "hibernating" in their forts.

Share books about hibernation, such as:

Fleming, Denise. Time to Sleep. Holt, 1997.

Petty, Dev. I Don't Want to Go to Sleep. Doubleday, 2018.

Wright, Maureen. Sleep, Big Bear, Sleep. Marshall Cavendish, 2009.

Imagine Your Ideal World PK C

Let children imagine what an ideal world would be with this creative program.

Cut a huge piece of paper from a roll of butcher paper, and put the paper across the floor with markers, pens, and other art supplies. Before children start making art, have a short discussion about what things are important for them in their world. What are some problems that they face, or that other people face? What are alternatives to those problems? If they could imagine the world being the best possible place, what would it look like? Have them make a collaborative art piece that imagines this world.

Provide pledge cards for participants to fill out as they leave, promising to make a difference in our current world.

India Story and Craft Kit C

Journey to the country of India and discover its vibrant culture and land, from mighty Bengal tigers, to colorful silk saris, to enchanting folktales and fun singalongs. The mystery and beauty of India awaits!

Books to read:

Divakaruni, Chitra Banerjee. *Grandma and the Great Gourd*. Roaring Books Press, 2013.

Geetha, V. A Village Is a Busy Place. Tara Books, 2017.

Heiligman, Deborah. *Holidays Around the World: Celebrate Diwali*. National Geographic Children's Books, 2008.

Heine, Elizabeth. Elephant Dance. Barefoot Books, 2007.

Jeyaveeran, Ruth. Road to Mumbai. HMH Books for Young Readers, 2004.

Perkins, Chloe. Living in... India. Simon Spotlight, 2016.

— Once Upon a World: Rapunzel. Little Simon, 2017.

Rao, Sandhya. My Mother's Sari. NorthSouth Books, 2008.

Ravishankar, Anushka. To Market! To Market! Tara Books, 2013.

Ray, Jane. The Elephant's Garden. Boxer Books, 2017.

Sheth, Kashmira. Monsoon Afternoon. Peachtree Publishing Company, 2008.

Crafts:

Use the mask templates for a reader's theater project using *Grandma and the Great Gourd*.

https://www.firstpalette.com/tool_box/printables/tigermask.pdf

https://www.firstpalette.com/tool_box/printables/foxmask.pdf

https://www.firstpalette.com/tool_box/printables/bearmask1.pdf

Diwali Paper Lantern

https://artsycraftsymom.com/diy-paper-lantern-diwali/

Coloring Pages

https://thecraftyclassroom.com/wp-content/uploads/2015/01/ IndiaElephantColoringPage.pdf

https://thecraftyclassroom.com/wp-content/uploads/2015/01/ColoringPack1.pdf

http://akiredesign.com/8c7-india-coloring-pages.html

http://akiredesign.com/8c7-india-coloring-pages/d65c-download-india-coloring-page.html

Additional Resources:

Websites

CultureGrams Via CPL Website: http://online.culturegrams.com/kids/kids_country.php?cid=58&cn=Inida&ctid=3

CIA World Fact Book: https://www.cia.gov/Library/publications/the-world-factbook/geos/in.html

A to Z Kids Stuff: India: https://www.atozkidsstuff.com/india.html

India Country Profile: National Geographic Kids – https://kids.nationalgeographic. com/explore/countries/india/#india-tajmahal.jpg

Programs, Events, Presentations, and **Storytimes**

Videos

Indian Folk Tales: Keep Your Word https://youtu.be/cMiEzSv18y4

Magic Pot: English Moral Story for Kids https://youtu.be/TqhqqvmRcj0

Selfish Couple (Don't Be Greedy): Kids Story In English https://youtu.be/ QMJNASlQX9Y

Sights and Sounds of India: National Geographic https://youtu.be/B_SXNcqugcI

India: Holi: Are We There Yet? https://youtu.be/DLyXYTY1DJc

India: Safari: Travel Kids in Asia https://youtu.be/zAWYHpgs3_o

Music

Sing the *Diwali Song* with Motu Patlu: https://youtu.be/UUfgV7MuvZk

Diwali Song: https://youtu.be/CLXazdZPlcA

Anoushka Shankar plays "Pancham Se Gara": https://youtu.be/8CnhcGpmH9Y

Ravi Shankar & Anoushka Shankar Live: Raag Khamaj (1997) https://youtu. be/9xB_X9BOAOU

New Punjabi Bhangra Music 2010-2011: https://youtu.be/YSJCv8g_7zc

I Spy Game at the Local History Museum

Invite families of all ages to investigate and discover local history! Team up with your local history museum to create an I Spy game families can play when they visit the museum. Take close or cropped pictures of 9 items that are on display in the museum. Create a document with the pictures laid out in a bingo card format. Put instructions on the top of the sheet. Allow kids to carry the sheets around the museum looking for a match to their pictures. This activity is popular with families of all ages from preschool through high school. Adults on their own enjoy it too!

It's a Mystery, Nancy Drew! Mystery Program C

Introduction:

Basic Story, Characters, and Author-Flip Cards

Series Discussion Questions

Sleuthing Through Time poster

Nancy Drew Factoids

Nancy Drew at the Movies and on TV Fact Sheet

Activities:

- Nancy Drew Trivia
- The Mystery of the Missing Book (Forensic mystery)
- Nancy Drew Madlibs

Crafts:

Clue notebook: provide a plain notebook and craft supplies, such as glitter glue, sequins, foamies, etc., to decorate the cover.

- Scrapbook
- Headband
- Charm bracelet

Create a clue bag—a jean or canvas bag to decorate—and have things the kids can fill it with (paper envelopes, tape measure, tweezers, scissors, roll of clear tape, talcum powder, store-bought or homemade graphite—lead from pencil sanded into fine powder—and a brush for fingerprinting. A small disposable camera is also an option. You don't have to include all of these items, but a magnifying glass, flashlight, and notebook and pen are a must.

Food:

- Lemon bars (featured in the movie)
- Take one of the books in the series and serve foods found in the book.
- Use any of the snacks found in *The Nancy Drew Cookbook* by Carolyn Keene.

Handouts:

- Nancy Drew word search
- Nancy Drew bookmarks
- Case of the Altered Alphabet
- Case of the Tricky Text Messages
- Case of the Crossword Conundrum
- Case of the Scrambled Letter Tiles
- Movie Star Lemon Bars recipe
- Nancy Drew Mystery Activity Ideas
- Crime Scene: Items out for kids to look at can include small clues like lipstick on glass, etc. Label each piece A, B, C, etc.
- Cards listing each suspect.
- Dusting for fingerprints: large bucket, shaker filled with cocoa powder, paintbrush, magnifying glass
- Footprint: footprint in bucket of mud could be a sneaker, high heel, sandal, etc.
- *Testing the glass for poison:* Color change experiment testing ph levels.
- White powder: identify the white powder at the scene, which is baking powder
- A secret message on the back of a letter in white crayon.

Jeopardy! Naturally C

Inspired by Explanatorium of Nature, DK/Penguin Random House, 2017.

Instructions: Print out the categories on cardstock and attach to a board or write them on an erasable board. Assign point values to each answer. Print them out and place them under the categories, or write them on the board. As categories and points are chose, remove the cards from the board or cross them off the erasable board.

There are two rounds. Categories can be in whichever round the host puts them in. Play as individuals or teams, with members taking turns choosing the category and amounts.

It is up to the host to enforce whether or not a team or player will be jeopardized for not answering in the form of a question.

Choose one category and point value for Jeopardy! in the first round and two categories and point values for Double Jeopardy! in the second round. If playing with cards attached under the categories, mark the Double Jeopardy! answers with a star hidden behind them. If playing using an erasable board, the host will choose and mark the Double Jeopardy! answers on their list of categories and answers.

Assign one person as scorekeeper. Have teams choose their names and write them on the scoreboard or write the names of the individual players on the board. Probably best not to have more than four players or teams at a time. If there is a larger crowd, have the players and teams play just one round.

Final Jeopardy!: Announce the category and have the players or teams write down their wagers. If you can find the Jeopardy! theme on YouTube, play it or have the audience hum the music.

A fun idea is to base the Final Jeopardy! answer on a well-known book character. Here are a few ideas:

Famous Turtles

Q: He was a king of all turtles until he was brought down into the mud by the burp of one little turtle in this tale by Dr. Seuss.

A: Who is Yertle?

Well-Known Rabbits

Q: He snuck into Mr. MacGregor's garden.

A: Who is Peter Rabbit?

Friendly Cats

Q: Everything is groovy for this mellow fellow.

A: Who is Pete the Cat?

Changes

Q: The Very Hungry Caterpillar metamorphoses into this.

A: Who is Butterfly?

Plant Power (Plants)

Q: The process of photosynthesis allows plants to make this?

A: What is food?

- Q: Roots absorb this from the ground.
- A: What is water?
- Q: To sprout, a seed needs oxygen, water, and this?
- A: What is temperature?
- Q: Plants grow toward this direction.
- A: What is the light?
- Q: Aquatic plants are held in place by these strong things.
- A: What are roots?

Hairy! Scary! (Hair)

- Q: This animal has a thick layer of fat and a dense fur coat to keep them warm during the polar winter.
- A: What is a polar bear?
- Q: The thickened hair of this animal is shaped into spines that will detach and embed themselves in an enemy.
- A: What is a porcupine?
- Q: Stripes arranged in bands provide camouflage for this animal while it hunts.
- A: What is a tiger?
- Q: Insects often have sensory hairs for detecting this.
- A: What is motion?
- Q: The hairs on a scorpion's legs help detect an approaching what?
- A: What is a victim?

Climb Every Mountain (Mountains)

- Q: The lower slopes of mountains are often covered by this.
- A: What are forests?
- Q: Fortunately for pandas, these fast-growing grasses are found throughout the mountains of China.
- A: What is bamboo?
- Q: A lammergeier that drops bones onto rocks to get to the marrow is a type of this bird.
- A: What is a vulture?
- Q: Although this mountain is close to the equator, its peak is permanently covered in snow.
- A: What is Kilimanjaro?
- Q: Among the biggest mountain habitats are the Rocky Mountains, which stretch from Canada to this state.
- A: What is New Mexico?

Hop to It (Frogs)

- Q: This is the approximate number of eggs frogs lay each year.
- A: What are thousands?
- Q: Frogs have a thin layer of this between the toes on their hind legs.
- A: What is skin?
- Q: The red-eyed tree frog use these to climb.
- A: What are sticky toe pads?

Q: Some frogs can jump this many times more than their body length.

A: What is 20?

Q: True or false, a membrane between a frog's eyes picks up sound.

A: What is true?

Q: This keeps a frog from drying out in the sun.

A: What is waterproof skin?

You've Got No Backbone (Invertebrates)

Q: More than this percent of animals on Earth are invertebrates.

A: What is 95?

Q: Snails can retreat into this.

A: What is a shell?

Q: Irritating grains of sand mix with a shiny substance known as nacre to create pearls inside these.

A: What are oysters?

Q: Lionfish, sea snakes, and hermit crabs are all imitators of this most intelligent of all invertebrates.

A: What is an octopus?

Q: This invertebrate is best known for its bell-shaped body and stinging tentacles.

A: What is a jellyfish?

Let's All Sing Like the Birdies Sing (Birds)

Q: Bird bones are filled with this.

A: What is air?

Q: Hummingbirds can hover in place and also fly in this direction.

A: What is backward?

Q: An ostrich is known for its inability to do this.

A: What is fly?

Q: Name two sounds a bird makes.

A: What are (any two of these is acceptable: chirp, cheep, caw screech, hoot, cluck, crow)?

Q: These birds migrate when the seasons change, flying in a V-shape and taking turns as leader.

A: What are geese?

Splish! Splash! (Fish)

Q: These help fish breathe by absorbing oxygen from the water and releasing waste carbon dioxide from the blood.

A: What are gills?

Q: Some species of fish can detect this.

A: What is electricity?

Q: Gouramis hide their eggs in nests made of this material.

A: What are bubbles?

Q: Thousands of fish swim together in formation called this.

A: What is a school?

Q: Sharks will grow thousands of these during their lifetime.

A: What are teeth?

Programs, Events,

Spin This! (Spiders)

Q: This spider has a primate name.

A: What is a baboon?

Q: Spiders use this to paralyze their prey.

A: What is venom?

Q: Spider silk is stronger than this.

A: What is steel?

Q: A spider's web always starts in the shape of this letter.

A: What is the letter *Y*?

Q: Spiders have this many eyes.

A: What is 8?

Hide and Seek (Chameleons)

Q: A chameleon's tongue can reach its prey in this much time.

A: What is less than 1 second?

Q: This part of a chameleon's body rotates.

A: What are its eyes?

Q: Chameleons do this when they feel threatened.

A: What is change color?

Q: Chameleons are many colors but not this one.

A: What is white?

Q: True or false, chameleons can change color to match any background.

A: What is false?

Q: Chameleons are able to climb well because their feet are shaped like this letter.

A: What is the letter *Y*?

House of Slitherin' (Snakes)

Q: Hollow pieces of this make the rattling noise in a snake's tail.

A: What is skin?

Q: True or false, snakes never stop growing.

A: What is true?

Q: This helps a snake detect odors.

A: What is its tongue?

Q: Snakes are this type of animal (warm-blooded, cold-blooded, medium-blooded).

A: What is cold-blooded?

Q: Some snakes spend their entire lives here.

A: What is in trees?

Q: Snakes enjoy eating these.

A: What are eggs?

Pinch Me! (Creatures with Pincers)

Q: Lobsters use their pincer claws to do this.

A: What is tear food apart?

Q: These hunters have powerful pincers and live mostly in deserts and rainforests.

A: What are scorpions?

Q: This insect comes out at night to hunt.

A: What is an earwig?

Q: Crabs use their pincers to pick up this food.

A: What are worms?

Q: Millions of ants live in a colony in order to protect this type of ant.

A: What is the queen?

Game of Life (Basic Information)

Q: These single-celled organisms are among the most numerous in the world.

A: What are bacteria?

Q: The major groups of species are divided into this category.

A: What are kingdoms?

Q: Plants and animals are made up of trillions of these.

A: What are cells?

Q: This molecule stores information in a chemical code.

A: What is DNA?

Q: People need to protect themselves against these microorganisms.

A: What are germs?

Journey Map Exhibit C

A popular passive activity, which fits the iREAD 2020 theme of *Dig Deeper*, is an exhibit that captures where the community members originated from before they arrives in your library's hometown. The focus of the map is for members to share where they are from before they arrived in the library's town, representing their ancestry or heritage. If this includes within the United States, placing a pushpin is just fine.

Supplies:

- world map from National Geographic Store https://shop.nationalgeographic. com/collections/world-maps
- cork to attach map, to protect the wall. https://www.amazon.com/ Quartet-Natural-Strip-Inches-103/dp/B003H93FFS/ref=pd_ sim_229_1?ie=UTF8&refRID=065D6PCJDWJQ396G08E1
- pushpins and colored string

Instructions:

- 1. Mark your library's location with one color pushpin.
- 2. As member's register or complete a step in the summer reading program, offer them a pushpin to add to the map to mark where they or their family immigrated from originally.
- 3. At the end or start of the day, a staff member could add a string connecting the newest locations to your library's location.



- 4. Track the number of individuals who participate. Track the number of different locations members originated from.
- 5. Add a display of materials related to different cultures.







"Let's Get Messy!" Storytime PK

Intro Song

My Hands Say Hello

(tune: The Farmer In the Dell)

My hands say hello, my hands say hello. Every time I see my friends, my hands say hello. My smile says hello, my smile says hello. Every time I see my friends, my smile says hello.

Book: Read *Mouse Mess* by Linnea Riley.

Action Song

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes, knees and toes.

And eyes and ears and mouth and nose.

Head, shoulders, knees and toes, knees and toes.

(Repeat two times going faster each time. Do it one more time as slowly as you can go.)

Finger Play

Dance Your Fingers

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Dance your fingers up.

Dance your fingers down.

Dance your fingers to the side.

wave fingers above your head wave fingers down on your lap wave fingers out to your sides

Dance them all around. wave fingers in a circle
Dance them on your shoulders.
Dance them on your head. pat fingers on your head
Dance them on your tummy

and put them all to bed. pat fingers on your tummy and fold hands in your lap

Flannel Board

Five Pigs So Squeaky Clean

(tune: Five Green and Speckled Frogs)

Five pigs so squeaky clean, Cleanest you've ever seen, Wanted to go outside and play Oink! Oink! One jumped into the mud, Landed with a great big THUD. Then there were four clean squeaky pigs.

(Count down to 0 pigs.)

(Storytime Katie https://storytimekatie.com/2011/05/06/flannel-friday-5-clean-and-dirty-pigs/)

Book: Read I Ain't Gonna Paint No More by Karen Beaumont.

Option: pass out paintbrushes for kids to pretend to paint along with the book.

Action Song

This Is the Way

(tune: *Here We Go Round the Mulberry Bush*)

(Option: pass out scarves to pretend washing body parts.)

This is the way we wash our arms, Wash our arms, wash our arms. This is the way we wash our arms When we're in the bathtub.

(Continue with wash your legs, tummies, heads...)

(Mel's Desk http://melissa.depperfamily.net/blog/?p=1068)

Finger Play

The Bird

Here are the legs that walk along. index and middle finger "walk"

Here is the beak that sings a song. open and shut fingers and thumb

Here are the wings that flap and spread. spread palms

And here is the bird above my head. hands linked at thumbs, above head

Book: Read *Preschool to the Rescue* by Judy Sierra.

Closing Song

If You're Happy and You Know It

If you're happy and you know it, clap your hands. clap, clap clap, clap If you're happy and you know it, clap your hands. If you're happy and you know it,

then your face will surely show it.

If you're happy and you know it, clap your hands. clap, clap

If you're happy and you know it, stomp your feet. stomp, stomp stomp, stomp If you're happy and you know it, stomp your feet.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet. stomp, stomp

hoo-ray! If you're happy and you know it, shout "Hurray!" If you're happy and you know it, shout "Hurray!" hoo-ray!

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout "Hurray!" hoo-ray!

clap-clap, stomp-stomp, hoo-ray! If you're happy and you know it, do all three. If you're happy and you know it, do all three. clap-clap, stomp-stomp, hoo-ray!

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three. clap-clap, stomp-stomp, hoo-ray!

Craft

Muddy Pig (Credit: All Kids Network https://www.allkidsnetwork.com/crafts/ animals/farm/muddy-pig.asp)

Use paint or crayons to color the pig.



Let's Plant and Grow

This family program for preschoolers and their caregivers/parents explores plants and their growth.

Supplies:

- green bean seeds
- plastic baggies
- paper towels
- tape
- plastic cups
- wiggly eyes
- grass seed
- assorted size and kinds of beans
- containers for the seeds

Resources for this program:

Books

Ayres, Katherine. Up, Down, and Around. Candlewick Press, 2007.

Bodach, Vijaya Khisty. Seeds. Capstone Press, 2007.

Ehlert, Lois. Planting a Rainbow. Harcourt Brace & Co, 1988.

Greenstein, Elaine. One Little Seed. Viking Press, 2004.

Keller, Laurie. We Are Growing! Hyperion Books for Children, 2016.

Mattern, Joanne. How Grass Grows. Gareth Stevens Publishing, 2005.

Stephens, Carol. "Growing!" Miss Carole's Polka Dots!, Macaroni Soup, 2014.

A flower grows like this cup hands around face arms straight up A tree grows like this

hands together pointing down touching floor A carrot grows like this

And I grow like this: ta-dah! pop up and strike a pose

Rhvme

I'm a Little Seed

(tune: *I'm a Little Teapot*)

https://www.macaronisoup.com/songs/im-a-little-seed.htm

I'm a little seed in the dark, dark ground. Out comes the sun, yellow and round. Down comes the cool rain, soft and slow.

Up! The seed begins to grow!

Movements:

Line 1: Curl up on the floor on your knees, arms tucked in.

Line 2: Sit up, put arms over head to make a "sun."

Line 3: Wiggle fingers as hands move downward like the rain.

Line 4: Stretch up tall, or stand, hands reach up for the sky.

Activities:

(Participants will be able to take home the bean in the plastic bag and the cup with grass seed.)

