**Sing | Noble Duke of York**
For this song, parents and caregivers should place their baby on their knees or lap and bounce along to the song. To see the actions and listen to the song, visit [http://bit.ly/2srOVfD](http://bit.ly/2srOVfD)

Oh, the noble duke of York, (bounce baby on your knee)  
He had ten thousand men.  
He marched them up to the top of the hill, (lift baby up high)  
And marched them down again. (bring baby back down)  
Oh, and when they’re up, they’re up. (lift baby up high)  
And when they’re down, they’re down. (bring baby back down)  
And when they’re only half way up, (hold baby only half as high)  
They’re neither up nor down. (hold baby up, bring baby down)  
He marched them to the left. (lean baby to the left)  
He marched them to the right. (lean baby to the right)  
He even marched them upside down. (gently turn baby upside down)  
Now wasn’t that a sight! (bring baby back up)

**Early Literacy Tip:**
Doing bouncing or clapping rhymes helps babies, toddlers and young children feel the rhythm of the rhyme. This skill will help them pick up on syllables in words, which will help them learn to read.

**Talk | Five Queens**
In this wiggle rhyme, parents and caregivers should lay baby on the floor or in their lap facing them. Gently do the actions with the rhyme. Wiggle rhymes can be done using baby’s hands or feet.

There were five queens on a quest. (hold up baby’s hand)  
To see who was the very best. (wiggle baby’s fingers)  
The first queen went to take a test. (wiggle baby’s thumb)  
The second queen said, I’ll go out west. (wiggle baby’s index finger)  
The third queen climbed Mount Everest. (wiggle baby’s middle finger)  
The fourth queen made a beautiful vest. (wiggle baby’s ring finger)  
The fifth queen said, I’ll just take a rest. (wiggle baby’s little finger)
Read | The Princess and the Pea
Share this simple tale with the children.

Once upon a time, there was a prince who was looking for a princess to marry. One stormy evening, there was a knock on the castle door. When the prince opened the door, he saw a girl all wet from the rain. Her clothes and hair were a mess. She told them that she was a princess who had gotten caught in the storm and needed a place to stay. The queen didn’t believe that she was a true princess and decided to make a test to see if she was who she claimed to be. As the bed for the princess was prepared, a tiny pea was placed under several mattresses. Only a true princess would be able to feel that pea under all of those mattresses. When the princess awoke the next morning, it looked as if she hadn’t slept a wink. She complained that she had a terrible pain in her back. When the queen, king, and prince heard this, they knew that she truly was a princess. The prince and princess got married and lived happily ever after.

Play | Princess and the Pea Mattress Game
After you have shared the story of the Princess and the Pea with your child(ren), play this game that encourages colors and taking turns. Use the templates attached to play this game:

1. Use masking tape or Scotch tape to put the mattresses on top of the bed on a board or a cookie sheet.
2. Make several different colors of mattresses.
3. Place the bed and mattresses on the board.
4. Show the children the pea and then ask them to close their eyes tight.
5. Hide the pea under one of the mattresses.
6. Say the chant below and then have the children say what mattress the pea is under.
   The pea is under the mattress, the mattress, the mattress.
   The pea is under the mattress, which one can it be?
7. Remove that mattress and see if that is where the pea is hidden.
8. Repeat until the pea is found.
Write | Crown Lacing Cards
In this simple activity, children will practice weaving a piece of yarn through the holes in the card.

Supplies:
1. Card Stock
2. Crown Shape
3. Yarn or Shoelaces
4. Single Hole Punch

Print out the crown or trace on cardstock. An empty cereal box also works well for this! Color the crown and cut them out. Punch holes around the outside of the crown. Demonstrate to them how to lace the yarn around the crown.

Extra Fun

Sing | We Wave Our Scarves Together
For this song, use scarves or egg shakers to encourage movement and rhythm. For this song, if you don’t have a scarf at home, a washcloth works just as well!
See the actions and listen to the song at http://bit.ly/2Fqv0Xc

We wave our scarves together
We wave our scarves together
We wave our scarves together
because it’s fun to do.

