



# Mother Goose On The Loose



## Using Brain Research, Flannel Boards, & Storytime Props to Help Children Build Early Literacy Skills

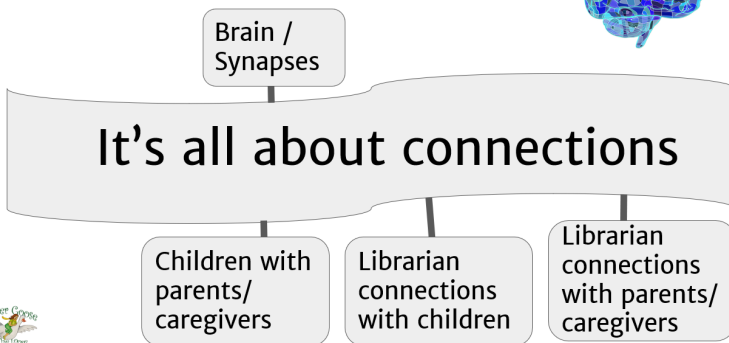
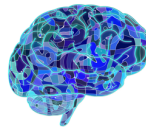
with Dr. Betsy Diamant-Cohen

### Objectives - Part 1

- To use findings from brain research to create strategies and activities that assist with healthy child development.
- To practice song and rhyme activities that build early learning skills according to ages and stages with an emphasis on literacy and self-regulation.
- To be inspired to use the flannel board, colored scarves and other props in programming.
- To easily link developmental tips with activities using the 1,2,3, method.

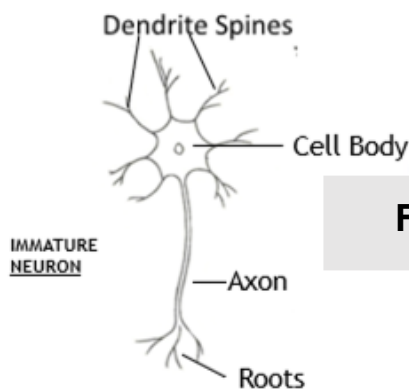


### Brain Development in the Early Years

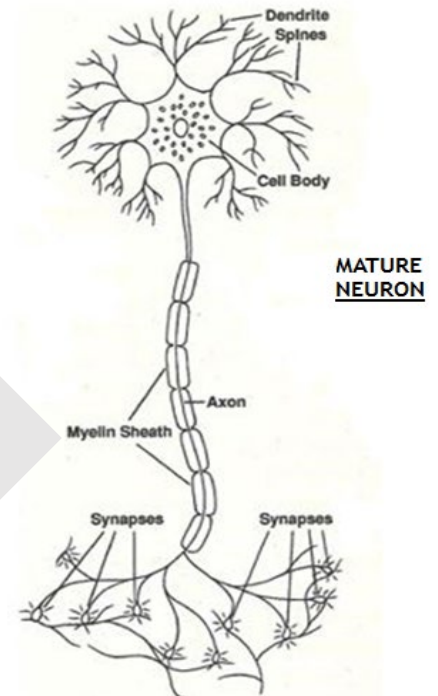


### A few facts...

- At birth, a baby's brain contains about 86 billion neurons.
- At birth, the brain weighs 25% of its adult weight.
- By age 2, a child's brain is already 75% of its adult weight.



From this to this



Jane Healy, *Your Child's Growing Mind*



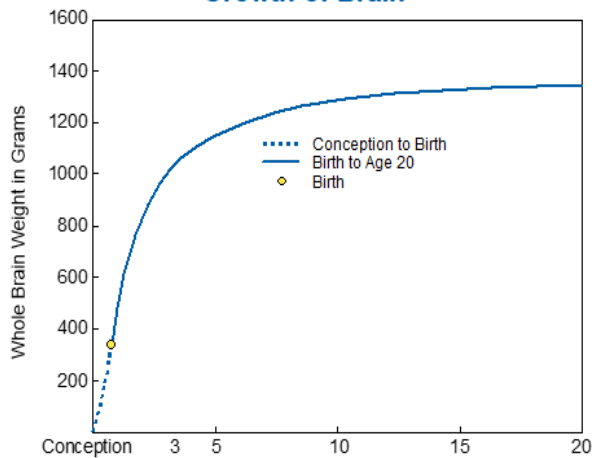
## Synapses are the connections that are made Myelination = Learning through Repetition

The myelin sheath is like the bark on a tree or the insulation on a wire.