- 1. Plant a bean in a plastic bag: https://www.scholastic.com/parents/school-success/ learning-toolkit-blog/germinate-seeds-and-watch-them-sprout-windowsill.html
- 2. Decorate the cup: attach wiggly eyes, make a face on the cup, and then plant the grass seed. Water the seed.
- 3. Sort the beans: Provide containers and have everyone sort beans in a variety of ways (same kinds of beans, colors, sizes).

Library Scavenger Hunt C

Encourage library use by creating a fun scavenger hunt using books, places, and other items in your library. Encourage learning by creating and hiding clues inside of books that have been pulled from the shelf ahead of time and replaced directly before the hunt begins. Best to hold the hunt after hours if possible so that books do not get taken for checkout.

Make a Weather Spinner PK C

Have children make a weather spinner to Dig Deeper into the weather!

Preparation: Print out a copy of the pattern for each child attending the program. https://www.funnycrafts.us/wp-content/uploads/2016/08/fun-weather-crafts-andactivities-for-preschool-1.jpg

Supplies:

- printouts
- crayons or markers
- scissors
- glue sticks
- paper plates
- brad

Directions:

- 1. Color the weather pictures, and cut out the circle and the arrow.
- 2. Glue the circle of weather pictures on to a paper plate.
- 3. Write the name of the weather portrayed above each picture (i.e., sunny, windy, etc.).
- 4. Poke a hole through the center of the plate and in the middle of the arrow.
- 5. Attach the arrow to the center of the plate using a brad.
- 6. Look outside and talk about today's weather. Place the arrow on the correct weather picture.
- 7. Have children take the weather spinner home and place it near a window, so they can observe and document the weather every day.

Make Headlines C

Using large sheets of paper, put out pens and markers and let kids create newspapers. Have them report on what's happening at the library. Prompts can detail some sample questions to ask people. Show newspaper article format (headline, byline, story, picture), and ask multiple kids to report on the same story. Discuss how their perspectives and representations differed. A program can be made "active" by having kids work on producing a paper together, and make copies for the library to hand out.

Mini Escape Room C

Capitalizing on the Escape Room craze, you can design a room for much younger kids using puzzles and code sheets. The puzzles don't need to be hidden the way traditional escape rooms use them, and they don't need to be too difficult. Give a backstory of a mystery that needs to be solved and an hour time limit to do it in. Then give the kids puzzles and code sheets that when solved will spell words to solve the mystery. You could also use combination locks or ciphers with books depending on the level of your participants.

Mini Paleontologists PK

Dinosaurs in the library! All young scientists ages 2 to 5 are invited to a dinosaur egg hunt and excavation.

Supplies:

• Dinosaur Excavation: plastic container, mini plastic dinosaurs, paintbrushes, cloud dough (8 cups flour to 1 cup oil)

Dinosaur Egg Hunt: dinosaur-filled Easter eggs (https://www.amazon.com/Easter-Eggs-Filled-Dinosaurs-Stampers/dp/B01N9KEAQB)

Dinosaur Fossils: mini dinosaurs, clay

Dinosaur Free Play: stuffed dinosaurs and other figures

Program Layout:

The program starts with a dinosaur story (Groovy Joe, Ice Cream, and Dinosaurs by Eric Litwin) and an interactive song (We Are the Dinosaurs by Laurie Berkner). Then display a book that shows different types of dinosaurs and their features that the kids should look for during their excavation. Once the kids are ready for the dino play, participants and their grown-ups were given time to complete the different dinosaur activities. This free play is accompanied by a dinosaur music playlist.

Dinosaur Excavation: Using their paleontology tools (paintbrushes), participants excavate the dinosaurs buried in the earth (cloud dough).





Dinosaur Fossils: Participants create fossils by pressing the mini dinosaur figurines into clay and discussing the prints that are left behind once the figurine is removed.

Dinosaur Free Play: Extra dinosaurs (big and small) are put on the carpet for free creative play. Many young participants and their grown-ups will spend much of their time using their imagination with the stuffed dinosaurs and figures.





After the free play, the program ended with a dinosaur egg hunt throughout the Youth and Teen Services Department.

Dino Egg Hunt: Much like a traditional Easter egg hunt, participants search for eggs throughout the department and every child goes home with one small egg (a stamper) and one large egg (with a mini dinosaur inside).

Murder Mystery Party A

Host a Murder Mystery Party, and invite patrons to dig deep to solve the mystery. You can choose to hire a murder mystery acting troupe, buy a murder mystery script and kit, find a free script online (https://www.thespruce.com/free-murder-mysterygames-1357635), or write your own mystery! Make sure to assign a director to help move the party along and remind participants to stay in character. Consider having prizes for those who solve the mystery!

Mysterious Insects PK

What mystery lies beneath logs in a forest? Turn over logs, branches, and twigs by you. Using your magnifying glass, look closely at the bugs and insects that use logs as their home. Can you identify any of the bugs or insects? Draw pictures of what you see in a "log" book.

Name That Bug

Print out pictures of unusual bugs/insects and post on a wall. Number the bugs/ insects. Create an entry form with the corresponding numbers. Ask your young patrons to identify the numbered bugs/insects and turn in the entry form to win a small prize.

Name That Bug! Name That Bug! Name That Bug! Tell us the name of each bug, Tell us the name of each bug, Tell us the name of each bug, write your answers here and write your answers here and write your answers here and bring this game card to the bring this game card to the bring this game card to the Information desk. You'll win a Information desk. You'll win a Information desk. You'll win a small prize! small prize! small prize! 1. 1. 2. 2. 2. 3. 3. 3. 4. 4. 4. 5. 5. 5. 6. 6. 6. 7. 7. 7. 8. 8. 8. 9. 9. 9. 10. 10. 10.

Nonograms C T F

Have a variety of nonogram puzzles printed out and available for members. There could also be set up as a station to work on them with fun pens to use to color them in.

One World, Many Libraries C

Discover and explore the culture of another country through its libraries. Choose a country. Research it as a whole and then its libraries in particular, especially those serving families. You'll be surprised at some of the unique libraries found around the world. Videos are recommended along with folktales, games, crafts, and a snack.

Examples

India: The Community Library Project is located in the Deepalaya Gole Kuan center for children in South Delhi. It was begun in 2010 by volunteers from the American Embassy School who worked with the Deepalaya teachers to create a school library. Currently there are several reading programs. Children are recognized and rewarded for the books they read and report on. Many are the first generation in their family to have learned to read.

https://www.deepalaya.org/deepalaya-community-library-and-reading-project/

https://www.facebook.com/pages/category/Library/The-Community-Library-Project-TCLP-366062713579051/

https://www.youtube.com/watch?v=fKj3yLdtqFA

https://www.youtube.com/watch?v=9adoEBGZnis

Game 1: Gutte is similar to the game of jacks. It is a traditional game that is played by both children and adults. The game requires 5 small stones. One stone is tossed in the air while the player picks up one from the ground, then two, then three, and then the fourth from the ground without dropping the stone in the air. This game can be played by any number of people.

Craft: Diya (lamp) for Diwali, the Festival of Lights
Flatten a small ball of playdough into a round shape. Flatten the center until it is
thinner and forms a ring of playdough around it. Press small beads into the ring.
Place a battery operated tea light in the center.

Snack: If you live in a large city, you may be able to purchase treats from an Indian grocery store or bakery. Snacks may also be purchased online. Adventurous librarians may create their own using online recipes or Indian cookbooks.

Folktales:

Janji, Shenaaz. Indian Tales. Barefoot Books, 2007.

McDermott, Gerald. *Monkey: A Trickster Tale from India.* Houghton Mifflin Harcourt, 2011.

So, Meilo. Gobble, Gobble, Slip Slop: A Tale of a Very Greedy Cat. Random House, 2004

Thornhill, Jan. *The Rumor: A Jataka Tale from India*. Maple Tree Press, 2002.

Young, Ed. Seven Blind Mice. Puffin Books, 2002.

Australia: The Vision Australia Feelix Children's Library is located near Melbourne. At this library, children ages 0 to 7 who are blind, or have low vision, can enjoy stories with their parents and siblings and learn about Braille. Feelix helps children learn and develop in a unique, sensory way all the while supporting their literacy. The library brings stories to life for children through books, audio, and touch.

Story kits include:

- A child's picture book with a clear Braille overlay so they can learn to read
- A CD so they can also listen along to the story as they read
- A handmade tactile toy or object that the child can touch to help them further understand the story.
- A tactile book that tells the story through touch.

https://www.visionaustralia.org/services/library/feelix-childrens-library

https://www.youtube.com/watch?v=t4RsbykL_ts

Project: Contact the Braille Institute to order a picture book with a Braille overlay. Choose objects that will bring the story to life. Create or purchase the objects. Purchase, or record, a CD so that children can listen to the story. You can use teen volunteers to help with this activity.

Game: What's the Time, Mr. Wolf? The person chosen to be the Wolf stands in front of the group. People in the group take turns asking, "What's the time, Mr. Wolf?" Whatever time he or she answers is the number of steps the players can take toward the wolf. The goal is to try to tag the Wolf before being tagged. At any time, the Wolf may respond "It's dinner time!" and chase the players back to the start. If one of them is caught, he or she becomes the next Wolf.

Craft: Aboriginal Dot Art. Use sticker dots to create pictures by following a predesigned pattern or an original design.

Snack: Fairy Bread Lamingtons https://www.taste.com.au/recipes/fairy-bread-lamington/EqOlIZEA

Folktales:

Nunes, Susan. Tiddalick the Frog. Atheneum, 1989.

Peters, Andrew. Dingo Dog and the Billabong Storm. Child's Play, 2010.

Vaughn, Marcia. Wombat Stew. Silver Burdett Press, 1986.

Wolkstein, Diane. Sun Mother Wakes the World: An Australian Creation Story. Harper Collins, 2004.

Programs, Events, Presentations, and **Storytimes**

Oops! Program About Inventions C

Many well-known things that we either use or eat were discovered by accident. Here are three program ideas that celebrate some of these inventions. A few other "Oops" you could do: Popsicles, Frisbees, Play-doh, Corn Flakes and Wheat Flakes

Invention Bibliography

Boyer, Crispin. Famous Fails! Mighty Mistakes, Mega Mishaps, and How a Mess Can Lead to Success! National Geographic, 2016.

Jones, Charlotte Foltz. Accidents May Happen: Fifty Inventions Discovered by Mistake. Delacorte Press, 1996.

Jones, Charlotte Foltz. Mistakes That Worked. Doubleday, 1991.

https://www.storypick.com/inventions-made-by-mistake/

http://mentalfloss.com/article/85286/8-things-invented-accident

Program Idea 1: Cheese, Cheese Connoisseurs, or Mouse Treats

Snack: Purchase a variety of cheeses, and cut into bite-size pieces. Place them on plates, and label each with the name of the cheese. List the types on a large piece of paper or poster board, and tape it to a wall. The tasters then rate their cheeses as 1, 2, or 3 (with 1 being less tasty and 3 being most tasty) according to how much they liked them. The cheese with the most points is declared the winner.

Game 1: Lace-Up, Race Around!

Cut out several outlines of a mouse traced on cardstock and punch holes around the outside. Use yarn or a shoelace to thread in and out of the holes. First to get all the way around is the winner.

Game 2: Clean Up the Mouse Mess

Scatter plastic food and pictures of food around the room. Divide the group into small teams. Put labeled pictures of the food items into a bag. Draw one out at a time. Make sure everyone can see the picture. As soon as the item is announced, one member from each team races to be the first to pick it up from the floor and bring it to the person holding the bag.

Game 3: Big Breakfast

Find clipart photos of the food items mentioned in the *Accidents Can Happen* book. Print them out and glue them onto blocks or a variety of boxes. Make enough for the number of teams you expect. After reading the story, teams work to stack the items as mentioned in the order of the story. Choose one child to be the cat who may knock over a team's stack without warning.

Bibliography

Cousins, Lucy. Maisy (series). Candlewick Press, various.

Crum, Shutta. Mouseling's Words. Clarion Books, 2017.

Fyleman, Rose. Mice. Beach Lane Books, 2012.

Lurie, Susan. Will You Be My Friend? Feiwel and Friends, 2016.

Molk, Laurel. Eeny, Meeny, Miney, Mo and Flo. Viking, 2015.

Pym, Christine. Little Mouse's Big Breakfast. Noisy Crow, 2018.

Riley, Linnea. Mouse Mess. Blue Sky Press, 1997.

Stilton, Geronimo. Geronimo Stilton (series). Scholastic, various.

Program Idea 2: Chocolate Chip Cookies

Books to Read:

Lass, Bonnie and Philemon Sturges. Who Took the Cookies from the Cookie Jar? Scholastic, 2000.

Rix, Jamie. Last Chocolate Chip Cookie. Little Bee Books, 2015.

Santat, Dan. Cookie Fiasco. Hyperion Books for Children, 2016.

Shannon, George. Who Put the Cookies in the Cookie Jar? Henry Holt and Company, 2013.

Willems, Mo. *Duckling Gets a Cookie!*? Scholastic, 2012.

Wilson, Karma. Cow Loves Cookies. Margaret K. McElderry Books, 2010.

Game 1: Guess the number of chocolate chips in a purchased bag of chips. The one who comes the closest gets the bag as a prize.

Game 2: Cookie Toss

Cut out cookie shapes from fun foam. Glue two together to form cookie "discs." Place cookie jars on a table or the floor and try to toss the cookies in them.

Craft 1: Make your own cookie jars. Purchase Mason jars. Cut tissue paper into shapes. Use Modge Podge to attach them to the outside of the jars. Paint a layer of Modge Podge to the outside of the jars and place the tissue paper on it. Let set a few minutes and then paint a second layer of Modge Podge on top to seal the tissue paper in place. When dry, the jars will shine. Remind the crafters that the jars need to be wiped out by hand; they are not dishwasher safe!

Program Idea 3: Ice-Cream Cone

Snack Project: Make ice cream in a coffee can or purchase rolling ice-cream makers. https://www.coffeecupsandcrayons.com/make-ice-cream-coffee-can/https://www. coffeecupsandcrayons.com/make-ice-cream-coffee-can/

Art Project: Give participants a picture of an ice-cream cone and challenge them to create a new ice-cream flavor and its color.

Snack: A make-your-own sundae bar is always a hit. Provide ice cream and toppings. This is a good project for teen volunteers as they can dish up the ice cream.

Game 1: Ice-Cream Cone Relay

Form cardboard into cone shapes or purchase play cones, which can be wrapped with brown butcher paper and decorated to represent ice-cream cones. Use plastic balls that fit on top of the cones. You will also need large buckets or bins. Divide the group into teams. The balls should be put inside a bucket or bin, one for each team and placed at a distance from them. Each member of the team, one at a time, takes the cone, runs to the bucket, and chooses a ball. The child must then put the ball on their cone and run back to the next child to hand it off. If the ball is dropped, the child must pick it up and continue on toward their team. The next player in line must run the cone with the ball in it back to the bucket, drop the ball into it, and return with the empty cone to give it to the next child in line.

https://thepreschooltoolboxblog.com/ice-cream-science-and-relay-game-for-kids/

Programs, Events, Presentations, and **Storytimes**

Game 2: Marshmallow Drop (Minute to Win It)

Two people sit leaning back on the floor with their noses pointed to the ceiling and with an ice-cream cone in their mouth. Their partners stand above them and have to drop as many mini marshmallows as possible in their cone for one minute. To make this more challenging, blindfold the tosser.

https://www.onelessthing.net/blogs/news/marshmallow-drop-chapter-activity

Game 3: Big Scoop

Divide kids into teams. Make sure each team has two bowls: one filled with separated cotton balls, and the other empty. Place the empty bowls near the starting line for each team. Place the bowls of cotton a distance away from each team. Give one player on each team a pair of tongs. Each player races to pick up as many balls as she or he can with the tongs and bring them back to their empty bowl. If any balls are dropped along the way, the player who dropped them must take them back to the original bowl before handing off the tongs to the next player. The winning team is the first to successfully transfer all their cotton balls from one bowl to the other.

Bibliography

Greve, Tom. How to Make Ice Cream. Rourke Educational Media, 2016.

Kheiriyeh, Rashin. Saffron Ice Cream. Arthur A. Levine, 2018.

Litwin, Eric. Ice Cream and Dinosaurs. Orchard, 2016.

Scotton, Rob. Splat the Cat: I Scream for Ice Cream. Harper, 2015.

Sis, Peter. Ice Cream Summer. Scholastic Press, 2015.

Strathie, Chae. Gorilla Loves Vanilla. Barron's, 2016.

Watson, Tom. Stick Dog Dreams of Ice Cream. HarperCollins Publishers, 2015.

Willems, Mo. Should I Share My Ice Cream? Hyperion Books for Children, 2011.

Williams, Bonnie. Scoop on Ice Cream. Simon Spotlight, 2014.

Owl Pellets!

Owl pellets are regurgitated remains of an owl's meal. Try to guess what the last meal was! You will need a tablecloth, plastic gloves, toothpicks, and owl pellets. You can order owl pellets from science stores. First have the participants inspect the pellets without breaking them. Can they identify anything? For example, are there bones, fur, or feathers exposed? Ask them to guess what the meal was based on these observations. Have the participants start to gently dissect the pellets using toothpicks. Slowly and gently pull apart sections of the pellets and remove bones, fur, and feathers. Once they have removed these, have them group them into animal(s). Have everyone guess what the last meal was and compare this to their initial guess.

Pen Pal Project

Create a pen pal exchange with a faraway library to learn about the lives of others. Host a Pen Pal Party to kick off the project, where participants will write their first letter to their new friend. Offer writing and drawing supplies (fun stationery, gel pens, washi tape, etc.) along with tips on what to say.

Photo Scavenger Hunt

Get your patrons out into your community to document the familiar and the new. All you really need is a list of targets. Patrons can use their phones to participate! Disposable cameras can be found for as little as \$6 apiece if purchased in bulk (Wal-

mart sells packs of 20). You can use a cell phone printer, such as an HP Sprocket printer, to quickly and easily print photos taken on phones. Or, have participants post photos using a social media hashtag. This will also make it easier to collect photos that people post, which you can use to create an end-of-summer display.

Photo Targets: Have participants take photos of a variety of different things: a place in the community, a book they read this summer, a special moment. Emphasize exploration to encourage discovering new places. Some examples might be a community monument they have never visited, their favorite place to read, or where they spent their 4th of July.

Get your community involved. Reach out to local businesses to see if they would be interested in being a location for photo-taking in your scavenger hunt.

Books to Share:

Ahmed, Samira. Love, Hate & Other Filters. Soho Teen, 2018.

Aronson, Marc and Mariana Budhos. Eyes of the World: Robert Capa, Gerda Taro, and the Invention of Modern Photojournalism. Henry Holt, 2017.

Cope, Peter. 100 Clever Digital Photography Ideas: Getting the Most from Your Digital Camera and Camera Phone. David & Charles, 2012.

Hart, Kenzie. Girl Off the Grid. Eclipse Publishing, 2017.

Rojas, Meridith Valiando. Selfie Made: Your Ultimate Guide to Social Media Stardom. Wednesday Books, 2018.

Picture Book Art Club C

Choose picture books with interesting art that use different techniques. Read the books and then investigate what you see in the art. What textures? What patterns? What do you think it is made out of? How would you have illustrated it? Then, make art inspired by the book.

Ideas for Books

Lee, Suzy. Shadow. Chronicle Books, 2010.

Shadows: Make foil figures and shine bright lamps on them, trace their shadows.

Morales, Yuyi. Dreamers. Neal Porter Books, 2018.

Textures/collage: Make rubbings of different textures in your library and then cut them out to make a collage.

Weatherford, Carole Boston. Freedom in Congo Square. little bee books, 2017. Figure drawing: Trace drawings of your body on big pieces of paper and fill it in.

Wenzel, Brandon. *They All Saw a Cat.* Chronicle Books, 2016.

Perspectives: Draw from different perspectives.

Plant a Tree T

Nothing says *Dig Deeper* like planting a tree. Participants can watch the tree they planted grow over the years! Consider contacting your local park district for a field trip where your patrons can plant a plot of earth and keep track of their tree's growth. For an in-house version, consider giving patrons a biodegradable planter with soil and a seed that they can take home with them to plant in their yard.

Roaming Performers A

This is a favorite unique program for an adult audience: Use actors, historical reenactors, or interpreters to recreate famous characters, authors, or individuals.