Wave them up high
Wave them down low
Wave them in the middle
Because it’s fun to do.
Lacing Crown
Princess and the Pea Story Pieces
The Land of Heroes

Sing | You Are My Sunshine
We all admire our heroes, as we admire our children. Sing and listen to this classic song at http://bit.ly/2MbAcik

You are my sunshine.
My only sunshine.
You make me happy
When skies are grey.
You’ll never know, dear,
How much I love you.
Please don’t take my sunshine away.
The other night, dear
While I lay sleeping
I dreamt I held you in my arms
When I awoke, dear
I was mistaken
So, I lay my head down & cried

Talk | Two Little Eyes
In this rhyme, parents and caregivers are introducing concepts of the senses to their baby with simple language and tapping. The rhyme can be done with your baby lying on the ground or sitting in a lap facing parent or caregiver. For older children, have them point to where the body parts are.

Two little eyes to look around, (gently tap near baby’s eyes)
Two little ears to hear each sound, (gently tap on baby’s ears)
One little nose to smell what’s sweet (gently tap on baby’s nose)
One little mouth that likes to eat (gently tap on baby’s mouth)

Play | Colored Feather Matching
Many of our folktales and myths have birds featured as part of the story. In this game, children work on color skills. You can pre-color the feathers (attached) or have your child color them. You may wish to cut them out.

Have your child match the feathers by color. You can add variations on this as well, counting how many feathers there are and incorporating letter knowledge by asking them what letter makes the beginning sound of each color.
Write | Mix It Up

Playing with wooden spoons is a great way for children to work on grasp and other fine motor skills. In this activity, let your child grab a spoon and mix up something good to eat.

Supplies:

• Large Bowls/Boxes/pots  
• Wooden Spoons  
• Large Pom Poms or shredded paper

Instructions:
Demonstrate to your child how to hold the spoon and stir. Let them have fun mixing up their own recipe.

Read | The Little Red Hen

Make pieces to tell this fun story about being helpful. Talk with the children about the story and how to be helpful. Then let your child retell the story using the pieces.

On a farm, there lived a Little Red Hen, a Dog, a Cat, a Pig, and a Rat. The Little Red Hen was small, but she worked very hard. One day, she found some seeds of wheat lying on the ground.

“Who will help me plant these seeds?” said the Little Red Hen.
“Not I.” said the Dog. “Not I.” said the Cat. “Not I.” said the Pig. “Not I.” said the Rat.
“I shall do it myself.” said the Little Red Hen.

The seeds grew very tall. “Who will help me cut this wheat?” said the Little Red Hen.
“Not I.” said the Dog. “Not I.” said the Cat. “Not I.” said the Pig. “Not I.” said the Rat.
“I shall do it myself.” said the Little Red Hen.

With the wheat cut, it needed to go to the mill to be made into flour. “Who will help me take this wheat to the mill?” asked the Little Red Hen.
“Not I.” said the Dog. “Not I.” said the Cat. “Not I.” said the Pig. “Not I.” said the Rat.
“I shall do it myself.” said the Little Red Hen.

With the wheat milled into flour, the Little Red Hen was ready to make the bread. “Who will help me make the bread?” she asked.
“Not I.” said the Dog. “Not I.” said the Cat. “Not I.” said the Pig. “Not I.” said the Rat.
“I shall do it myself.” said the Little Red Hen.

The bread was baked and smelled so good. All of the animals couldn’t wait to try it. “Who will help me eat this bread?” asked the Little Red Hen.
“I will.” said the Dog. “I will.” said the Cat. “I will.” said the Pig. “I will.” said the Rat.

“No. I will.” said the Little Red Hen. And, she did.
Extra Fun!

**Talk | Way Up High In the Apple Tree**

For this chanting rhyme, ask the children to think about what else grows in trees. Do the chant again, inserting the item the children said into the rhyme.