It keeps the memories from being pruned away. And the fatty substance makes further experiences on the same topic make connections quicker.

### Growth of Brain

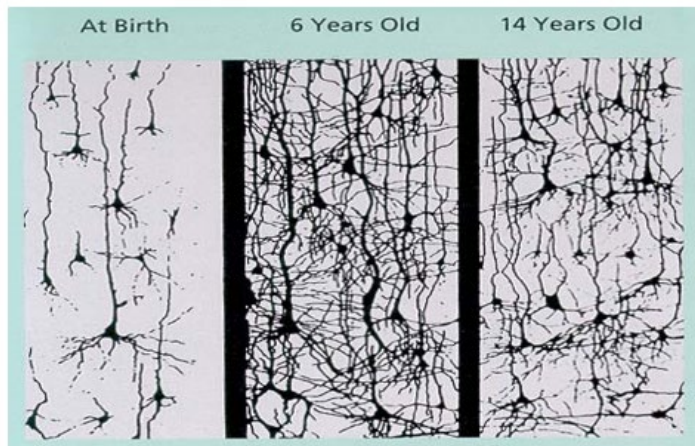


Source: A.N. Schore, *Affect Regulation and the Origin of the Self* 1994.

Look at that growth curve; see how many synapses are formed in the first 3 years of life. This is why the first years of life are the most important for forming the architecture of the brain.



## Synaptic Density

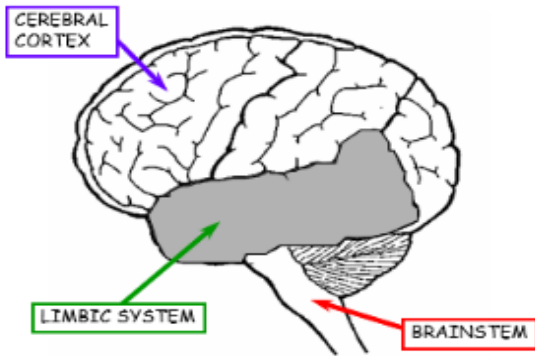


Pruning is like spring cleaning in the brain



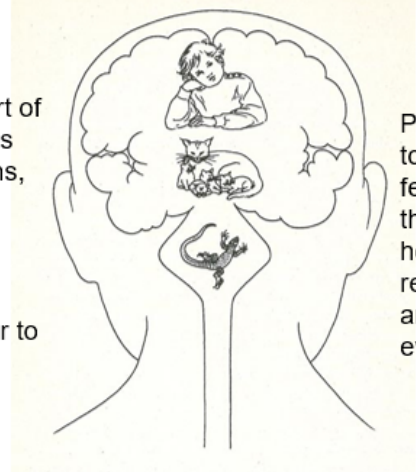
From *Rethinking the Brain: New Insights into Early Development* by Rima Shore (NY: Families and Work Institute, 2007)  
Synaptic Density: Synapses are created with astonishing speed in the first three years of life. For the rest of the first decade, children's brains have twice as many synapses as adults' brains. (Drawing supplied by M.T. Chugan)

# The Triune Brain



# Three Brains in One

The executive part of the brain manages attention, emotions, and behavior. It weaves together social, emotional, and intellectual capacities in order to help us reach our goals.



Pulling together feeling and thinking helps people reflect, plan, and evaluate.