Here are a few ways you can use them for book discussions, or connect them to an ongoing program:

- To promote an upcoming book discussion or related program, have an actor come in as a character from the book. This could be a few weeks before the discussion happens, to promote registration, or the same day, before and after the discussion, to simply add a bit more interaction. The actor could even be at the discussion to provide some insights.
- The actor needs to be knowledgeable about the book, the author, and the character, so they can handle any questions and answer them in character.
- Have a display of read-alikes or movies available for those not attending the book discussion but are still interested in reading the book or watching the movie.

Stand-Alone Passive Program

- Station your actor/historian in a central location that gets a lot of adult traffic.
- Identify a time of the week and day that is more active, or select a time around a popular program already happening at your library.
- Station your person at a table or chair.
- Consider a photo backdrop, or work with your technology or maker staff to set up a green screen so you can place your person and community members pretty much anywhere.
 - Library staff can take photos of your visitors with the actor/historian if you have the ability to print or email them to your patrons. Or you can simply have your community members take their own photos with cell phones.
- Social media is a great way to spread the word that the "Doctor" is in the
 house or encourage patrons to stop by to try and stump "Sherlock Holmes,"
 or whoever your character happens to be.
- Encourage your actor/historian to roam around a bit throughout the time they are at your library. This draws even more patrons to interact with them.
- Again have a display of related materials for members to check out, as well as any other related programs they can register for.
- Every interaction with a community member should be counted as you would an attendee at a program.

For the iREAD 2020 theme: *Dig Deeper: Read, Investigate, Discover* some possible characters, authors, or individuals to consider:

- Sherlock Holmes, Stephanie Plum, or Agatha Christie for a mystery book
- Albert Einstein for scientific discovery
- Lewis and Clark for explorers
- Galileo for astronomy-related programming

• The Doctor: Instead of a book discussion, have a *Doctor Who* viewing marathon and discussion.

Local Resources for Illinois

https://www.alhfam.org/

https://www.ilhumanities.org/program/road-scholars-speakers-bureau/

http://www.prairiestarproductions.com/chicago.casting.history.htm

Individual Historical Reenactors

Leslie Goddard: http://www.lesliegoddard.info

Martina Mathisen: http://www.martinamathisen.com/

Debra Ann Miller: http://www.talklikejaneausten.com

Lynn Rymarz: https://www.lynnrymarz.com/

National Resources

http://www.nwhp.org/performers-speakers/

https://www.interpnet.com/

Scent Detective PK

"When trying to solve a mystery, it's important to use all your senses, including your sense of smell."

Supplies:

- small paper cups
- aluminum foil
- · various scented items

Preparation: Put a different item in each cup. Cover cups with foil. Poke a few holes in the foil.

Have kids smell the cups and guess what is in each. Note: You can also buy premade kits.

Suggestions for scented items:

Note: Don't use powdered or ground substances, which could accidentally be inhaled. You can soak cotton balls with extracts or oils and put them in the cups.

coffee beans	orange or lemon	chocolate	dryer sheets
vanilla beans	slices	onion	pickles
cinnamon sticks	pine needles	banana slices	
grass clippings	peppermints	maple syrup	

Secret Messages C

Have the first- through fifth-graders in your library write secret messages!

Supplies:

- paper
- blue-colored pencil
- red pen
- yellow highlighter
- small squares of red cellophane

Directions:

- 1. Write a secret message on the paper with the blue-colored pencil.
- 2. Use the red pen to make a crosshatch over the message.
- 3. Use the yellow highlighter to make a zigzag over the crosshatching.
- 4. Give the secret message to a friend along with a piece of red cellophane. Place the cellophane over the text to reveal the message underneath!

Sensory Garden at the Library

Introduce the delightful smells of the world to your patrons!

Suggested Book

Aliki. My Five Senses. HarperCollins, 2015.

Share samples of items to smell, taste, touch, and see. Provide a snack of veggies and dip.

Families can work together to create a sensory garden for the library.

Provide planters, signs (i.e., taste, smell) to attach to the planters and plant names on sticks for identification, potting soil, and pebbles for drainage. Prepare tables with tablecloths, trowels, scoops or shovels to transfer soil, water to moisten soil, and an assortment of plants.

Suggested plants:

Touch: aloe, jade, panda plant (Kalanchoe tomentosa), peperomia Emile Ripple, bunny tail grass (Lagurus ovatus)

Smell: rosemary, lavender, peppermint, artemisia (smells like Juicy Fruit gum), lemon balm, cassia didymobotrya (smells like popcorn)

Sight: Venus flytrap, fennel, alternanthera ficoidea, candy candy corn plant (Manettia luteorubra), petunia

Taste: cinnamon basil, spearmint, Greek oregano,



Slime-a-Palooza

This is a slime party program for families. Set out supplies and recipe cards, and invite families to work together or individually to create a slime of their choice from the recipes. Participants are encouraged to play with their creation, and then are given a sandwich bag to take their slime home for further fun.

Pre-K: A large bin of cornstarch and water slime (see Oobleck below) can be provided for the littlest set to play with.

K-6: Elementary-aged children can follow the recipe cards and directions to make small batches of slime.

Teen and Adult: Teens and adults can assist and work with younger children, but they also can experiment with the proportions in the recipes.

Supplies:

- plastic or paper bowls, spoons (craft sticks), cups, plastic sandwich bags
- contact lens solution
- liquid starch
- shaving cream
- hair conditioner
- · white or clear glue
- food coloring
- extras: glitter, sequins, pearls/beads

Recipes:

Fluffy slime: 1 cup shaving cream, 3 tablespoons contact lens solution, 4 ounces white glue, food coloring

Regular slime: 2 tablespoons white glue, 2 tablespoons liquid starch, 2 tablespoons water, food coloring

Oobleck: ½ cup water, 1 cup cornstarch, food coloring

Snow slime: 2 cups hair conditioner to 2 cups cornstarch (less conditioner if you want more of a dough-like texture)

Bibliography

Crane, Cody. Amazing Makerspace: Slippery Slime. Scholastic, 2019.

Shores, Lori. *How to Make Slime*. Capstone Press, 2011.

"21 Homemade Slime Recipes for Making Slime With Kids." Little Bins for Little *Hands*, littlebinsforlittlehands.com/homemade-slime-recipe/.



SUPPLIES

- Washable PVA Glue
- Liquid Starch
- Water
- Measuring Cups
- Bowl
- Spoon
- Food Coloring

STEPS

- Mix 1/2 C of glue and 1/2 C of water in bowl.
- Add food coloring if desired.
- Mix in 1/2 C of liquid starch.
- · Stir thoroughly.
- Knead with hands.

SUPPLIES

- Washable PVA Glue
- Borax Powder
- Water
- Measuring Cups
- Bowl
- Spoon
- Food Coloring

STEPS

- Mix 1/2 C of glue and 1/2 C of water in bowl.
- Add food coloring if desired.
- Mix 1/2 TSP borax powder in 1/2 C warm water.
- Add to glue mixture.
- · Stir thoroughly.
- Knead with hands.

SUPPLIES

- Washable PVA Glue
- Saline Solution
- · Baking Soda
- Water
- Measuring Cups
- Bowl
- Spoon
- Food Coloring

SUPPLIES

- · Washable PVA Glue
- Liquid Starch
- Water
- Measuring Cups
- Bowl
- Spoon
- Food Coloring

SUPPLIES

- Washable PVA Glue
- Saline Solution
- Baking Soda
- Shaving Cream
- Measuring Cups
- Bowl
- Spoon
- Food Coloring

STEPS

- Mix 1/2 C of glue and 1/2 C of water in bowl.
- · Add food coloring if desired.
- Mix in 1/2 TSP baking soda.
- Add 1 TBL saline solution
- Stir thoroughly.
- Knead with hands.

STEPS

- Mix1C of glue and 1C of water in bowl.
- · Add food coloring if desired.
- Add 1/2 C liquid starch
- Stir thoroughly.
- Knead with hands

STEPS

- Add 3-4 C shaving cream to bowl.
- Mix in 1/2 C of glue
- Add food coloring if desired.
- Mix in 1/2 TSP Baking Soda.
- Add 1 TBL Saline Solution
- · Stir thoroughly.
- Knead with hands.

Special Guest: Paleontologist or Geologist C

Look for local experts at nearby museums and universities to present on paleontology or geology.

Stars, Space, Sea, and Beyond Discovery A

While some libraries have in their backyard the rich resources within the Chicagoland museums that tie nicely into the iREAD 2020 Dig Deeper: Read, Investigate, Discover theme, you too can check in with your local museums or educational organizations to see what services they might able to bring to your summer reading program. Here are a few of the educational resources, loanable kits, and speakers from area organizations, as well as a few others that provide services across the country. These can make great all-ages programs or gear them toward high school students or adults.

Chicago Area Resources

 Adler Planetarium has online resources, organized by grade, that can be used as part of your library's programming or activities https://www. adlerplanetarium.org/online-resources

Chicago's Field Museum offers

- Educational collections and professional development programs you can bring to your library: www.fieldmuseum.org/educators
- Through its N.W. Harris Learning Collection, they provide Experience Boxes you can bring to your library: harris.fieldmuseum.org/home.html
- 400 unique exhibit cases (mini-dioramas) and 60 experience boxes (hands-on kits). View their catalog here: harris.fieldmuseum.org/catalog.html

Shedd Aquarium offers

- Virtual Field Trips: www.sheddaquarium.org/Learning-Experiences/Field-Trips--Bus-Fund/Virtual-Field-Trips/
- Games and Activities: www.sheddaquarium.org/Learning-Experiences/Fun-Games/

Bonus: Most museums have library staff and/or educational staff. Reach out to them to see what they might be able to offer you beyond what you find on their websites.

National Resources

Bring NASA to Your Library

- Bring a NASA expert to your library. Find the speakers for your state here: https://www.nasa.gov/content/nasa-center-assignments-by-state
- Some of the topics they cover include:
 - Space Exploration
 - Living in Space
 - The U.S. Space Shuttle
 - The International Space Station
 - Our Solar System
 - Missions to Mars
 - Rocket Propulsion
 - Aeronautics Research
 - Careers

- Bring a NASA exhibit to your library https://www.nasa.gov/about/exhibits/ indexFeature-RequestExhibit.html
- Plan a night under the stars at your library.
- Connect a NASA speaker with a night out under the stars by reaching out to your local or regional astronomy club https://www.astroleague.org/ astronomy-clubs-usa-state
- Clubs will often bring out telescopes for your community members to try out in your library's parking lot and may even serve as instructors and guides.
- Some libraries loan out two telescopes and could add to such a program by promoting this service, along with related materials from the library's collection.
- The key will be that you want your speaker to talk long enough until it's dark outside so you can start to see things in the sky through the telescope. You may have to put in a request to expand the library hours for this event. While your speaker is talking, the astronomy volunteers can arrive to set up the equipment outside.
- Be sure to rope off your parking lot and add extra staff and/or volunteers with flashlights to help direct people to and from where the telescopes are positioned.
- You may also be asked to turn off some of your parking lot lights or building lights, or may want to find a dark area to set up the telescopes. This makes it easier to see the objects in the sky.

- 1. Create stations of science activities either in your programming room or, for a more interactive/community involved program, throughout your department.
- 2. Families can work together to do the science and art activities.
- 3. Stations can include: build the tallest sculpture; build a boat that can hold the most pennies; take apart a number of old technology, toys, and machines; make bottle tornadoes; have participants paint pictures using natural items.

Supplies

Sculptures:

- cups
- · craft sticks
- spaghetti
- marshmallows
- toothpicks
- gumdrops

Boats:

- pennies
- aluminum foil
- bowls

Old Technology:

 various toys and machines with motors and parts; old computers and other accessories

- pliers
- screwdrivers
- goggles

Bottle Tornadoes:

- · one- or two-liter-size soda bottles
- dishwashing liquid
- glitter

Nature Paintings:

- paint
- assorted natural items: leaves, branches, flowers, unique shaped rocks, tree
- paper

Resources: http://www.sciencekids.co.nz/experiments/makeatornado.html

Possible additional or alternative stations could be building a roller coaster, Little Bits, beginning 3D printing or Computer Aided Design, LEGO design.

Straw Weaving: A Scalable Design Opportunity

Have children participate in the design process!

Supplies:

- assorted skeins of yarn
- drinking straws (3 per participant)
- tape
- scissors
- various beads for stringing (optional)
- a finished sample piece (optional)

One of the most important skills STEM-focused programming can teach is the ability to see potential in everyday objects. This skill is fundamental to fostering creativity and helping young learners understand and enjoy the design process. Straw weaving is a simple craft that challenges participants to see how humble materials can be transformed into wearable apparel. The program is designed with STEM themes in mind, and it can serve as a pop-up program or backdoor introduction into materials science programming.

The project presented here is ideal to make friendship bracelets or headbands. You can upscale this to scarves by increasing the number of straws to 11 per participant (for kid's scarves) or 13 (for adult scarves)

Materials

Ask participants to look at the craft materials and describe what they think they can make with them. Encourage participants to touch and play with the materials. Once you have a few guesses, reveal your sample project. Ask your patrons how they are going to use all the materials presented to make a bracelet.

Step 1: Cutting and Assembly

Allow users to choose their color yarn, and cut it to the desired length (the circumference of the child's wrist plus four inches is a good start). String yarn through the straw and tape the end, as shown. Assemble three straws this way. Tie off the dangling ends in a loose knot so they don't get tangled. This is the warp through which you will be weaving, a bit like the skeleton of your friendship bracelet.

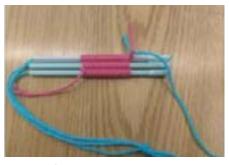
Step 2: Begin Weaving

Tie a piece of yarn to one of the outermost straws, leaving a long tail. Weave your line over and under the straws to create the body of your friendship bracelet. This is the weft of your bracelet. Each time you weave through the straws, you are creating another row that builds your bracelet. At



any point you can tie on a new color of yarn and weave that into your piece to create a pattern.

As your bracelet grows longer, it will take up more space on your straw. You can pull on the straws to slide the yarn down, allowing you to build a longer bracelet. This is an excellent way of showing how materials can have beneficial qualities that make manufacturing easier. You can use paper straws as a contrast (while weaving will be possible with these straws, they are rougher and will be harder to work with).





Step 3: End Your Weaving

When your bracelet has reached its desired length, tie your weft to the nearest outside straw. Slide the weaving off the straws. You can now trim off the tops of the straws and tie your ends together, forming a cord for your bracelet.

You can braid these dangling ends together to make a beautiful and strong cord, or you can string beads on them to add an additional crafty element. Encourage your participants to leave their own personal stamp on their bracelet.





Step 4: Expansion

This program is intended for children, but adding 8 more straws converts your friendship bracelet into a scarf for kids, or add 10 straws for an adult scarf. Each straw you add increases the time it will take to finish your project, with straws taking up to a week of consistent work to complete. Upscaling this program is a great way to get adults involved during the children's craft, with the added bonus of allowing the adults to follow up in a later program to show off their creation.

Recommended Reading

Marshall, Linda E. Rainbow Weaver. Children's Book Press, 2016.

Swett, Sarah. Kid's Weaving. STC Craft, 2005.

Superhero Flying Cars C

Create three stations in your program room. At each station, put 4 or 5 chairs, a hair dryer, and multiple table tennis balls of about the same size. Have the children get into groups based on age. Put the children in grades K and 1 at one station, in grades 2 and 3 at another station, and in grades 4 and 5 at the last station.

Begin by asking the children if they have seen any superhero graphic novels, books, or movies that use flying cars. When they respond, explain that in both superhero books and in real life, plans and other heavy objects are able to fly because of Bernoulli's principle. Dig deep into the principle and how it works. Explain that you will model that principle today with hair dryers and table tennis balls.

Then, turn on one of the hair dryers to the highest speed and the coldest temperature setting. Put the table tennis ball in the air stream, and then control the hair dryer so the table tennis ball floats in midair. Have the children take turns making the balls float. After they become comfortable, give them different challenges such as:

- Turn the hair dryer's airstream to the right and to the left to make the ball change directions.
- Make two or three separate balls float in the airstream at the same time.
- See what happens when you lower the speed or raise the temperature of the airstream.
- Pass the hair dryer to another person without dropping the ball from the airstream.

Take Apart a Computer T

Use a computer (or two) that your library is recycling and have participants take them apart while educating them on what makes up a functional computer. You can teach patrons about the inner workings of computers and show them what computer piece affects what function. While removing parts of the computer, you can point out important pieces like the hard drive, RAM chips, and CD/DVD drives. If you have time and the group is old enough (and one of the computers still worked before you started), it's fun to see if they can reassemble the computer and get it working again.

Supplies:

- old computer(s)
- screwdrivers
- mouse and keyboard

Resources:

Instructables: https://www.instructables.com/id/Disassemble-a-Computer/

YouTube: https://www.youtube.com/watch?v=E-BljerViVY

Teens-in-Residence

Teens can apply to be a teen-in-residence at your library and bring their expertise on a certain topic or interest to your patrons. For instance, teens can apply to be an artist-in-residence and hang their art on a display area and teach an art class to children. Or, a teen can be a scientist-in-residence and display their science projects and/or create a science program. Teens-in-residence can do things like create displays, design and host children's programs, or create bibliographies.

Keep the application short and distribute it to local schools. This gives teens an opportunity to be experts in their communities and inspire younger patrons to pursue their interests. This might also count toward their service hours.

Possible topics/interests of teen-in-residents:

- Art
- Science
- Writing/Poetry
- Technology
- Anime/Manga

Toddler Invisible Ink

This is a good alternative for those too young to be given access to a heat source.

Supplies:

- white paper
- · white crayons
- watercolor paint

Directions:

- 1. Write a message on paper with a white crayon.
- 2. Paint over the message with watercolor paint.

The paint will not stick to the wax from the crayon, so the paint will create a "relief" of the message.

Toy Dinosaur Photo Contest

Create scenes with your favorite toy dinosaurs and submit the photos to the library to have them displayed throughout the summer. https://medium.com/permanentmarker/welcome-to-dinovember-6f4cb1886d41

T. Rex Tea Party/Tea Rex Party PK C

This program needs at least two hosts: one to run the tea party and one to dress up as a T. rex. Start the program with a dinosaur dance party where children and the T. rex dance to dinosaur-themed songs. After the dance party, children make a dinosaur paper plate craft. Finally, children enjoy a tea party with snacks and drinks served by T. rex. Throughout the entire event, children interact with the T. rex.

Supplies:

- white standard-size paper plates
- dinosaur templates (see resource below)
- stapler, glue/tape
- markers, crayons, colored pencils

Directions:

- 1. Cut paper plates in half.
- 2. Cut out dinosaur head, limbs, and tail from templates.
- 3. Affix dinosaur head, limbs, and tail to paper plate. Decorate!

When snacks are finished, read a dinosaur-themed action story. Have the children act out being the dinosaur on the page.

Resource: https://www.thecrafttrain.com/sparkly-paper-plate-dinosaurs/

Underground Animals Scavenger Hunt C

Choose ten underground animals. Make a sign for each animal. Each sign needs three things: the name of the animal in bold letters, a picture of the animal found online or copied and cut out from a book, and a number 1 through 10. Glue or staple the signs on colored paper or cardstock with a border around to give them extra stability. Tape each of these to a book end. Put your underground animals on bottom shelves spread throughout your collection and department. Take care to not put them where toddlers and babies crawl around frequently. You can highlight sections you want kids to know about by putting one of the animals in that area. Make copies of the checklist sheet. Give kids a sheet with the list of animals, and have them hunt for the animals. They write the name of the animal on their sheet by the number on that sign. When they have found all ten animals, kids can turn it in for a small prize. Stickers and bookmarks make great prizes for this game.

What's in a Meme?

Memes have become a staple of social media and pop culture. But how did they become so popular? Where do they originate? What do they mean? Dig deeper into this Internet phenomenon, learn more about your favorite memes, and create a meme of your own!

How to Facilitate:

- Have participants at computers if possible.
- Present a brief background on the history of memes.
- Choose three to five popular memes to show. For each one, show a few different iterations of the meme. Ask participants if they know how the meme started and what it means. Encourage conversation about the memes, and fill in the gaps where participants are unsure about the origins or meaning.
- Demonstrate how to use an online meme generator, and have participants create their own memes as time and equipment allow.