Way up high in the apple tree (Stretch both arms above your head, hands open)
Two little apples smiled at me (Close hands into fists)
I shook that tree as hard as I could (Shake the tree)
Down came the apples (Bring fists down)
Mmmm, they were good! Rub stomach)
Little Red Hen Story Pieces
Colored Feathers Activity Pieces
PLAY | There Was a Crooked Man

Supplies:

- Masking or painter's tape, chalk, yarn, or string

Make a crooked tape line on the floor (you can also make a chalk line outside or create one with yarn or a string). Have children walk the crooked line. Have them walk on the line backward, sideways, and jumping on it. Modify it for your child's abilities. An adult can walk the baby on the line. A toddler might walk backwards and forward, etc.

Read | There Once Were Three Bears

Share this version of the classic story.

There once were three brown bears, Mother, Father, Baby Bear.
Mother's food was way too cold.
Father's food was way too hot.
Baby's food was all gone.
Someone ate it, so he cried.

There once was three brown bears, Mother, Father, Baby Bear.
Mother's Chair was way too low.
Father's chair was way too high.
Baby's chair was just right.
But when she sat, she broke it.

There once three brown bears, Mother, Father, Baby Bear.
Mother's bed was way too soft.
Father's bed was way too hard.
Baby's bed was occupied.
Someone strange was sleeping there.
"Come here quickly," Baby cried.
"Someone's sleeping in my bed!"
"Who are you?" asked Baby Bear.
"Who are you?" asked Goldilocks.
"You better run," said Baby Bear.
"I will," said Goldilocks.
Gingerbread Boy Templates
The Land of Mother Goose

TALK | Two Little Blackbirds
Two little blackbirds sitting on a hill (hold up both pointer fingers)
One named Jack (hold out right pointer finger)
And one named Jill (hold out left pointer finger)
Fly away Jack (place right hand behind back)
Fly away Jill (place left hand behind back)
Come back Jack (bring right pointer finger back out)
Come back Jill (bring left pointer finger back out)

Additional verses:
One named Early and one named Late, sitting on a gate.
One named Fast and one named Slow, sitting on a pole.
One named Soft and one named Loud, sitting on a cloud.

READ | Three Pigs
Read this shortened version of the Three Little Pigs. Have your child color the attached finger puppets and then have them retell the story to you. (Source: www.education.com)

One little pig went to find his way,
Over the hill not far away.
He built his home of flimsy straw,
But his house had a fatal flaw.
The next little pig went to find his way,
Over the hill not far away.
He built a home of fragile sticks.
He should have used his brother’s bricks.
The third little pig went to find his way,
Over the hill not far away.
He built his home of sturdy bricks
And he was safe from the wolf’s mean tricks.

WRITE | Mary’s Little Sheep
In this activity, toddlers will work on fine motor skills by wrapping yarn around their sheep. Building strength and coordination in their hands will help with writing and other skills later.

Supplies:
- Image of a sheep
- Scissors
- Card Stock
- Yarn

Instructions:
Cut out the sheep and fold in the middle to make a tented sheep. Give your child a sheep and some yarn. Have them cover the sheep with the yarn by wrapping it around them.
**PLAY | In and Out**

This game is one that will introduce beginning concepts such as full and empty, big and small. When playing this game with your child, point out these opposites as they go.

**Supplies**
- Small boxes or baskets
- Blocks
- Soft Toys
- Rattles
- Measuring Cups
- Plastic Bottles (cleaned and empty)

**Instructions**

Fill each box or basket with a few items of different sizes, shapes, and colors. Parents and caregivers should help the child pick up the box or basket, turn over, and dump items out. Work together with your child to put the items back in the box or basket. Ask your child to pick up items based on color, shape, or size and place them in the box or basket.

---

**SING | Where is Thumbkin?**

(sung to the tune of “Frere Jacques”)

In this song, we’re showing children the fingers on their hands and how to move them from being in a fist to being straight. Infants hold their hands in fists most often. Using songs like this encourage them to exercise their hands and fingers in a playful way.