Jane Healy, *Your Child's Growing Mind* / Ellen Galinsky, *Mind in the Making*

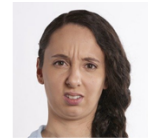
*Securely attached toddlers show more confident exploration and mastery in new situations*

## The Limbic System

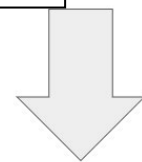
- Developed and functioning at birth
- “Emotional center of the brain”
- The front line of processing basic survival emotions
  - Touch
  - Tone of voice
  - Facial expression
  - Music
  - Rocking & other rhythmic motions
  - Smell

- Serotonin (makes you feel good)
- Cortisol (stress hormone)

Infants are pre-programmed to connect with their mothers



**Brain Chemistry**



Gotta protect myself

It's safe now.



Brief increases in heart rate, mild elevations in stress hormone levels.

**TOLERABLE**

Serious, temporary stress responses, buffered by supportive relationships.

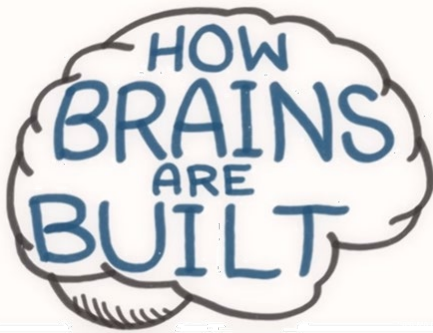
**TOXIC**

Prolonged activation of stress response systems in the absence of protective relationships.

## Three Different Levels of Stress



# Young Children Develop in an Environment of Relationships



Serve and return



## Ages and Stages

From birth to 12 months, babies use ALL of their senses

From 12-24 months, children build relationships and discover what their bodies can do.

From 24 – 36 months (toddlers), children need to move. They want independence and learn simple problem solving.

From ages 3 – 5 (preschool), children participate in pretend play. They enjoy fingerplays, using their imaginations, sharing toys, listening to and making up their own stories, and having playmates.



## Why use a flannel board & felt pieces?

- Unusual
- Colorful
- Safe
- Fuzzy fabric = warm & fuzzy feelings
- Enables easy interaction
- Seems like magic to young kids
- Multisensory – appeals to many senses

## Flannel Board Examples:



Quick Stick Instant Flannel Board by Educational Insights 20" x 27"



5-in-1 teachers easel by Best Rite. Use the shelf inside to hold felt pieces and books in presentation order. Currently out-of-stock and not being manufactured.



Black Felt Board by Oriental Trading, 17 1/2" x 10" x 14 1/4"



Purple Flannel Board by Discount School Supply, 15" x 23"



3-in-1 Portable Easel by Educational Highlights, 15" x 20"



Flannel/Dry Erase Board by Flipside, 18" x 24"



Folding Board Easel by Learning Resources, 17.75 x 19.75

## Ideas for making your own: flannel board

- Using a clean pizza box: <https://sccl.org/blogs/post/storytelling-and-flannel-board-stories-for-children/>
- Draping felt over an easel
- Using clips or safety pins to attach felt to an already existing easel.
- Leaning a felt bulletin board against something
- Glue felt onto sandwich board.

## What are some of the multisensory benefits?

**Visual**—contrasting colors

**Tactile**—softness of the flannel board & felt

**Fine Motor Skills**—pulling characters off & on the flannel board

**Emotions**—easy and fun, opportunities for building self-confidence

**Sequencing**—Recognizing story structure, practicing math

**Language & Communication**—Visual representation & decoding

**Life Skills**—Games that involve talking turns, being patient, building self-confidence and showing appreciation to others.