Suggested reading for history of memes:

mashable.com/2013/06/01/meme-infographic/#.2qThS0HSSqD

www.howtogeek.com/356232/what-is-a-meme/

www.wired.com/story/guide-memes/

www.smithsonianmag.com/arts-culture/what-defines-a-meme-1904778/

Suggested websites for finding origin and meaning of specific memes:

knowyourmeme.com/

www.youtube.com/channel/UCdsE9y553KP7Z7MDXzM1sRg

Suggested Meme Generator:

imgflip.com/memegenerator

What's the Weather? Make a Weather Spinner

Tracking the weather serves as a fun introduction to the natural sciences. A simple weather spinner provides a tool for children to improve their observation, which is an important scientific skill that they will use throughout life.

Books to read:

Asch, Frank. Like a Windy Day. Harcourt Inc., 2002.

Bauer, Marion Dane. If Frogs Made Weather. Holiday House, 2005.

Bluemle, Elizabeth. *Tap Tap Boom Boom*. Candlewick Press, 2014.

Cousins, Lucy. Maisy's Wonderful Weather Book. Candlewick Press, 2011.

Jackson, Richard. This Beautiful Day. Atheneum Books for Young Readers, 2017.

Where in the World Is the Library Mascot?

Hide a picture of your mascot around the library each week and post a clue at your reference desk. Each week the clue and location change. The kids that locate the mascot will win a prize. The prize can be a different scratch-and-sniff bookmark each week.

Ideas for clues:

- 1. Our mascot has been traveling again and has found themselves among pyramids and hieroglyphs. Can you spot him?
- 2. Our mascot has been reading all about fairytales this week. Can you spot him?
- 3. This week our mascot has been reading all about Hogwarts. Can you find him?
- 4. Our mascot is on the move again and has been looking into getting a pet. Where would you find him?

This allows patrons to get to know different sections of the library better all the while having fun and investigating.

Programs, Events, Presentations, and **Storytimes**

Books to read:

Christelow, Eileen. Where's the Big Bad Wolf? Scholastic, 2005.

Lass, Bonnie. Who Took the Cookies from the Cookie Jar? Little, Brown Books for Young Readers, 2000.

Lazer, Tara. 7 Ate 9. Disney-Hyperion, 2017.

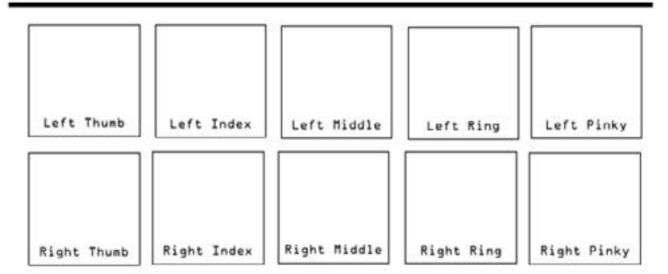
Selznick, Brian and David Serlin. Baby Monkey: Private Eye. Scholastic Press, 2018.

Activities and Crafts:

Laser Field: Tape streamers across an aisle in the collection to create a laser field. Children must navigate through the lasers without breaking the streamers. Could be combined with a race, task, or obstacle course.

Fingerprint Activity: Provide ink pads, magnifying glasses, and paper so children can create and examine their fingerprints.





Wiggles and Squirms PK

What you need:

- Game sheet
- "Watch Out!" and "We are Family" cards with pictures of worm enemies and relatives on the backs (see two pages ahead)
- game markers, printed on cardstock
- "Wormography" for a book display
- two dice

How to play: Players write their names on the game markers. Cut on the slit and fold one side forward and the other side back to make marker stand upright. Roll the dice to determine who goes first. The player with the lowest number will start the game. The player on their left goes next and so on. A player that lands on "We are Family" (picture of a family crest) rolls the dice and moves ahead that many spaces. A player that lands on "Watch Out!" (a framed exclamation mark) rolls the dice and moves back that many spaces. When approaching the end, players must roll the exact number needed to get to the final space. First player to the flowers is the winner.

Suggested game snack: gummy worms, naturally!

Wormography

Cronin, Doreen. *Diary of a Worm*. Scholastic, 2003.

Donaldson, Julia. Superworm. Arthur A. Levine Books, 2014.

Hemingway, Edward. Bad Apple's Perfect Day. G. P. Putnam's Sons, 2014.

Hicks, Betty. Worm Whisperer. Roaring Brook Press, 2013.

Huber, Mike. Bree Finds a Friend. Red Leaf Lane, 2014.

Johnston, Tony. Worm Family. Harcourt, 2004.

Kugler, Tina. Snail and Worm, Again. Houghton Mifflin Harcourt, 2017.

Kuipers, Alice. Violet and Victor Write the Best-Ever Bookworm Book. Little, Brown and Company, 2014.

Lia, Simone. They Didn't Teach This in Worm School. Candlewick Press, 2018.

Lionni, Leo. Inch by Inch. Alfred A. Knopf, 1973.

Messner, Kate. Marty McGuire Digs Worms! Scholastic Press, 2012.

Scarry, Richard. Richard Scarry's Best Lowly Worm Book Ever! Golden Book, 2014.

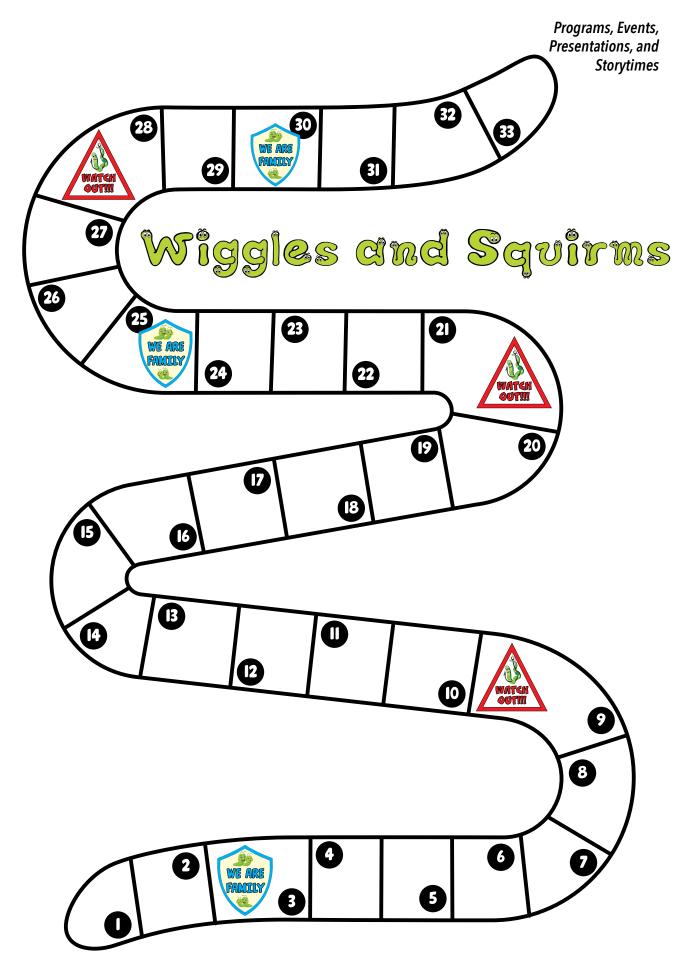
Taft, Jean. Worm Weather. Grosset & Dunlap, 2015.

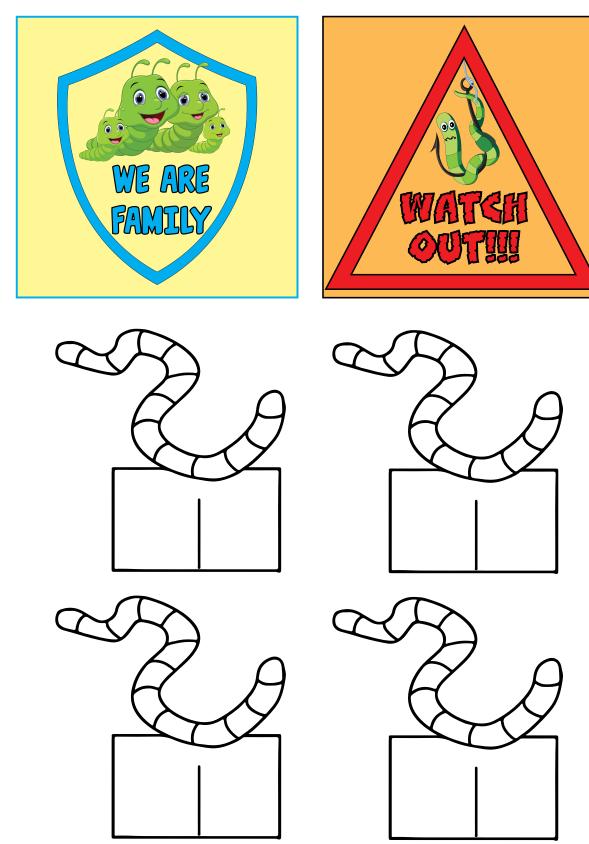
Wiley, Melissa. *Inch and Roly* series. Simon Spotlight, various dates.

Type the name and add a picture you find from a book or online to make half-page cards on card stock for each of the following:

We are Family! tube worm, feather duster worm, African giant earthworm, bristle worm, inch worm, ribbon worm, echiura, annelid, flat worm

Watch Out!: fish, beetles, toads, birds, bats, lizards, turtles, raccoons, people





Programs, Events, Presentations, and **Storytimes**

The Wonder of Worms Party

Worms are wonderful and dirt is fun! Creating a sweet treat with "cookie" dirt and making a worm farm to take home are only a few of the fun things you can do as you Dig Deeper: Read, Investigate, and Discover!

Books to read:

Cronin, Doreen. The Diary of a Worm. HarperCollins, 2003.

French, Vivian. Yucky Worms. Candlewick Press, 2010.

Tseng, Kevin. Ned's New Home. Tricycle Press, 2009.

Suggested site about composting: https://dug.org/vermicomposting-basics/

Make dirt pudding cups with gummy worms and enjoy! Suggested recipe: http:// www.ohnuts.com/blog/dirt-pudding-cups-with-gummy-worms-recipe/

Crafts:

Create worms with chenille stems, pony beads, and wiggle eyes.

Make "worm trail" art by dipping yarn in paint and dragging it across paper.

Activities:

Play the Wiggle Worm game in small or large groups. Instructions: https:// athriftymom.com/wiggle-worm-game-easy-activity-to-do-with-kids/

Make a worm farm from recycled bottles or jars to take home. Example: http:// letkidscreate.blogspot.com/2012/04/making-worm-farm.html.

Worm Farm C

This program is for grades K through 5, depending on the book and explanation you want to give. You could even do this as a family program.

Books to read:

Cronin, Doreen. *Diary of a Worm*. HarperCollins, 2003.

French, Vivian. Yucky Worms. Candlewick Press, 2010.

Gravel, Elise. The Worm. Tundra Books, 2014.

Make a Worm Jar

Supplies:

- quart-size canning jar
- lid with holes in it
- dirt/soil/hay/grass
- worms (compost worms are often called "red worms" or "red wigglers")
- dark-colored felt or paper

Directions:

- 1. Layer a few different types of dirt in the canning jar: rich soil from a garden (or potting soil), lighter sand, and mulch; then repeat the layers (soil, sand, mulch, soil, sand, etc.).
- 2. Once the jar is filled, add worms to the jar.

Programs, Events, Presentations, and **Storytimes**

- 3. Add some food for the worms to compost: teeny, tiny chopped carrots; celery greens; chopped apples; etc.
- 4. Make sure the soil is slightly damp. Put the lid on the jar and wrap it in a piece of dark felt or construction paper so the worms have darkness to work in. You may want to put it inside a cabinet to give it a cool, dark place (just don't forget about it!).
- 5. Every few days, for the next several weeks, continue to check on the worm jar and see how your underground friends are doing, and if they are actually working!
- 6. Use a simple worm jar worksheet (see below) to make predictions and observations on the worms' activities.

Resources:

Classroom Composting

https://unclejimswormfarm.com/composting-worms-stem-school-classroom/

Purchase worms (there are many places to get worms, including Amazon): https://unclejimswormfarm.com/product/composting-worms/100-count-redcomposting-worms/

Create a worksheet for kids to fill in the following questions:

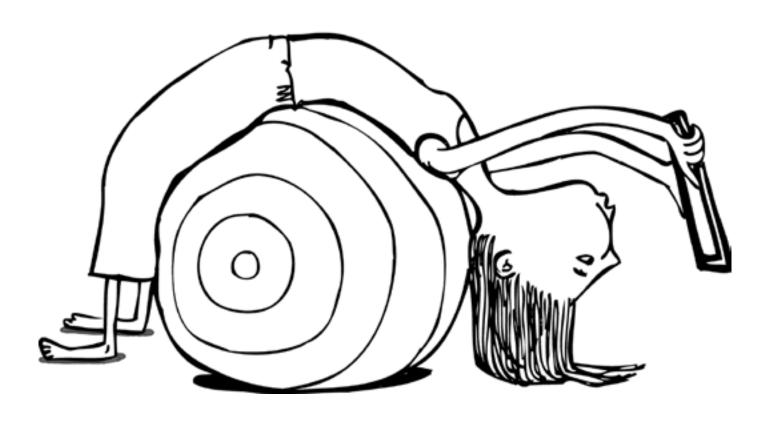
The Worm Jar observations and predictions on a worm's work.

- 1. Describe how the worm jar was made. Be sure to list all the things that were added to the jar.
- 2. What do you think will happen in the next two weeks?
- 3. Write three questions that you have about the worm jar.
- 4. I wonder ...

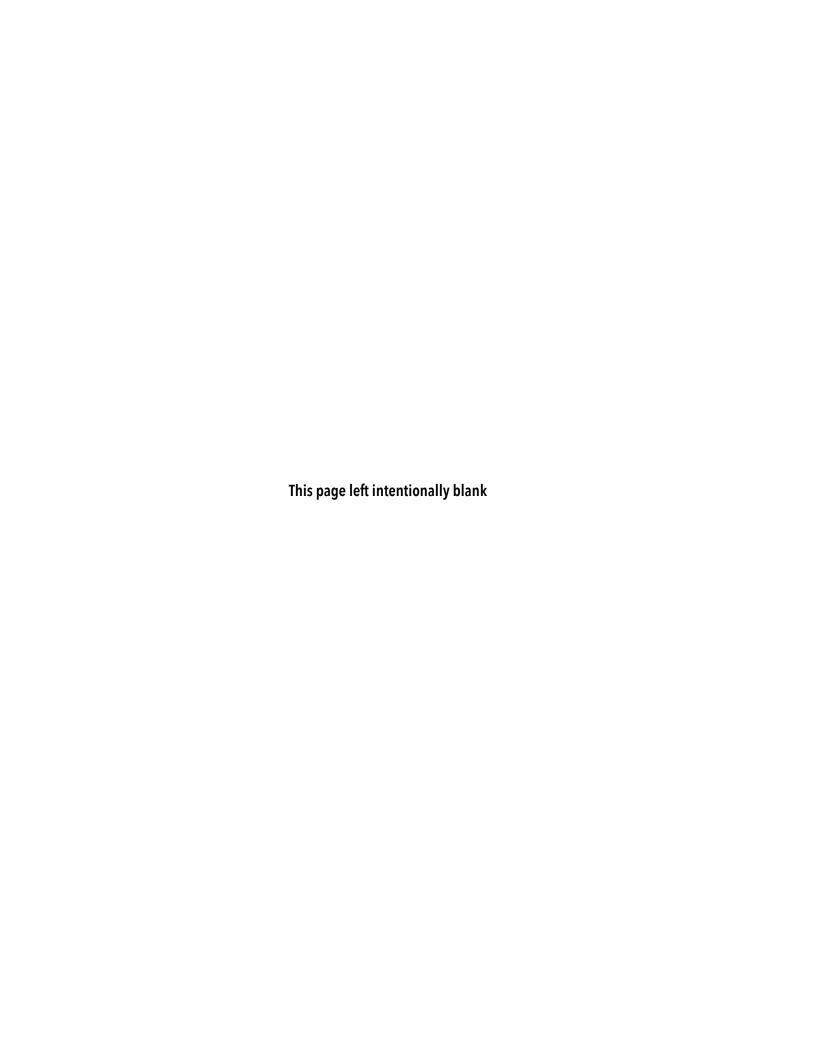
The Worm Jar, two weeks later. The results of our worm jar experiment:

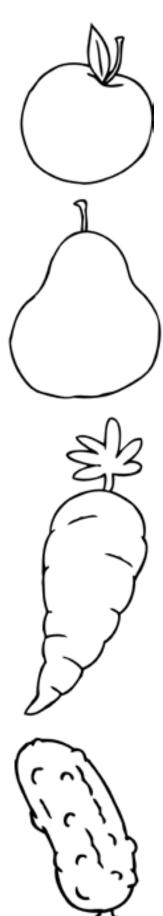
- 1. Does the soil look the same after two weeks? How was it the same? Different?
- 2. What have the worms been busy doing? Do you see any tunnels?
- 3. What did the worms do with the food at the top of the jar?

Programming



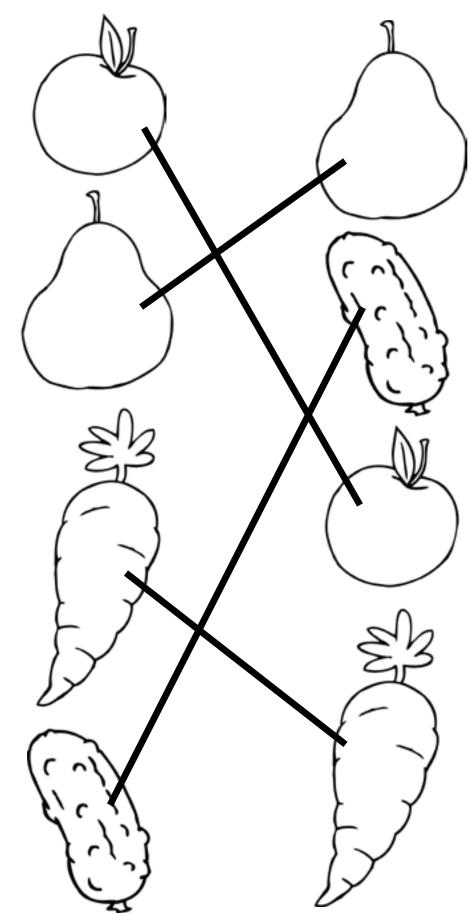
Section 2b Puzzles







Foods We Grow Matching Answers



Unscramble Plant Food Names

Directions: Test your knowledge by unscrambling the names of these food we dig and grow!

1. aelpp					
2. btee					
3. baaann					
4. rbytrrsaew					
5. mbceurcu					
6. ttaoom					
7. noino					
8. rcheyr					
9. ebna					
10. apre					



Unscramble Plant Food Names Answers

1. aelpp a p p I e

2. btee |b|e|e|t

3. baaann n | a | n | a |

4. rbytrrsaew | s r a w b e r r y

5. mbceurcu c u m b e r

6. ttaoom | t | o | m | a | t | o |

7. noino n | i | o | n

8. rcheyr c h e r r y

9. ebna b e a n

10. apre e a r

Dig Deeper to Unscramble Dinosaur Names Puzzles

Directions: Do you know dinosaurs? Test your knowledge by unscrambling the names of these 20 dinosaurs! Hint: Remember that many dinosaur names end in -saurus and -raptor.

1. cilDidpuos	
2. rolalusAus	
3. tyrBaschceprao	
4. atrunoaCrus	
5. omnnoitaE	
6. orFurabssau	
7. mulmGaiisl	
8. arasdurosHu	
9. aunnoldgo	
0. gausosLchu	
1. aaraMiasu	
2. yNranoanstnu	
3. ripaOtorv	
4. hachealosaPypurcus	
5. taopluSs	
6. satuureSgos	
7. ourorsaTus	
8. aprhtatUor	
9. rplreViocato	
20. golYnu	

Dig Deeper to Unscramble Dinosaur Names Answers

1. cilDidpuos	D i p l o d i c u s
2. rolalusAus	Allosaurus
3. tyrBaschceprao	Brachyceratops
4. atrunoaCrus	Carnotaurus
5. omnnoitaE	E m o n t o n i a
6. orFurabssau	Fabrosaurus
7. mulmGaiisl	G a I I i m i m u s
8. arasdurosHu	Hadrosaurus
9. aunnoldgo	I g u a n o d o n
10. gausosLchu	L a g o s u c h u s
11. aaraMiasu	M a i a s a u r a
12. yNranoanstnu	Nanotyrannus
13. ripaOtorv	O v i r a p t o r
14. hachealosaPypurcus	Pachycephalosaurus
15. taopluSs	Salltopus
16. satuureSgos	S t e g o s a u r u s
17. ourorsaTus	Torosaurus
18. aprhtatUor	Utahraptor
19. rplreViocato	V e l o c i r a p t o r
20. golYnu	Yulong

Dig Deeper Word Scramble
Directions: Unscramble each of the clue words. Copy the letters in the numbered cells to the numbers cells below to find the theme of this puzzle.