For a twist on the rhyme actions, use a marker to draw faces on the pads of fingers and thumbs. Sing the extra verse for added fun.

Where is Thumbkin? Where is Thumbkin? (hands in fists in front of you)
Here I am. Here I am. (bring out one thumb and then the other)
How are you today, sir? (make one thumb bow)
Very well, I thank you. (make the other thumb bow)
Run away. Run away. (put one hand, then the other behind back)

Repeat the song replacing “Thumbkin” with the following:
- Pointer (index finger)
- Tallman (middle finger)
- Ringman (ring finger)
- Pinkie (little finger)
- Family (wave all fingers)

The final verse, instead of “run away” sing:
Here to stay. Here to stay. (give baby a little tickle with hands)
FINGER PUPPET THEATRE

The Three Little Pigs

Color, cut out, and wrap these puppets around your fingers for a fun re-enactment of "The Three Little Pigs."
The Land of the Littles

Sing | Ring Around the Rosy
Parents and caregivers can move their child gently from side to side while sitting or standing. On the last part of the song, gently lower the child.
For the second verse, lift the child into the air or to their feet. See the actions and listen to the tune here: http://bit.ly/2EUk4Rl

Ring around the rosy
Pocketful of posy
Ashes, ashes
We all fall down
The cow is in the meadow
Eating buttercups
Thunder, lightning
We all jump up

Talk | Sensory Activity: Fluttering Fairy Friends
Parents and caregivers can flutter a fairy over their child, and to the sides. You can use a washcloth or dish towel as the fairy.

The parent or caregiver lay the child on the ground or in their lap.
Flutter the fairy over the child’s face, repeating the following rhyme.

Flutter, flutter, here and there (flutter the fairy over the baby)
Flying high up in the air (flutter the fairy higher in the air)
Closer, closer, right on top (flutter the fairy over the baby)
Where will the fairy make a stop (flutter the fairy and then make it stop on baby’s tummy, toes, etc.)
**Write | From One to Another**
Grasping items helps children develop their fine motor skills, which are essential for children learning how to write.
For preschoolers: You can put anything in a bowl (beans, marshmallows, cereal, etc.) and ask your child to use their fingers to move it from one plate/bowl to the other. To make it harder, let them use a spoon, tweezers or tongs.
For younger children: Put together a box of larger items such as balls, stuffed animals, etc. Have the child grasp on to the items to put them in the box or take them out.

**Play | The Hiding Gnome Game**
Use the templates attached to make the pieces for this game. Feel free to have your child color them (good pre-writing activity)
To play the game:
Hide the gnome underneath one of the houses
Recite the rhyme below and ask your child to help find him.
As they say their answers, lift up the houses until the gnome is revealed.
Oh my, oh dear, where has my little friend gone?
Won’t you come out and play along?
Where is he hiding, do you know?
Let’s take a look under the _______________ (let the children take turns guessing)

**Read | Stone Soup**
There are many ways this story can be told with participation from your child. If available, use a real kitchen pot and play vegetables and ingredients. Or use a pot and the pieces attached. Have the child(ren) be the villagers and add ingredients into the soup. Tell the story and then talk to your child(ren) about what things they might add to the soup.
For an extension, make Stone Soup with your child(ren). Adding their favorite vegetable.

Once upon a time, there was a village. It was a nice place to live except that nobody wanted to share. One day a visitor came to town. “Hello! Does anyone have any food they can share?” he asked. The villagers all responded quickly that they had nothing to share with the visitor. “That’s ok,” said the visitor. “I will make stone soup for everyone.” Then he took out a giant pot and dropped a large stone in it, added some water and sat it on a fire to cook.
After awhile, the visitor sniffed his broth. Some of the villagers came outside to see what he was doing. “Mmmmm, I love stone soup. The only thing better is stone soup with cabbage!” said the visitor. That gave one man in the village an idea. He brought a cabbage and put it in the pot.
Then the visitor said, “I once had stone soup with cabbage and carrots. It was delicious!” A woman brought carrots and put them in the pot.
Then the visitor said, “I once had stone soup with cabbage and carrots and corn. It was scrumptious!” A boy brought corn and put it in the pot.
Then the visitor said, “I once had stone soup with cabbage and carrots and corn and beans. It was so good!” A girl brought beans and put them in the pot.