Storytime Apron by Kaplan  
<https://www.kaplanco.com/product/86385/storytime-apron?c=5%7CLT1005>



## How can a flannel board be used?

- 1) To teach / tell
- 2) To represent
- 3) To show
- 4) To explain
- 5) To sequence
- 6) To act out
- 7) To play
- 8) To give a hint
- 9) To prepare
- 10) To advertise

## Using felt pieces as visual representations for songs & rhymes

- One piece for an entire song or rhyme
- Building prereading skills—a picture has meaning
- Giving a hint of what is to come
- Becoming familiar with nursery rhymes characters
- Highlighting art

### Blogs with helpful information about storytelling on the flannel board

**Flannel board Fun** blog has flannel board videos and sells kits. Newsletter at <http://bit.ly/FlannelBoardFun> for fun monthly tidbits for anyone who loves and/or works with young children!

"**Grandmother's Aprons**" is a flannelboard story posted by Melissa Davison on the Tickle the Clouds blog: <https://tick-letheclouds.wordpress.com/2012/02/17/grandmothers-aprons-flannelboard/>

**Storytime Katie: One librarian's Journey into storyland** gives great examples of stories that work well for telling on the flannelboard such as *Go Away, Big Green Monster* by Ed Emberly.

## The Felt Color/Shape

Give the children a few felt pieces made of different shapes and colors. Put one felt piece in the middle of the flannel board, say, a green triangle.

Invite everyone with a triangle to put their shape on one side of the flannel board

Invite everyone with a green shape to put their shape on the other side of the flannel board.

Play again using a differently colored shape.



- One piece for each character
- Exposes children to artwork
- Exposes children to illustrators and illustration.
- Expands vocabulary

### Try This:

- Ask a high school or college art teacher if a class can make felt pieces for you.
- Call the volunteer office of an art institute and ask if a fiber artist would like to make felt pieces for you.
- Try to involve other partners, i.e. local art museums and make felt pieces patterned after objects in the museum's collection.
- Hold an art exhibition of the felt pieces and small reception for the artist(s) as a way of saying "thank you."

## Try using your flannel board for:

- Telling a story
- Showing visual representations for songs or rhymes
- Showing the object or character that goes along with the word
- Explaining opposites, subtraction, etc.
- Telling a story in sequence – first this, then that, finally that
- Having characters to act out a story, involving children more personally
- Building familiarity through playing with letters, colors, & numbers
- Focusing attention by giving a hint of what comes next
- Showing a schedule
- Eliminating anxiety by posting pictures of what's next & sticking to a routine
- Highlighting announcements

## Making felt pieces

- Cut illustrations out of discarded picture books and magazines or make color photocopies of attractive illustrations.
- Make sure to use a sharp scissors designed for cutting fabric.
- Use **tacky glue** to stick the picture(s) to felt, flannel, Scotch-Brite, sandpaper, or batting. Try to avoid using Velcro® because it pills the felt on your flannel board.
- All pictures should be at least as big as you fist.
- If your felt piece is the same color as the background of your flannel board, mount the piece on a larger piece of differently colored felt.

## Visit Flannel Friday to share ideas, encourage new techniques and build community

For ideas, tips, and pattern, and examples of pieces to use in storytimes arranged alphabetically by theme go to Flannel Friday's

**Pinterest Page:** <https://www.pinterest.com/flannelfriday/>

**Facebook page:**  
<https://www.facebook.com/groups/flannelfridayfun/>

## Zoom, Zoom, Zoom

Zoom, zoom, zoom,  
We're going to the moon.  
Zoom, zoom, zoom,  
We're going to the moon.

If you want to take a trip,  
Climb aboard my rocket ship.  
Zoom, zoom, zoom,  
We're going to the moon.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1,...

BLAST OFF!