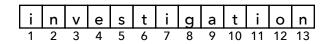
1. harecg	
2. nonticnamotai	
3. dyocuts	7
4. aadt	12
5. sdtocmune	6
6. neevidce	4
7. xaerenmi	3
8. rstiinergfpn	11
9. tecofnelrus	1
10. bissildainem	2
11. raegtinoetr	
12. eprsolnen	8
13. hagpoptoyhr	
14. tirvoabep	9
15. doinegrrc	10
16. reesonrdps	13
17. cesne	
18. cechainitns	5
19. naartwr	
20. stsewinse	

Puzzles Dig Deeper Word Scramble Answers

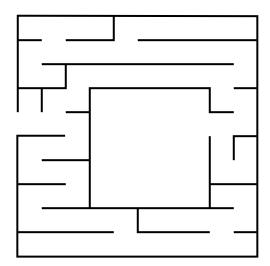
- 1. harecg c h a r g e
- 2. nonticnamotai contamination
- 3. dyocuts c u s t o d y
- 4. aadt data
- 5. sdtocmune documents
- 6. neevidce

 e v i d e n c e
- 7. xaerenmi e x a m i n e r
- 8. rstiinergfpn fingerprints
- 9. tecofnelrus fluorescent
- 10. bissildainem
- 11. raegtinoetr

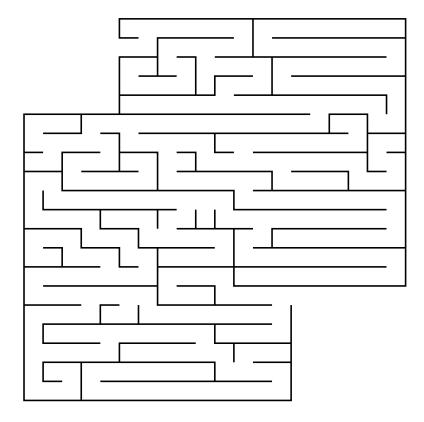
 i n t e r r o g a t e
- 12. eprsolnen persolnen persolnen
- 13. hagpoptoyhr photography
- 14. tirvoabep probative
- 15. doinegrrc recording
- 16. reesonrdps r e s p o n d e r s
- 17. cesne s c e n e
- 18. cechainitns t e c h n i c i a n s
- 19. naartwr warran an t
- 20. stsewinse w i t n e s s e s



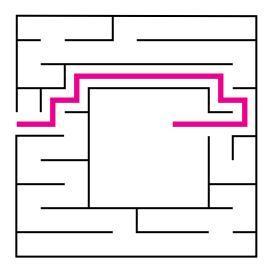
Dig Deeply into a Maze



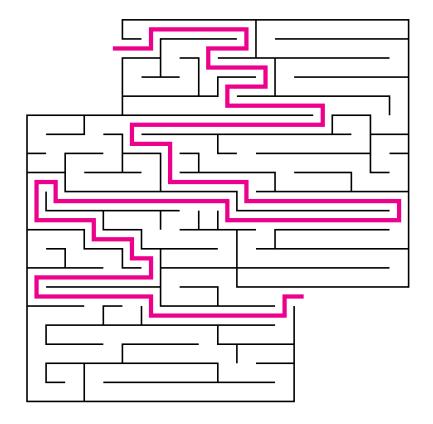
Investigate Maze



Dig Deeply into a Maze Answer

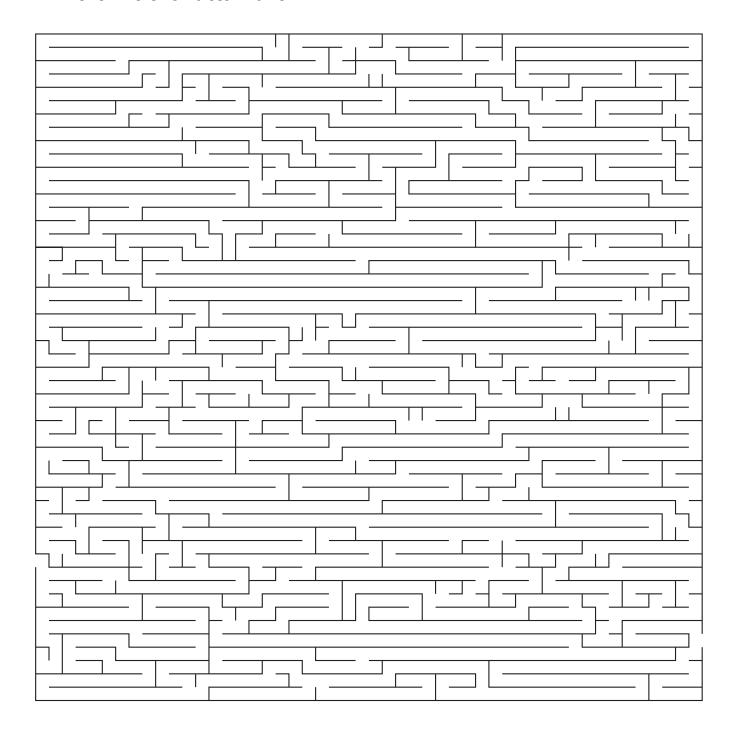


Investigate Maze Answer

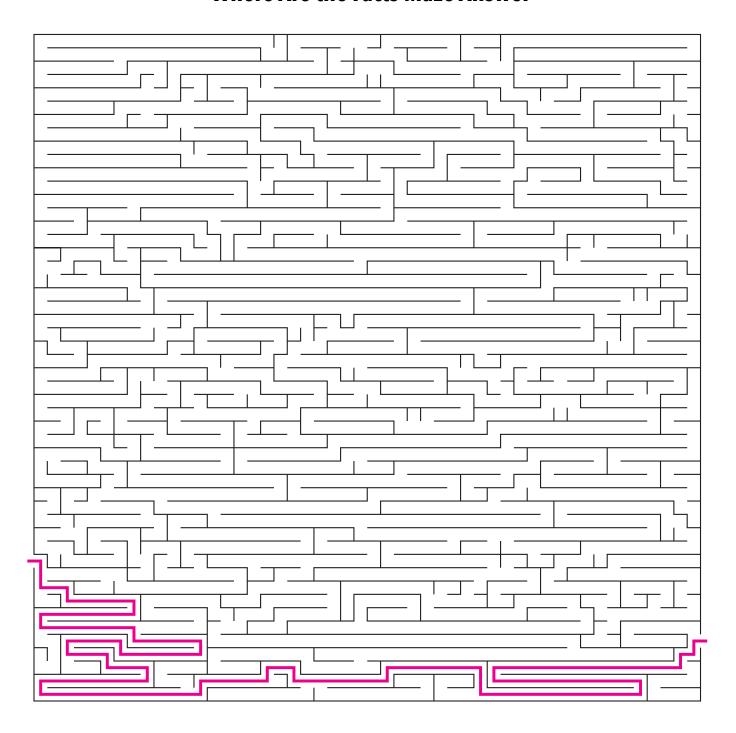


Puzzles

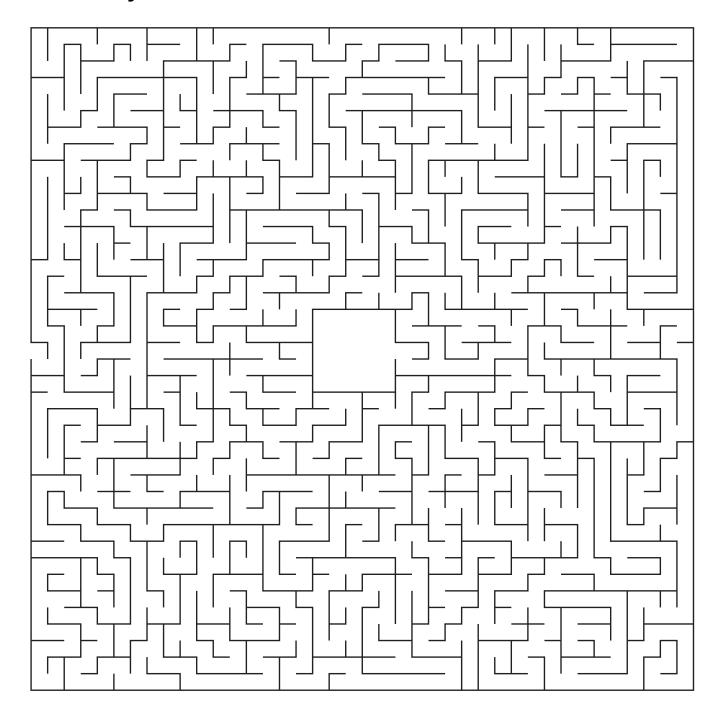
Where Are the Facts Maze



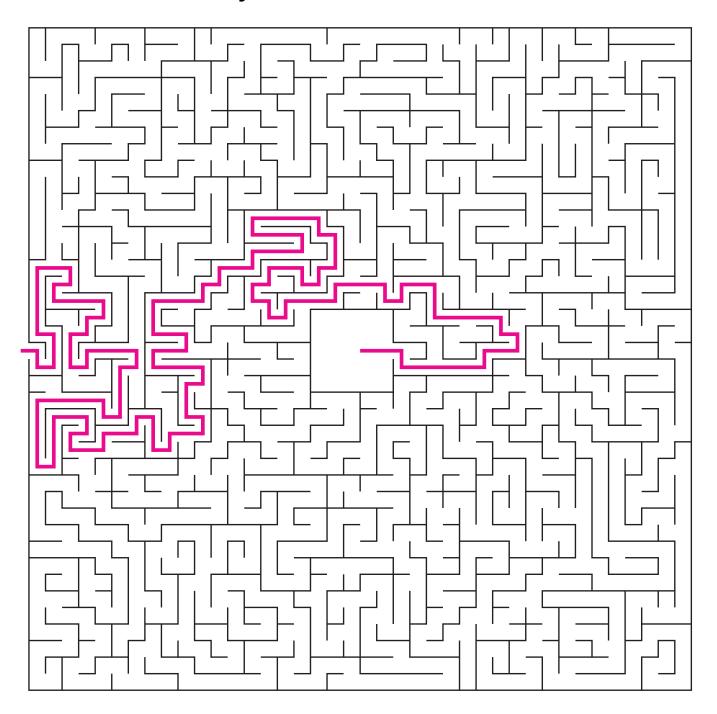
Where Are the Facts Maze Answer



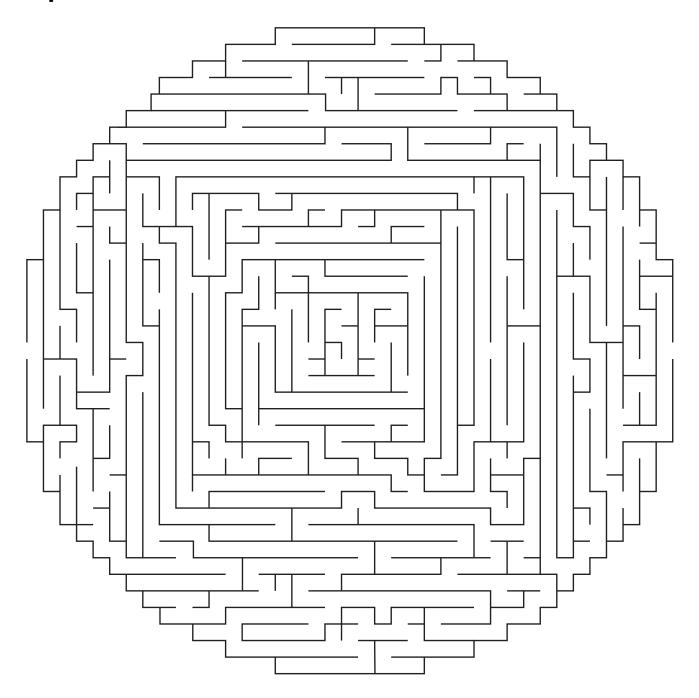
Discovery Maze



Discovery Maze Answer

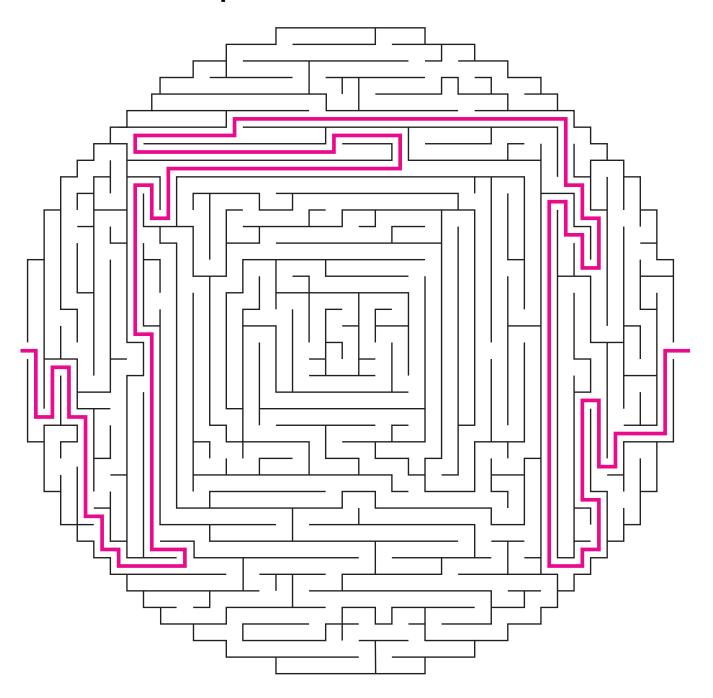


Exploration Maze

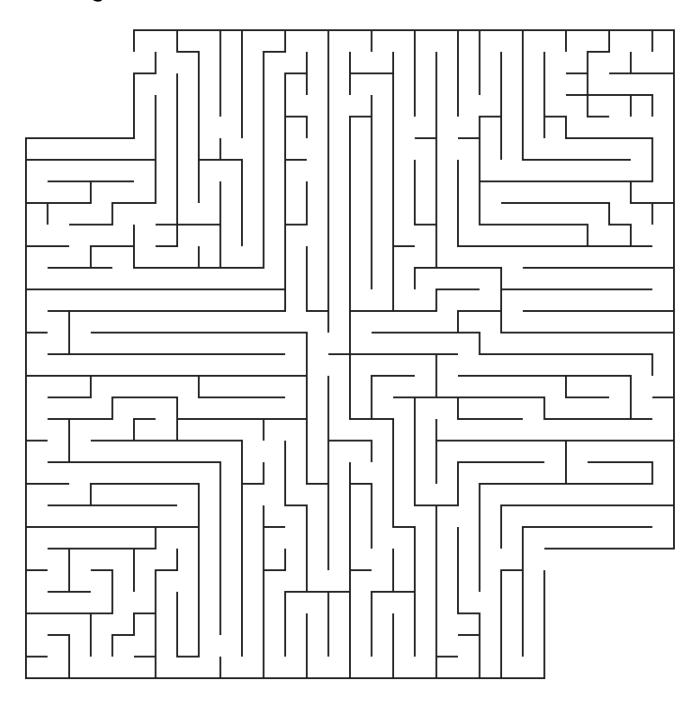


Puzzles

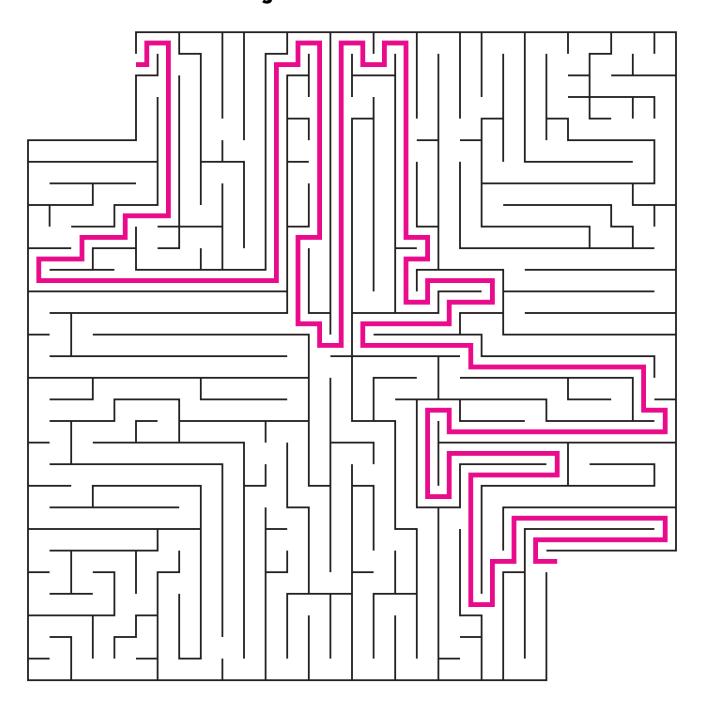
Exploration Maze Answer



Looking for Facts Maze



Looking for Facts Maze Answer



Puzzles

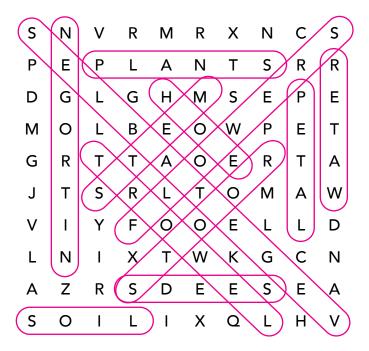
Digging PlantsDirections: Find the words about plants listed below. The words can be found horizontally, vertically, diagonally, $\hat{b} oth \ forward \ and \ backward.$

S	Ν	V	R	M	R	Χ	Ν	С	S
Р	Е	Р	L	Α	Ν	Т	S	R	R
D	G	L	G	Н	М	S	Е	Р	Е
М	0	L	В	Е	0	W	Р	Е	Т
G	R	Т	Т	Α	0	Е	R	Т	Α
J	Т	S	R	L	Т	0	М	Α	W
٧	1	Υ	F	0	0	Е	L	L	D
L	Ν	I	Χ	Т	W	K	G	С	Ν
Α	Z	R	S	D	Ε	Е	S	Ε	Α
S	0	I	L	I	Χ	Q	L	Н	٧

FLOWERS	PLANTS	STEM
HOE	ROOTS	TROWEL
NITROGEN	SEEDS	VEGETABLES
PETAL	SOIL	WATER



Digging Plants Answers



FLOWERS PLANTS STEM ROOTS HOE **TROWEL** SEEDS **NITROGEN VEGETABLES PETAL** SOIL **WATER**

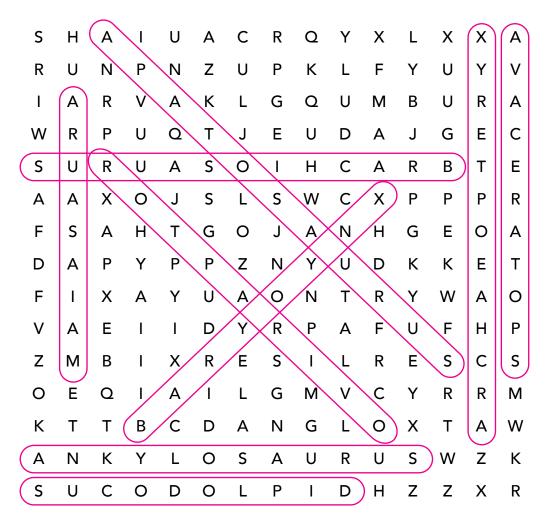
Digging Dinosaurs Directions: Find the names of the dinosaurs listed below. The names can be found horizontally, vertically, diagonally, both forward and backward.