The soup cooked and cooked. Finally, it was ready. Everyone ate a big bowl. “This is delicious!” they all said. The soup made them so happy that they danced and sang all night long.

From then on, the people in the village shared. And their very favorite thing to share was stone soup.
Gnome Game Pieces
Stone Soup Story Pieces
Magical Creatures

**SING | Wind the Bobbin Up**

Wind the bobbin up, (roll hands forward, one over the other)
Wind the bobbin up, (roll hands forward, one over the other)
Pull, pull, clap, clap, clap. (mime pulling 2 times, then clap 3 times)
Wind it back again, (roll the hands backward, one over the other)
Wind it back again, (roll the hands backward, one over the other)
Pull, pull, clap, clap, clap. (mime pulling 2 times, then clap 3 times)
Point to the ceiling, (point to the ceiling)
Point to the floor, (point to the floor)
Point to the window, (point to the window)
Point to the door. (point to the door)
Clap your hands together, 1, 2, 3 (clap hands together 3 times)
Put your hands upon on your knees.


**PLAY | Fairy Flower Sharing Game**

For this game, cut out and color the attached flowers. A parent or caregiver to divide the pile equally by saying the following rhyme. Once they have the flowers divided, have them count each pile to see if there is the same number in each.

One for you, (give one to parent or caregiver)
One for me, (keep one for yourself)
Now we are both happy as can be.

**WRITE | Cutting Shapes**

Give children a variety of textures to cut for more interactive fun. This is a great activity for being creative and using imagination.

**Supplies:**
- Construction Paper
- Tissue Paper
- Craft Foam
- Recycled materials (newspaper, magazines, junk mail, cereal boxes)
- Pipe Cleaners
- Child Scissors

**Instructions:**
Give each child a pair of child scissors. Place different cutting materials at the table. Instruct the children to practice cutting using their imagination. Give prompts if needed, such as something from the garden or your favorite animal.

**TALK | Fairy Tale Sensory Box**

In many of the fairy tales we share with children, there are characters that use items that have very different textures. For example, the three pigs use straw, sticks, and bricks. All of these are very different in the way they look and feel. Put together a collection of items from around your house that you can use to talk about with your child.
**Items to include:**

- Straw, sticks, and small rocks -- Three Little Pigs
- Straw, cotton balls, and yarn -- Rumplestiltskin
- Bowls, Spoons, Oats -- Three Billy Goats Gruff

**READ | The Gunniwolf** retold by Wilhelmina Harper

Have your child color the attached finger puppets and retell the story in their own way. This adapted version is from the Charlotte-Mecklenburg Library System. You can also view the telling of this story: [https://digitalbranch.cmlibrary.org/storytime-train/gunniwolf/](https://digitalbranch.cmlibrary.org/storytime-train/gunniwolf/)

Once upon a time there was a Little Girl who lived in a house near a jungle. And every day the Little Girl’s mother would say “Now listen child, listen to me good. Whatever you do, don’t ever go into that jungle.” And the Little Girl would say “No, no Mama no, no, no. I will never, never, never go into the jungle.”

So one day, the mother had to go to the store. And she told the Little Girl again, she said “Now listen child, listen to me good – Don’t you ever, no, no times never go into that jungle.” And the Little Girl said, “...Not me, mmmh, mmmh, not me – I’m a good listener, Um-hum.” So when the mother went on to the store, the Little Girl, she was determined to do what her mother said. So, she sat on the porch and she swung her feet back and forth, back and forth, but she was bored.