S	Н	Α	I	U	Α	С	R	Q	Υ	Χ	L	Χ	Χ	Α
R	U	Ν	Р	Ν	Z	U	Р	K	L	F	Υ	U	Υ	٧
I	Α	R	V	Α	K	L	G	Q	U	М	В	U	R	Α
W	R	Р	U	Q	Т	J	Ε	U	D	Α	J	G	Ε	С
S	U	R	U	Α	S	0	I	Н	С	Α	R	В	Т	Ε
Α	Α	X	0	J	S	L	S	W	С	Χ	Р	Р	Р	R
F	S	Α	Н	Т	G	0	J	Α	Ν	Н	G	Е	0	Α
D	Α	Р	Υ	Р	Р	Z	Ν	Υ	U	D	K	K	Ε	Т
F	1	X	Α	Υ	U	Α	0	Ν	Т	R	Υ	W	Α	0
٧	Α	Е	I	I	D	Υ	R	Р	Α	F	U	F	Н	Р
Z	М	В	I	Χ	R	Е	S	1	L	R	Ε	S	С	S
0	Е	Q	I	Α	I	L	G	М	٧	С	Y	R	R	М
K	Т	Т	В	С	D	Α	Ν	G	L	0	Χ	Т	Α	W
Α	Ν	K	Υ	L	0	S	Α	U	R	U	S	W	Z	K
S	U	С	0	D	0	L	Р	I	D	Н	Z	Z	Χ	R

ANKYLOSAURUS APATOSAURUS ARCHAEOPTERYX **AVACERATOPS BARYOYNX BRACHIOSAURUS** **DIPLODOCUS MAIASAURA OVIRAPTOR**



Digging Dinosaurs Answers



ANKYLOSAURUS APATOSAURUS ARCHAEOPTERYX **AVACERATOPS BARYOYNX** BRACHIOSAURUS **DIPLODOCUS MAIASAURA OVIRAPTOR**

Digging Libraries

Directions: Find the words about libraries listed below. The words can be found horizontally, vertically, diagonally, both forward and backward.

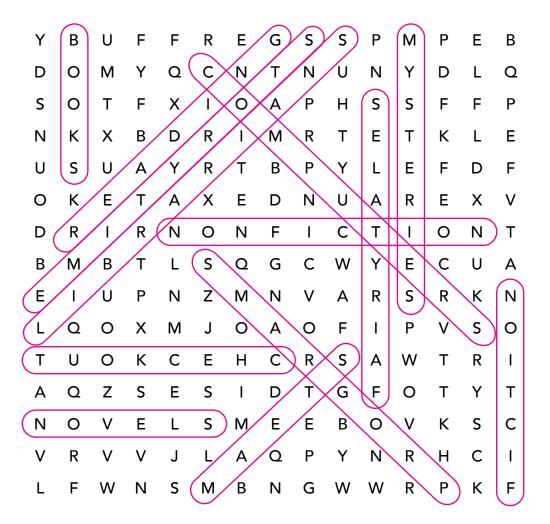
Υ	В	U	F	F	R	Ε	G	S	S	Р	М	Р	Ε	В
D	0	М	Υ	Q	С	Ν	Т	Ν	U	Ν	Υ	D	L	Q
S	0	Т	F	Χ	I	0	Α	Р	Н	S	S	F	F	Р
N	K	Χ	В	D	R	I	М	R	Т	Е	Т	Κ	L	Ε
U	S	U	Α	Υ	R	Т	В	Р	Υ	L	Ε	F	D	F
0	K	Е	Т	Α	Χ	Е	D	Ν	U	Α	R	Е	X	٧
D	R	I	R	Ν	0	Ν	F	I	С	Т	I	0	Ν	Т
В	М	В	Т	L	S	Q	G	С	W	Υ	Ε	С	U	Α
Ε	I	U	Р	Ν	Z	М	Ν	٧	Α	R	S	R	Κ	Ν
L	Q	0	X	М	J	0	Α	0	F	I	Р	V	S	0
Т	U	0	K	С	Е	Н	С	R	S	Α	W	Т	R	I
Α	Q	Z	S	Е	S	I	D	Т	G	F	0	Т	Υ	Т
N	0	V	Ε	L	S	М	Ε	Ε	В	0	V	Κ	S	С
٧	R	V	٧	J	L	Α	Q	Р	Υ	Ν	R	Н	С	I
L	F	W	Ν	S	М	В	Ν	G	W	W	R	Р	K	F

BOOKS CHECKOUT **COMPUTERS FAIRYTALES FICTION**

LIBRARIANS MYSTERIES NONFICTION NOVELS

PROGRAMS READING STEAM STORYTIME

Digging Libraries Answers



BOOKS CHECKOUT COMPUTERS **FAIRYTALES FICTION**

LIBRARIANS MYSTERIES NONFICTION **NOVELS**

PROGRAMS READING STEAM STORYTIME

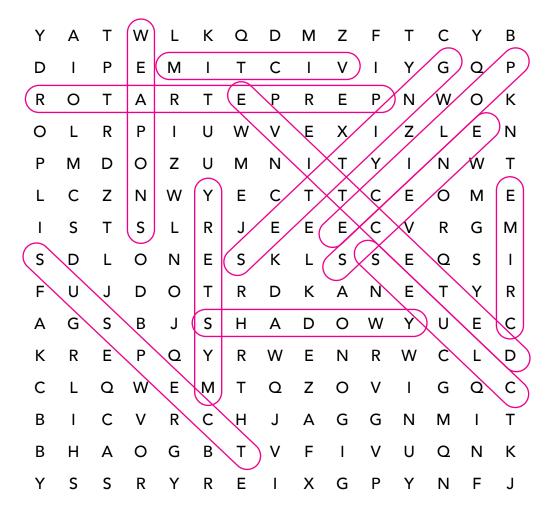
Digging MysteriesDirections: Find the words about mysteries listed below. The words can be found horizontally, vertically, diagonally, both forward and backward.

Υ	Α	Т	W	L	Κ	Q	D	М	Z	F	Т	С	Υ	В
D	1	Р	Ε	М	I	Т	С	I	٧	I	Υ	G	Q	Р
R	0	Т	Α	R	Т	Ε	Р	R	Ε	Р	Ν	W	0	K
0	L	R	Р	1	U	W	V	Ε	X	I	Z	L	Ε	Ν
Р	М	D	0	Z	U	М	Ν	1	Т	Υ	I	Ν	W	Т
L	С	Z	Ν	W	Υ	Ε	С	Т	Т	С	Ε	0	М	Ε
I	S	Т	S	L	R	J	Ε	Ε	Ε	С	٧	R	G	М
S	D	L	0	Ν	Ε	S	K	L	S	S	Ε	Q	S	I
F	U	J	D	0	Т	R	D	K	Α	Ν	Ε	Т	Υ	R
Α	G	S	В	J	S	Н	Α	D	0	W	Υ	U	Ε	С
K	R	Ε	Р	Q	Υ	R	W	Ε	Ν	R	W	С	L	D
С	L	Q	W	Ε	М	Т	Q	Z	0	٧	ı	G	Q	С
В	I	С	٧	R	С	Н	J	Α	G	G	Ν	М	I	Т
В	Н	Α	0	G	В	Т	V	F	I	٧	U	Q	Ν	K
Υ	S	S	R	Υ	R	Ε	1	Χ	G	Р	Υ	Ν	F	J

CLUES	PERPETRATOR	SHADOWY
CRIME	POLICE	SUSPECT
DETECTIVE	SCENE	VICTIM
MYSTERY	SETTING	WEAPONS



Digging Mysteries Answers



CLUES PERPETRATOR SHADOWY CRIME **POLICE SUSPECT DETECTIVE** SCENE **VICTIM MYSTERY SETTING WEAPONS**

Puzzles

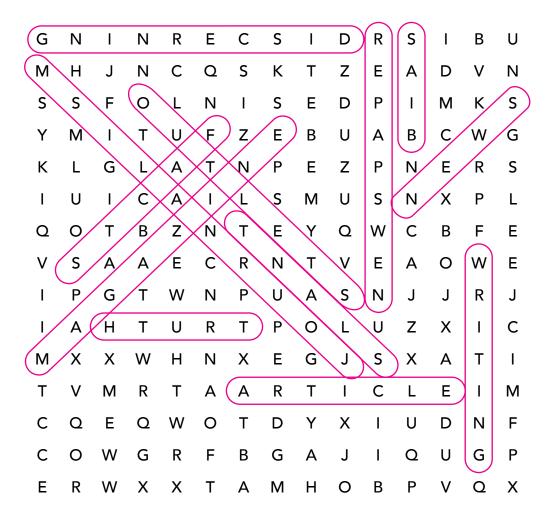
Unbiased News

Directions: Find the words about the news listed below. The words can be found horizontally, vertically, diagonally, both forward and backward.

G	Ν	I	Ν	R	Ε	С	S	I	D	R	S	I	В	U
М	Н	J	Ν	С	Q	S	K	Т	Z	Ε	Α	D	٧	Ν
S	S	F	0	L	Ν	I	S	Ε	D	Р	1	М	K	S
Υ	М	I	Т	U	F	Z	Ε	В	U	Α	В	С	W	G
K	L	G	L	Α	Т	Ν	Р	Ε	Z	Р	Ν	Ε	R	S
I	U	I	С	Α	1	L	S	М	U	S	Ν	X	Р	L
Q	0	Т	В	Z	Ν	Т	Ε	Υ	Q	W	С	В	F	Ε
٧	S	Α	Α	Е	С	R	Ν	Т	V	Ε	Α	0	W	Ε
I	Р	G	Т	W	Ν	Р	U	Α	S	Ν	J	J	R	J
I	Α	Н	Т	U	R	Т	Р	0	L	U	Z	X	I	С
М	X	Χ	W	Н	Ν	X	Ε	G	J	S	Χ	Α	Т	I
Т	٧	М	R	Т	Α	Α	R	Т	I	С	L	Е	I	М
С	Q	Ε	Q	W	0	Т	D	Υ	X	I	U	D	Ν	F
С	0	W	G	R	F	В	G	Α	J	I	Q	U	G	Р
Ε	R	W	Χ	Χ	Т	Α	М	Н	0	В	Р	٧	Q	Χ

ARTICLE **JOURNALISM OUTLETS BIAS** MAGAZINE **SLANT DISCERNING NEWS TRUTH FACTS NEWSPAPER WRITING**

Unbiased News Answers



ARTICLE JOURNALISM OUTLETS
BIAS MAGAZINE SLANT
DISCERNING NEWS TRUTH
FACTS NEWSPAPER WRITING

Dig Deeper: InvestigationDirections: Find the words about investigating listed below. The words can be found horizontally, vertically, diagonally, both forward and backward.

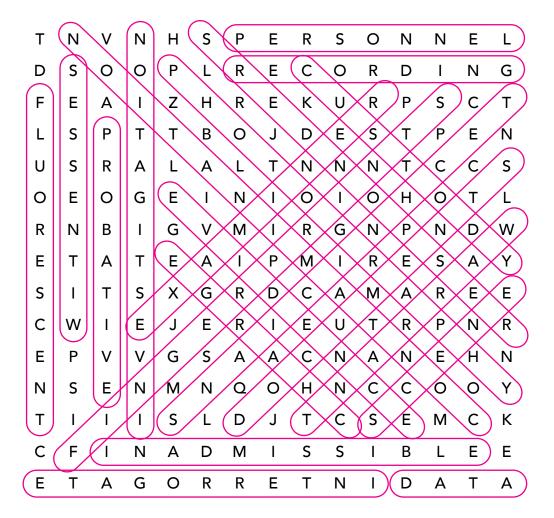
Т	Ν	V	Ν	Н	S	Р	Ε	R	S	0	Ν	Ν	Е	L
D	S	0	0	Р	L	R	Е	С	0	R	D	I	N	G
F	Ε	Α	I	Z	Н	R	Ε	K	U	R	Р	S	С	Т
L	S	Р	Т	Т	В	0	J	D	Е	S	Т	Р	Ε	Ν
U	S	R	Α	L	Α	L	Т	Ν	Ν	Ν	Т	С	С	S
0	Е	0	G	Е	1	Ν	I	0	1	0	Н	0	Т	L
R	Ν	В	I	G	٧	М	I	R	G	Ν	Р	Ν	D	W
Ε	Т	Α	Т	Ε	Α	I	Р	М	1	R	Е	S	Α	Υ
S	I	Т	S	Χ	G	R	D	С	Α	М	Α	R	Ε	Ε
С	W	1	Е	J	Е	R	I	Ε	U	Т	R	Р	Ν	R
Ε	Р	V	٧	G	S	Α	Α	С	Ν	Α	Ν	Е	Н	Ν
N	S	Е	Ν	М	Ν	Q	0	Н	Ν	С	С	0	0	Υ
Т	I	1	I	S	L	D	J	Т	С	S	Ε	М	С	Κ
С	F	1	Ν	Α	D	М	I	S	S	I	В	L	Ε	Ε
Ε	Т	Α	G	0	R	R	Ε	Т	Ν	I	D	Α	Т	Α

CHARGE CONTAMINATION CUSTODY DATA **DOCUMENTS EVIDENCE EXAMINER**

FINGERPRINTS FLUORESCENT INADMISSIBLE INTERROGATE INVESTIGATION PERSONNEL PHOTOGRAPHY

PROBATIVE RECORDING RESPONDERS SCENE TECHNICIANS WARRANT WITNESSES

Dig Deeper: Investigation Answers



CHARGE CONTAMINATION **CUSTODY** DATA **DOCUMENTS EVIDENCE EXAMINER**

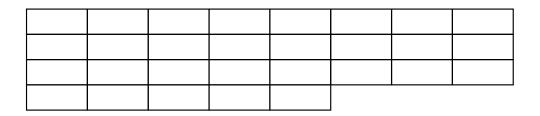
FINGERPRINTS FLUORESCENT INADMISSIBLE INTERROGATE **INVESTIGATION** PERSONNEL **PHOTOGRAPHY**

PROBATIVE RECORDING RESPONDERS SCENE **TECHNICIANS WARRANT WITNESSES**

Puzzles The Truth

Directions: Place the letter tiles in the grid below to solve for the hidden phrase. There are three letters per tile, including punctuation and spaces.

G A R	LA	NT	TRU	— W .	O F	КО	ING
ΤH	SS	AND	ELI	ΝE	RST	NCE	DLE
NDE	ТН,	I S B	RE	•	, D	LAC	EME
TRU	O R	ВЕ	F U	LWA	ORA		
YS	C L	WIL	IGN	STO	EF		





Puzzles

The Truth Answer

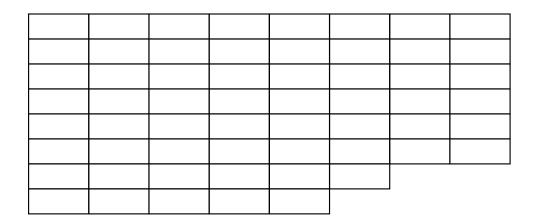
G A R	LA	NT	TRU	— W .	O F	K O	ING
ТН	SS	AND	ELI	NE	RST	NCE	DLE
NDE	ТН,	ISB	RE		, D	LAC	EME
TRU	O R	ВЕ	F U	LWA	ORA		
YS	C L	WIL	IGN	STO	ΕF		

TRU	ТН	WIL	L A	LWA	YS	ВЕ	TRU
ΤН,							
F U	NDE	RST	AND	ING	, D	I S B	ELI
ΕF	O R	IGN	ORA	NCE	•		
— W .	CL	EME	NT	STO	ΝE		

Truth will always be truth, regardless of lack of understanding, disbelief or ignorance. -W. Clement Stone

Don't Cover Up the Truth
Directions: Place the letter tiles in the grid below to solve for the hidden phrase. There are three letters per tile, including punctuation and spaces.

, W	D W	TLE	HAT	REV	THA	- U P	IS
VER	ВҮ	IS	N W	Α	ITH	CAN	HI
MAI	HAT	RAT	EOP	LH	ES	. B	YEH
TIM	FAD	SOM	AN	TRU	KE	ION	ΗE
UT	ECO	<u> </u>	FA	СО	OES	IS	AN
EAL	NK	ED,	UE	LE	ВЕ	Υ.	AWA
ТН	D D	AS	ANI	LIT	TR		
TT	E G	E P	THI	DDE			





Don't Cover Up the Truth Amswer

, W	D W	TLE	НАТ	REV	THA	- U P	IS
VER	ВҮ	IS	N W	Α	ITH	CAN	ΗΙ
MAI	НАТ	RAT	EOP	L H	ES	. В	YEH
TIM	FAD	SOM	AN	TRU	KE	ION	ΗE
UT	ECO	<u>-IS</u>	FA	СО	OES	IS	AN
EAL	NK	ED,	UE	LE	ВЕ	Υ.	AWA
ТН	D D	AS	ANI	LIT	TR		
ТТ	E G	ΕP	THI	DDE			

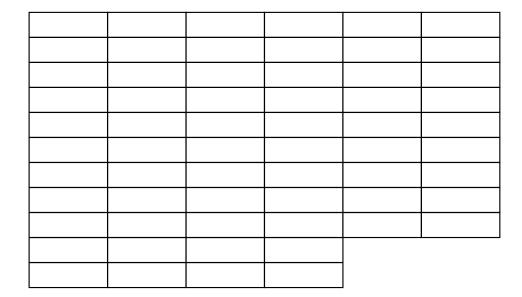
S O M	E P	EOP	LE	THI	NK	THA	ТТ
ΗE	TRU	ТН	CAN	ВЕ	Η	DDE	N W
ITH	Α	LIT	TLE	СО	VER	- U P	AN
D D	ECO	RAT	ION	. В	UT	A S	TIM
E G	OES	ВҮ	, W	НАТ	ΙS	TR	UE
I S	REV	EAL	ED,	ΑN	D W	НАТ	ΙS
FA	ΚE	FAD	ES	AWA	Υ.		
— I S	MAI	LH	ANI	YEH		-	

Some people think that the truth can be hidden with a little cover-up and decoration. But as time goes by, what is true is revealed, and what is fake fades away.

—Ismail Haniyeh

Reading Is Deep
Directions: Place the letter tiles in the grid below to solve for the hidden phrase. There are four letters per tile, including punctuation and spaces.

EADI	EEP	HICH	STH	SE W	A GR
LON	FROM	THAT	SY R	THI	THE
FREI	GHTE	ВЕА	EAT	A G	T. T
T CO	HE H	– PAB	T, D	Α	AT O
A SH	NGI	TH T	E YO	AT H	THA
F LE	ARE	STH	MOST	OUGH	ARNI
ST W	MOS	AY O	UTY.	AND	MES
IP O	YOU	ERUD	REAT	RUTH	INK
ELP	ВООК	ВООК	UTH	FTH	NG;
FEA	NKER	MAK	THO	BUT	IS
ARDE	D WI				



Reading Is Deep Answer

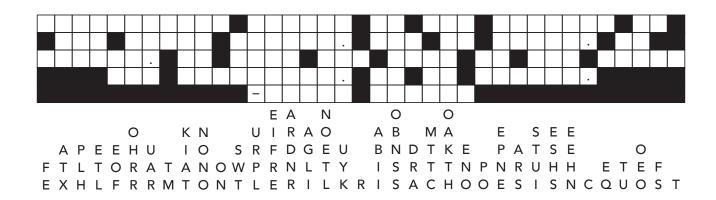
EADI	EEP	HICH	STH	SE W	A GR
LO N	FROM	THAT	SY R	THI	THE
FREI	GHTE	ВЕА	EAT	A G	T. T
T CO	HE H	– PAB	T , D	Α	AT O
A SH	NGI	TH T	EYO	AT H	THA
F LE	ARE	STH	MOST	OUGH	ARNI
ST W	MOS	AY O	UTY.	AND	MES
IP O	YOU	ERUD	REAT	RUTH	INK
ELP	ВООК	ВООК	UTH	FTH	NG;
FEA	NKER	MAK	THO	BUT	IS
ARDE	D WI				

THE	воок	STH	AT H	ELP	YOU
MOST	ARE	THO	SE W	HICH	MAK
EYO	UTH	INK	THAT	MOS	T. T
HE H	ARDE	ST W	AY O	F LE	ARNI
NGI	STH	AT O	F EA	SY R	EADI
NG;	BUT	A GR	EAT	воок	THA
T CO	MES	FROM	A G	REAT	THI
NKER	۱s	A SH	IP O	F TH	OUGH
T, D	EEP	FREI	GHTE	D WI	TH T
RUTH	AND	ВЕА	UTY.		
– PAB	LO N	ERUD	Α		

The books that help you most are those which make you think that most. The hardest way of learning is that of easy reading; but a great book that comes from a great thinker is a ship of thought, deep freighted with truth and beauty.