So then the Little Girl thought: oh my gaaah! I am so bored! And she swung her feet back and forth, and then she noticed beside the porch, in the yard, was a little bush of flowers. They were orange flowers on that bush. Oh my goodness! Hahhh! Such pretty flowers. I’m gonna pick some for my Mama. So the Little Girl jumped down off the porch, ran to the bush and began to pick the flowers. And she was so happy as she picked those flowers, she sang a song, “Kum-kwa, khi-wa, kum-kwa, khi-wa.” And she ran back to the porch and sat down with her flowers. Oh my goodness this is so beautiful. I love orange flowers.

But as she was sitting on the porch, she noticed at the edge of the jungle, not in the jungle, but at the edge, was a bush of white flowers. Huh! White flowers! Oh my goodness the white flowers – so beautiful with the orange flowers! So the Little Girl jumped off the porch, ran to the bush and began to pick the white flowers. And she was so happy with herself that she began to sing her song again, “Kum-kwa, khi-wa, kum-kwa, khi-wa.”

Cause she ran back to the porch, and sat down with her flowers, and she was so happy cause she had orange flowers and white flowers, and her Mom would love her flowers. But then she noticed, in the jungle, there was a bush of pink flowers. “Huh! Pink!” Now she remembered what her mother said, that she should not go into the jungle. So she had to make a good decision. She had to decide what she needed to do. So she had to think long and hard about this decision. So she went into the jungle. And she began to pick the pink flowers off the bush. And she was so delighted that she sang from the bottom of her heart as she picked these flowers “Kum-kwa, khi-wa, kum-kwa, khi-wa.” And she wasn’t paying any attention to anybody around her, because she was so happy.

And up behind her was coming, the Gunniwolf. He was so sly. And she’s singing cause she’s not noticing him, “Kum-kwa, khi-wa, kum-kwa, khi-wa.” (Growls) “Huh!” The Little Girl saw the Gunniwolf, and she was frightened. “Little Girl why for you move?” “I... I, I no move.” “Well how about you sing me some more of that Mmmh guten, sweeten song again.” So the Little Girl, she dropped her flowers, and she began to sing “Kum-kwa, khi-wa, kum-kwa, khi-wa.” And that Gunniwolf, he nodded his head, and he nodded his head, and he fell asleep. The Little Girl took off running. PIT-pat, PIT-pat, PIT-pat, PIT-pat.

That Gunniwolf woke up and started chasing her – hunker-CHA, hunker-CHA, hunker-CHA, hunker-CHA. And he caught up to the Little Girl he said “Little Girl, why for you move?” “I no move.” “So how about you sing me some more of that guten, sweeten song again?”
So the Little Girl sang this song and this time she sang the song like she never sang the song before. (Deep breath) “Kuuuum-Kwa-Khi-Waaaaa, Kuuuum-Kwa-ah-ah-ah-Khi-WaWaWaWaaaa.” And that Gunniwolf nodded his head, and went to sleep. The Little Girl took off running. PIT-pat, PIT-pat, PIT-pat, PIT-pat. That Gunniwolf chased her – hunker-CHA, hunker-CHA, hunker-CHA, hunker-CHA. She ran past the pink flowers. PIT-pat, PIT-pat, PIT-pat. The Gunniwolf chased her – hunker-CHA, hunker-CHA, hunker-CHA. She ran past the white flowers. PIT-pat, PIT-pat, PIT-pat, PIT-pat. She ran past those orange flowers – PIT-pat, PIT-pat, PIT-pat, PIT-pat – into her house, and slammed the door, and locked it.

And that Little Girl, never, no, no times ever, went back into the jungle again! The End.
Flower Sharing Pieces
The Gunniwolf

Talking about, retelling, or acting out stories is an early literacy skill. It helps your child develop her language skills. When you finish reading a favorite story, talk with your child about it. Ask questions. In the story *The Gunniwolf*, an African American folk-tale retold by Wilhelmina Harper, there are three characters, a little girl, her mother, and the Gunniwolf. Have your child color the finger puppets below. Help him/her cut them out, carefully cutting two holes for her fingers. Take turns acting out the story of the Gunniwolf.