-Pablo Neruda

Looking for Knowledge
Directions: To solve this fallen phrase puzzle, place the letters below the column into the boxes.





Looking for Knowledge Answer

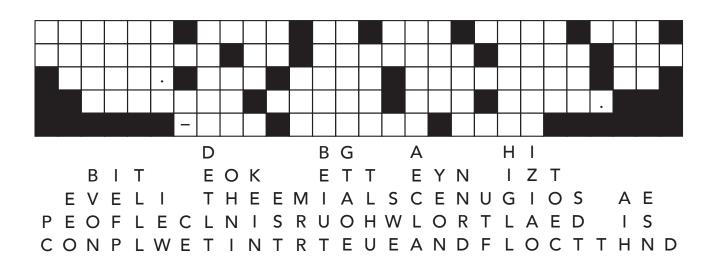


Exploration really is the essence of the human spirit, and to pause, to falter, to turn our back on the quest for knowledge, is to perish.

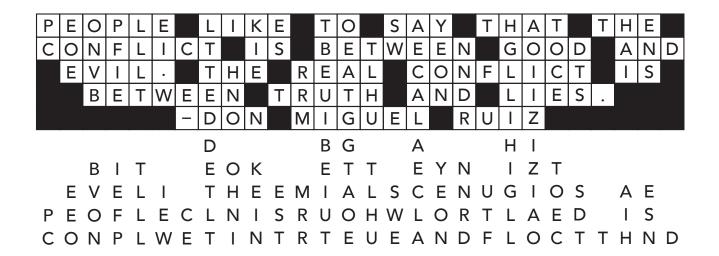
—Frank Borman

What Is the Conflict?

Directions: To solve this fallen phrase puzzle, place the letters below the column into the boxes.



What Is the Conflict? Answer



People like to say that the conflict is between good and evil. The real conflict is between truth and lies.

—Don Miguel Ruiz

The Emoji Challenge

Develop reading comprehension, and introduce readers to new titles with this puzzle!

Compile a list of recommended books and a short description of each. Then, recreate each book description using emojis. There's no exact science to choosing emojis; use whichever you think gets the message across best. Figuring out the reasoning is part of the puzzle! Find copyright-free emojis at https://www.emojione.com/. A comprehensive emoji encyclopedia is at https://emojipedia.org/, but some platforms copyright their emojis. Once you have your emojis, put them in your favorite word processor or image-editing program.

Provide teens with your booklist and your emoji descriptors, and challenge them to match the book to its emojis. Here's a sample of some books and a set of emojis describing them.

Code of Honor by Alan Gratz

When Iranian-American Kamran Smith learns that his big brother, Darius, has been labeled a terrorist, he sets out to piece together the codes and clues that will save his brother's life and his country from a deadly terrorist attack.



I Am a Genius of Unspeakable Evil and I Want to Be Your Class President by Josh Lieb In Omaha, Nebraska, twelve-year-old Oliver Watson has everyone convinced that he is extremely stupid and lazy, but he is actually a very wealthy, evil genius. When he decides to run for seventh-grade class president, nothing will stand in his way.



The Novice by Taran Matharu

When Fletcher, a blacksmith's apprentice, learns he can summon demons, he travels with his demon to an academy for adepts where he is to train as a Battlemage in the Empire's war against the orcs, but he discovers that all is not as it seems.



Well That Was Awkward by Rachel Vail

Gracie learns that her crush A.J. likes her best friend, Sienna, and she tries to be happy for Sienna. When Sienna asks for help composing flirty texts to A.J., Gracie takes on the challenge with help from her longtime friend Emmett. But soon the white lies and Gracie and her friends' tangled feelings turn the group's relationships complicated.



Emoji icons provided free by EmojiOne. https://www.emojione.com/

Bibliography

Gratz, Alan. Code of Honor. Scholastic Press, 2015.

Lieb, Josh. I Am a Genius of Unspeakable Evil and I Want to Be Your Class President. Razorbill, 2009.

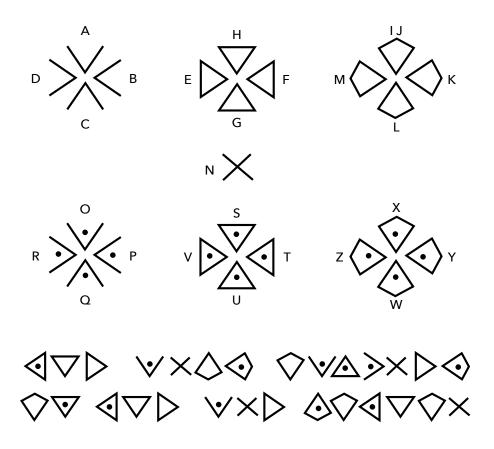
Matharu, Taran. The Novice. Feiwel and Friends, 2015.

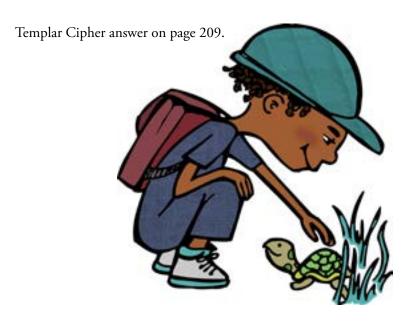
Vail, Rachel. Well That Was Awkward. Viking, 2017.

Grid Ciphers

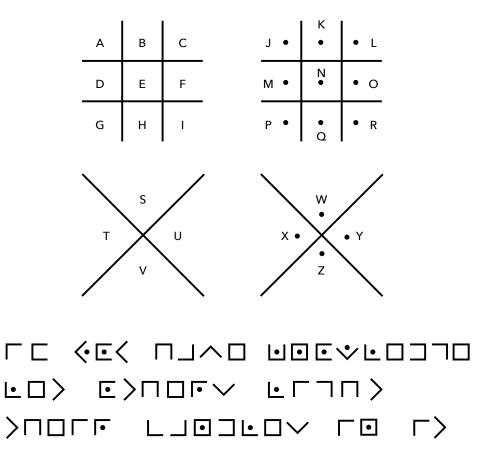
In a grid cipher, letters are indicated by their visual position on a grid. In this way, a geometric symbol can be matched up to a letter by those who have the key. Here are some sample grid ciphers and codes that use them. Solve these codes, and then create your own! (Note: Grid Cipher answers are on page 209.)

Templar Cipher



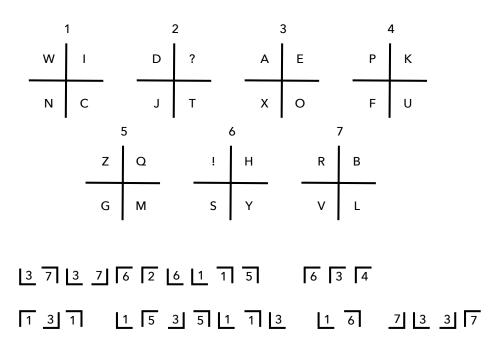


Pigpen Cipher Puzzles



Pigpen Cipher answer on page 209.





Pigpen Cipher Variation answer on page 209.



Puzzles Book Code

Create book codes for patrons to solve as part of a program or display, or teach them about cryptography and have them make their own codes!

In this book code, a string of three numbers is used to point the user to a specific word in a book. The first number is the page, the second is the line number (counted down from the top of the page), and the third is the word in the line. So 32, 4, 18 would point to page 32, line 4, 18th word in that line.

Use a selection of books to prepare a worksheet of book codes. Include the book's call number before the code. Don't tell the code-solver what the numbers mean; figuring it out is part of the code!

Have puzzle solvers try this puzzle!

- 1. J KHAN 164 8 1
- 2. YA MCKAY 74 25 3
- 3. K OPPEL 247 2 7
- 4. YA ALENDER 88 17 8
- 5. J STROUD 126 13 2

1	2	3
4	5	

Book Code answer is on page 209.

Bibliography

Alender, Katie. Famous Last Words. Point, 2014.

Khan, Joshua. Shadow Magic. Disney-Hyperion Books, 2016.

McKay, Kirsty. The Assassin Game. Sourcebooks Fire, 2016.

Oppel, Kenneth. Airborn. EOS HarperCollins, 2004.

Stroud, Jonathan. The Screaming Staircase. Disney-Hyperion Books, 2013.

Puzzles

Caesar Cipher

A Caesar cipher is a code in which the alphabet is shifted so that each letter is replaced with another letter a set number of spaces down the alphabet. For example, in a Caesar cipher with a shift of 1, a = b, b = c, c = d, and so on.

The code below is an example of a Caesar Cipher with a shift of 2. It is given that n = p, r = t, and t = v. Once solvers uncover the pattern, they can use it to solve the rest of the puzzle.

There is a free tool for encoding and decoding Caesar ciphers at https://www.dcode.fr/caesar-cipher.

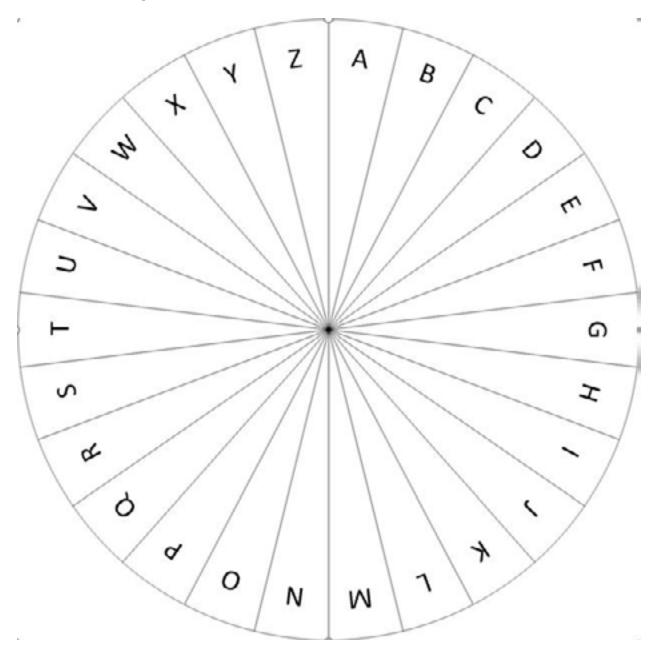
I	G	٧	٧	K	P	I		K	P	Η	Q	Т	0	С	٧	K	Q	P
_	-	-	-	_	n	-		_	_	-	-	-	-	-	-	_	-	_
Q	Н	Н		٧	J	G		K	Ρ	٧	G	Т	Р	G	٧		K	U
-	-	-		-	-	-		-	-	-	-	r	-	-	-		-	-
N	K	M	G		٧	С	M	K	Р	I		С		F	Т	K	Р	M
-	-	-	-		t	-	-	-	-	-		-		-	-	-	-	-
Н	Т	Q	0		С		Н	K	Т	G		J	Α	F	Т	С	Р	V.
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													_N	1it	che	ell l	Kap	or

Caesar Cipher answer on page 209.

Caesar Cipher Wheel Templates

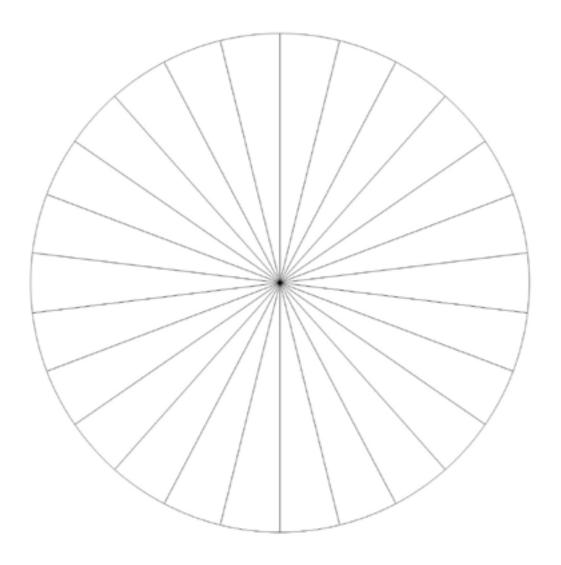
Caesar ciphers and other shift ciphers can be solved using a cipher wheel. Use these templates to create one. Cut out the circles, and place the smaller circle on top of the larger circle so the centers are lined up. Put a brad through the center so that the circles can spin freely.

When using this to solve a code, if you know what one letter equals, then you can line those two up and all the others will also be lined up with their correct letter. For example, if you know a = d, line up a and d on the wheel, and the rest of the letters will fall in the correct place.



Puzzles

 $Fill \ in \ the \ spaces \ on \ a \ blank \ cipher \ wheel \ with \ anything \ you \ want-numbers,$ symbols, letters from different alphabets – and create a code to be solved using that wheel.



Grid Cipher Answer

The only journey is the one within. -Rainer Maria Rilke

Pigpen Cipher Answer

If you have knowledge, let others light their candles in it. -Margaret Fuller

Pigpen Cipher Variation Answer

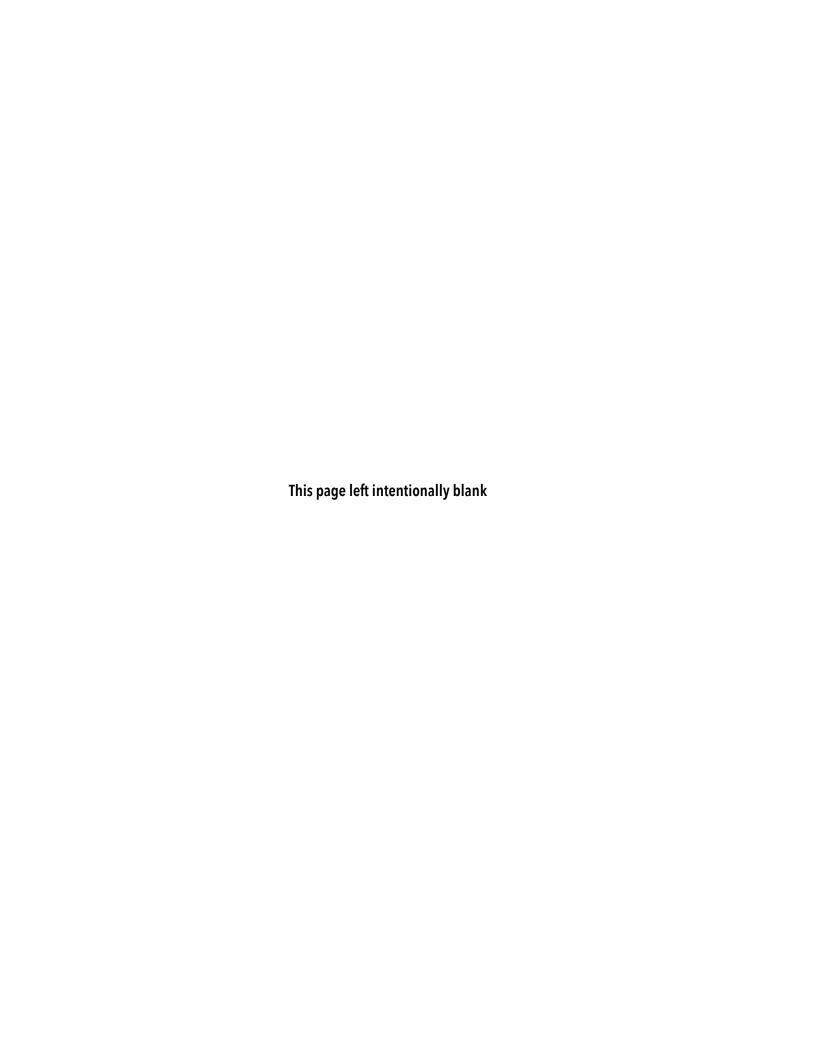
Everything you can imagine is real. -Pablo Picasso

Book Code Answer

We try to talk stealthily

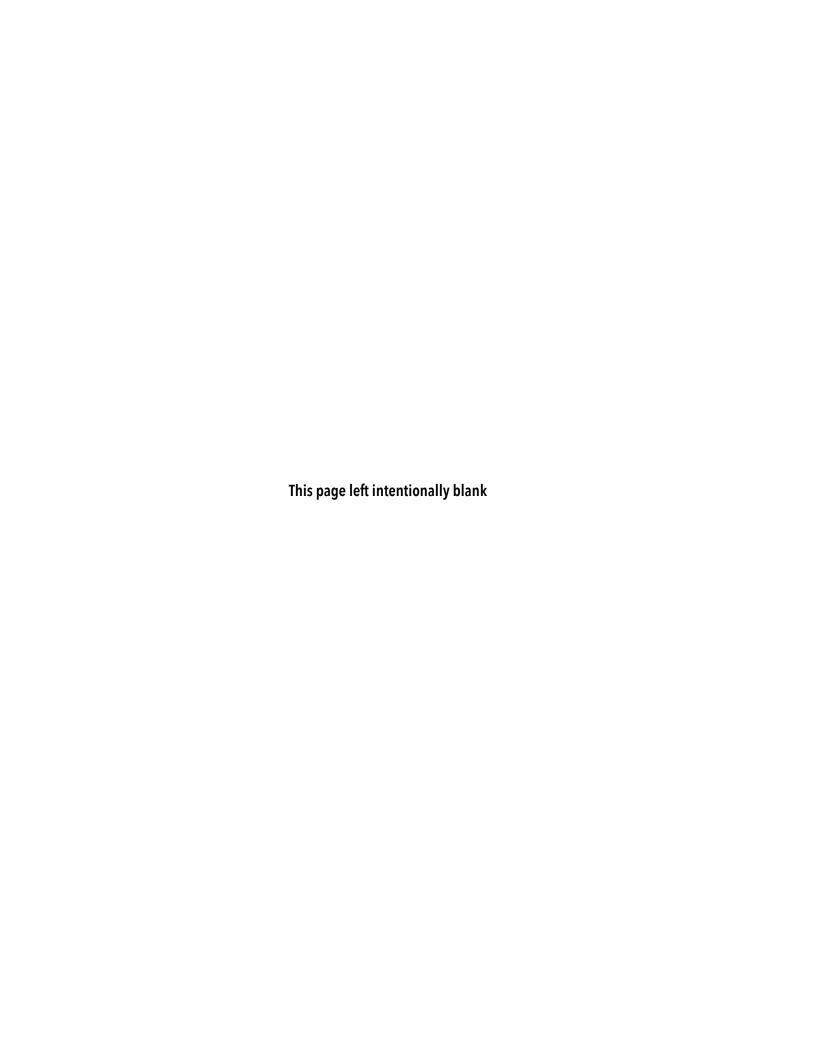
Caesar Cipher Answer

Getting information off the internet is like taking a drink from a fire hydrant.





Chapter 5 Arts & Crafts, DIY, Maker Projects



Attract Birds to Your Yard PK C

Help children discover the natural world by bringing birds to their houses!

Materials:

- chenille stems
- · ice-cream cones
- vegetable shortening
- bird seed

Directions:

- 1. Push the chenille stem through the bottom of the ice-cream cone, and twist off the botom end to hold the stem in the cone. Them make a loop at the other end of the stem so you can hang it from a branch.
- 2. Cover the cone with vegetable shortening in a thick layer.
- 3. Roll the cone in bird seed.
- 4. Hang the feeder on a tree branch, and watch the birds come.

Build a Bird Nest PK C

This program can be as easy or as complicated as you want it to be. This can be a group project or each child can build their own nest.

Materials:

- natural materials: leaves, grasses, twigs, fibers, leaves, feathers
- mud
- yarn
- cardboard pieces
- pictures of natural bird nests

Directions:

- 1. Show the pictures of the nests, discuss how birds make them.
- 2. Give each child or group cardboard and materials.
- 3. Have each child or group work on recreating a bird's nest.

Bibliography

Baicich, Paul and J. O. Harrison. Nests, Eggs, and Nestlings of North American Birds. Princeton University Press, 2005.

Beals, Sharon. Nests: Fifty Nests and the Birds That Built Them. Chronicle Books, 2011.

Boring, Mel. Birds, Nests and Eggs. Cooper Square Publishing, 1998.

Jenkins, Martin and Richard Jones. Bird Builds a Nest. Candlewick, 2018.

Cucumber Boats C

Have children experiment with buoyancy!

Materials:

cucumbers or zucchinis (or other veggies to experiment with)

PK Pre-kindergarten

c Children

Teen

A Adult

Family

Arts & Crafts, DIY, Maker Projects

- melon ballers
- bamboo skewers
- craft sticks
- toothpicks
- rubber bands
- corks
- paper for sails
- · scissors, crayons
- plastic knives
- small pool with water (outside) or a dish tub (inside) for testing

Preparation: Cut each vegetable in half lengthwise before the program. You may also want to make a boat beforehand as an example.

Directions:

- 1. Talk to the children about what makes things float. Test out materials and see what stays afloat; be sure to have a few things that will not float to compare.
- 2. Give each child a cucumber or zucchini, and let them work on their boats.
- 3. Have children use the supplies to make sails and other pieces of their boats.
- 4. As each child completes their boat, test it in the water and see if it floats. Help the kids figure out a way to make it work if it sinks.

Bibliography

Adler, David. Things That Float and Things That Don't. Holiday House, 2014.

Boothroyd, Jennifer. What Floats? What Sinks?: A Look at Density. LernerClassroom, 2010.

Hansen, Amy S. Floating and Sinking. Rourke Educational Media, 2011.

Decorate Your Own Journal C

Dig deeper into your mind and the world around you!

Materials:

- plain or solid-color journals (3.5×5-inch or similar small notebook)
- decorative tape
- permanent markers
- stencils
- stickers
- other craft supplies

Directions:

Provide materials to allow patrons to decorate their own journals/notebooks for them to record thoughts, feelings, or observations. Use of the notebook is up to the patron.

Dinosaur Straw Skeleton C

Create your own dinosaur display with simple craft supplies!

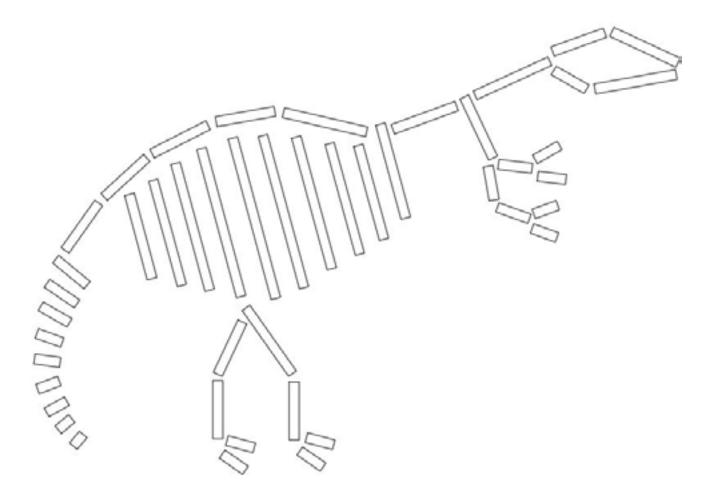
Materials:

- straws
- scissors
- skeleton pattern sheet (see below)
- plain paper
- glue

Preparation: Cut some straws into pieces that match the pattern sheet. Leave some straws uncut for older children and for children who want to create their own patterns. Enlarge pattern to fit on an 8.5×11-inch sheet of paper.

Directions:

- 1. Using the cut straws, create a dinosaur skeleton on the template.
- 2. Glue the straw pieces to the paper.
- 3. Provide blank paper and uncut straws for children who want to make their own dinosaur skeleton patterns.



DIY Invisible Ink

Pretend you are a spy, and write secret messages!

Materials:

- lemon juice
- cotton swabs or paintbrushes
- paper
- heat source (hair dryer, lightbulb)

Directions:

- 1. Dip a cotton swab or paintbrush in lemon juice.
- 2. Write your message on white paper.
- 3. When dry, have an adult carefully hold the paper near a heat source to reveal the message.

DIY Magnifying Glass and Binocular Bookmarks

Create spy gear bookmarks to use while you read your next thriller.

Materials:

- · cardstock or heavyweight paper
- stencil or die of magnifying glass and/or binoculars
- fold-top sandwich bags or cling wrap
- die cutter or similar tool for cutting paper
- craft supplies: markers, colored pencils, crayons
- double-sided tape
- glue

Directions:

- 1. Cut out magnifying glass or binocular shapes from cardstock or similar heavyweight paper. Two pieces will be needed for each bookmark.
- 2. Cut out the circular parts of the magnifying glass and binoculars that would be the glass/lenses. Cut out slightly larger circles from sandwich bags or cling wrap to use as lenses.
- 3. With double-sided tape, stick plastic wrap circles to one of the cut-out shapes. Glue the two shapes together, with the plastic bag between the two.
- 4. Once dry, the magnifying glass or binoculars can be colored and decorated. Optional: For younger patrons, offer attractive stickers to use on their bookmarks.

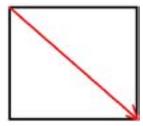
DIY Ribbon Photo Board

A photo board is a great way to keep track of photos, mementos, and other artifacts acquired on an adventure. Here's an easy way to make your own!

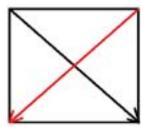
The supply list assumes you are using a 12x12-inch corkboard; the number of brads may be altered to fit any size. (The board supplies listed are per board.)

Materials:

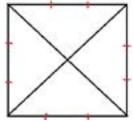
- 12×12-inch corkboard
- spool of ribbon
- 13 brass brads
- glue or stapler
- ruler
- pencil
- Optional: Cover your board with fabric first to make it more colorful.
- 1. Start one end of your ribbon at one corner of your corkboard. Either glue or staple the end to the back of the board, and spool the ribbon out to the opposite corner. Cut the end and glue or staple the end to the back of the board in the opposite corner.



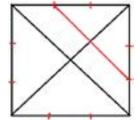
2. Do the same thing with the other corners. Push a brad into the middle where the two ribbons cross each other.



3. Measure out on the top edge of your board where you will want your ribbon to start and end, marking this with a pencil. I recommend spacing the ribbon every four inches, so you end up with two marks on each side, but you can make them as close together as you like. Just make sure to mark the same spacing around all four edges of your board.

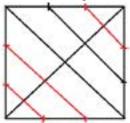


4. Like you did with the corner pieces, fasten one edge of your ribbon with glue or a staple on one edge and run it diagonally across your board to the corresponding edge.

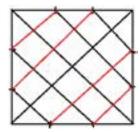


Arts & Crafts, DIY, Maker Projects

5. Do this with all your marks, connecting each mark with the opposite mark.



6. Do the same thing, only with the opposing sides. You should end up with a crisscross pattern of ribbon across your board. Push a brad through every location where the ribbons cross, and you're done! Tuck photos under the ribbon or use pushpins in the cork board—customize however you want.



Garden Stepping Stones

This craft is a great way to mark the establishment of a garden, an addition to the family, or other important life events. With only a few simple and easily obtainable materials, adults or families can create long-lasting decorative garden stepping stones.

Materials:

- pie pans (or other similarly sized single-use mold forms)
- petroleum jelly
- Quikrete powder
- mosaic tiles, glass gems, and multicolored smooth stones
- trowel

Directions:

- 1. Grease the pie pan with petroleum jelly so concrete will not adhere to the form.
- 2. Arrange tiles, stones, and glass gems on the bottom of the form.
- 3. Mix Quikrete per directions on bag.
- 4. Slowly trowel concrete into the mold.
- 5. Smooth out the top of the concrete with the trowel.
- 6. Gently shake molds to release air bubbles.
- 7. Let dry for 24 to 48 hours.
- 8. After drying, carefully flip over to release stone from mold.

Encourage patrons to send in photos of their garden stepping stones. Similar projects can be found on Pinterest with many unique ideas regarding decorating and concrete molds. We found the directions provided by The Own Builder Network to be the most easy to follow: https://theownerbuildernetwork.co/easy-diy-projects/diy-gardenstepping-stones.

Hiding Kangaroo PK C

This is a very simple craft for preschool storytime or a make-and-take table.

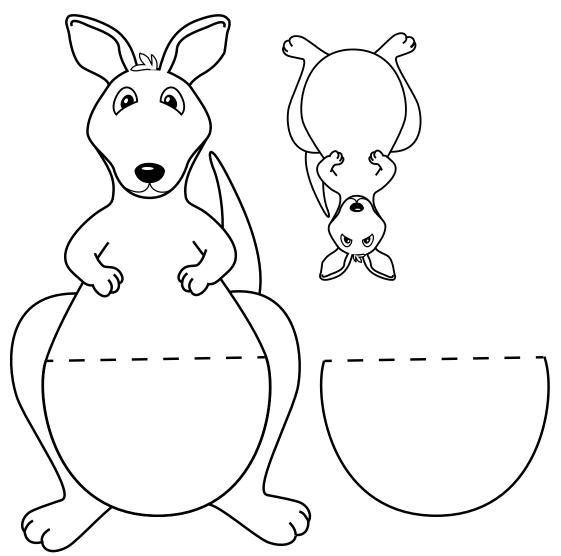
Materials:

- kangaroo template (see below)
- crayons
- scissors
- glue sticks

Preparation: Enlarge pattern to fit on an 8.5×11-inch sheet of paper.

Directions:

- 1. Color the mama kangaroo and her joey.
- 2. Cut out both kangaroos and the semicircle pouch.
- 3. Put glue around the mama's pouch, but NOT on the dotted line.
- 4. Glue a semicircle to the pouch so that the flat top of the semicircle lines up with the dotted line to create a pouch.
- 4. Put the joey in the mama's pouch.



Optional Directions:

- 1. Cut a small slit at the bottom of the semicircle.
- 2. Glue the joey to a craft stick.
- 3. Now the joey can "pop" out of the pouch.

Land and Watercraft with Sensory Tubs **PK** C

Materials:

- craft supplies in brown, green, and blues: feathers, poms, foam stickers, paper shapes, yarn, beads, gems
- other items you may have for a dry sensory box
- paper plates
- pencils
- glue

Preparation: Place brown and green craft supplies in one container (or several small containers) and blues in another container.

Directions:

1. Assemble two sensory boxes, one in browns and greens and one in blues. For more of a challenge, mix both of these into one box.



(brown/green sensory)

2. On a paper plate, draw land masses.



- 3. Young children can pick out items to glue on to the paper plates, blues for the water and browns and greens for the land masses.
- 4. Hang these up as library decorations, or let the children take them home to decorate their houses.

Mole Puppet Craft PK C

Materials:

- paper cups
- scissors
- brown, green, black, and pink construction paper or cardstock
- craft sticks
- · wiggly eyes
- glue sticks

Directions:

- 1. Cover the paper cup in brown paper. Cut a strip of green paper. Use scissors to make a fringe on one long side so that it resembles grass. Glue the green strip inside the top edge of the cup.
- 2. Use scissors to poke a hole in the bottom of the cup just big enough for the craft stick to slide through.
- 3. Cut out a mole shape from black paper. Cut out a pink circle for the nose. Glue wiggly eyes onto the face.
- 4. Glue the mole to the craft stick. Poke the stick through the bottom of the cup so that the mole sits inside. Move the stick up and down to make the mole pop in and out of his hole.

Paint Like a Bird PK C

In the story Birds, by Kevin Henkes, the author remarks, "If birds made marks with their tail feathers when they flew, think what the sky would look like."

Materials:

- · tempura paint
- feathers
- finger-painting paper

Directions:

- 1. Pick four colors for each child, or they can share cups of paint.
- 2. Give each child a piece of paper and feathers to paint with.
- 3. Have the children use the feathers to paint what a bird's tail feather would paint in the sky.

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Arts & Crafts, DIY, Maker Projects

Salt Dough Fossils C

Materials:

- 2 cups flour
- 1 cup salt
- ½ cup warm water
- small dinosaur figures

Directions:

Use flour, salt, and warm water to create salt dough. Have children roll out circles



of dough, and then press the dinosaur figures into the circles. The dough will dry overnight to create a fossil-like texture.

Soil Cups: Dig and Identify PK C

Help children dig into the exciting planet we live on, while providing them with edible earth cups!

Theme: Earth

Materials (for the younger set):

- recycle baby jars or small mason jars, or clear small plastic cups (8 ounces)
- soil: crumbled chocolate cookies (dark soil) and graham crackers (light soil)
- gummy worms
- · small dinosaur figures

Materials (for grade-school kids):

- recycle baby jars or small mason jars, or clear small plastic cups (8 ounces)
- bedrock: chocolate sandwich cookies
- crumbled cookies, graham crackers
- subsoil: vanilla pudding
- topsoil: chocolate pudding
- gummy worms
- green sprinkles

Tailor the craft for your theme. For example, for a pre-K archaeology activity, have the soil cups prepared ahead of time. Hide a plastic dinosaur in each cup. Have the kids dig and discover their dinosaur as they eat their snack.

For a geology activity for older children, provide bins or larger containers and hide rocks in them. As children eat their soil cups, have them find the rocks and identify them. Provide photo identification sheets.

Lesson Plan / Handout: USDA Natural Resources Conservation Service Montana www.nrcs.usda.gov/wps/portal/nrcs/mt/people/teachers/nrcs144p2_057811/

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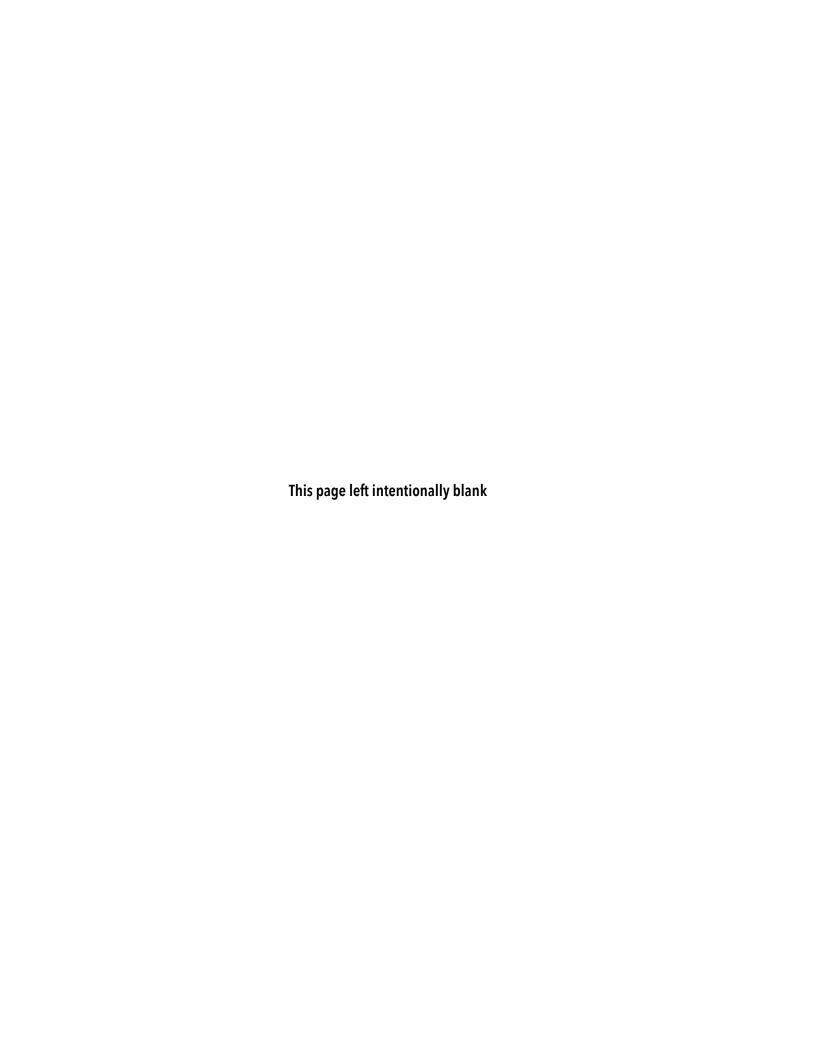
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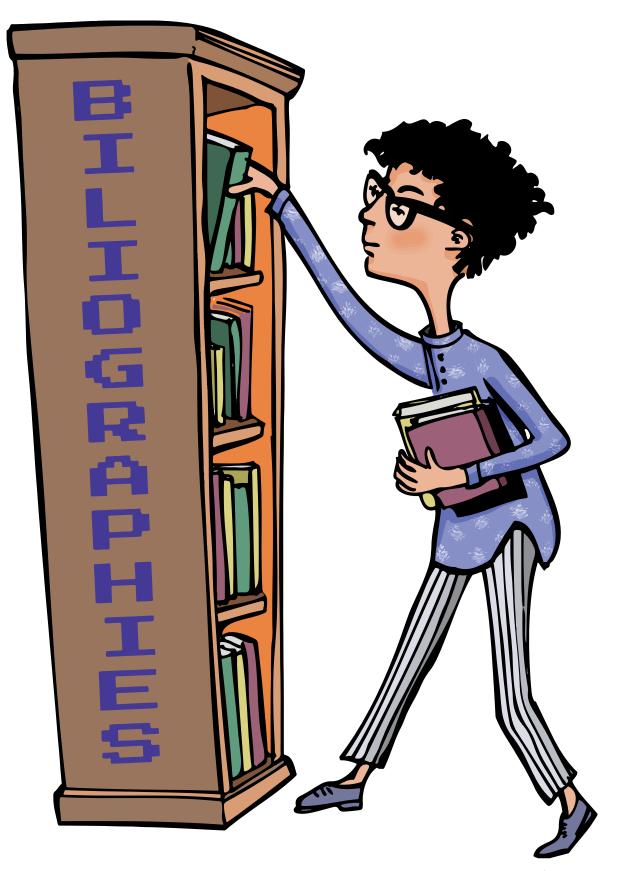
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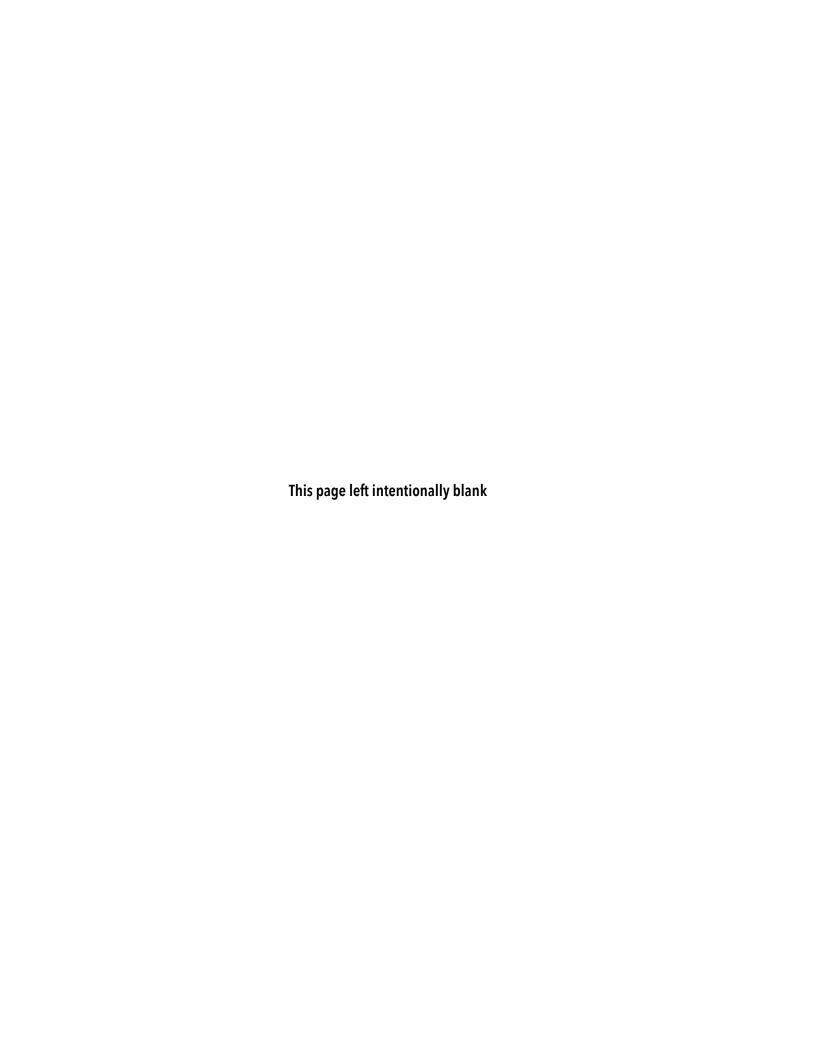
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