<https://youtu.be/LTKjSKCpRNO>

*(Exercising fine motor skills)*

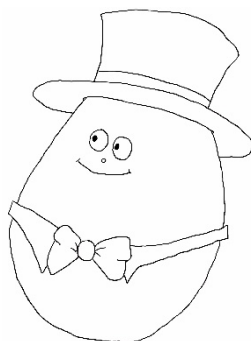
## Ready-made felt characters

- Artfelt puppet system has wonderful felt finger puppets that easily stick to the flannel board.  
<http://artfelt.net/warehouse/front.htm>
- Oriental Trading has a nursery rhyme storytelling kit  
<https://www.orientaltrading.com/nursery-rhyme-storytelling-puppets-a2-13773052.fltr>
- Lakeshore learning has storytelling kits with books and felt characters to go along with them.  
<https://www.lakeshorelearning.com/products/language/oral-language-storytelling/lakeshore-storytelling-kits-set-1/ /LA955X/>

## Building familiarity with letters

- Hand out letters to children during the program. Ask them to put their letter on the flannel board when you
- Say the sound it makes/name the letter/ show an illustration of the letter.
- Put a letter on the flannel board and trace it with your finger. Ask the children to use their fingers to trace the letter in the air.
- During free play after your program (or as a permanent feature in your early literacy space) leave out the flannel board and some big, colorful felt letters. Encourage the children to play with them.
- Invite children to make a collage on the flannel board using the letters.

**Use Humpty Dumpty** as a knee bounce or as an interactive rhyme. Recite the rhyme and then invite children to take turns coming up to the flannel board. Ask them to pull Humpty off of the wall, and invite everyone to applaud when they succeed to recognize a job well-done.



## Using the Humpty activity in virtual programs

Invite your viewers to help you pull Humpty off the flannel board. Ask them to come up to the screen and using their finger to help you pull him off his wall.

## Adding on instead of taking off

Give each child a star made of felt. After reciting “Starlight, Star Bright,” invite the children to take turns putting their stars to bed on the flannel board. When all the stars have been put on or near the felt bed, take a big piece of felt as a blanket and tuck them in.

## Use Felt Pieces to Celebrate Diversity

- Children like to see themselves represented in the images you use.
- Consider adding illustrations from foreign language books in order to get cultural diversity
- Make your images represent the wonderful diversity of races, cultures, genders, and abilities.

## Pulling Humpty off the wall helps children practice self-regulation skills and builds self-confidence

- Taking turns
- Being patient
- Following directions
- Paying attention
- Succeeding at a task
- Being recognized for succeeding
- Going back to your seat when you’re done
- Showing appreciation to others

## Humpty Dumpty

Humpty Dumpty sat on a wall.  
Humpty dumpty had a great fall.  
All the king’s horses and all the king’s men,  
Couldn't put Humpty together again.  
<https://youtu.be/Ni0op-kwv6k>  
<https://youtu.be/05UvpmiV5aU>  
<https://youtu.be/symEyAr1m6g>  
<https://youtu.be/OeFCfDtkhBs>  
<https://youtu.be/LBpGz59vtB0>





## Counting Rhymes

There were three little muffins in the bakery shop.  
You know, the kind with the honey and the nuts on the top.  
Along came a child with a penny to pay,  
And took one muffin and ran away.  
<https://youtu.be/7pA8BGXm09s>

## Playing Hide-and-Seek

Little Bo Peep has lost her sheep.  
And doesn't know where to find them.  
Leave them alone and they'll come home,  
Wagging their tails behind them.

Little Boy Blue, come blow your horn.  
The sheep's in the meadow, the cow's in the corn.  
Where is the boy who looks after the sheep?  
He's under a haystack, fast asleep!

## Use one felt piece as a visual representation:

One, two, buckle my shoe.  
Three, four, shut the door.  
Five, six, pick up sticks.  
Seven, eight, lay them straight.  
Nine, ten, a great big hen!

## Adding on instead of taking off

Starlight, star bright.  
First star I see tonight.  
I wish I may, I wish I might,  
Have the wish I wish tonight.

## Useful Books:

Farot, Kimberly K. *Storytimes with Flannel and Felt Boards*, 2009.  
León, Silvia. *Bilingual Finger Rhymes for Flannel Boards*. 1995  
Scott, L.B. *Rhymes for Fingers and Flannelboards*  
Sierra, Judy. *The Flannel Board Storytelling Book*. 1997

Dr. Betsy Diamant-Cohen  
Mother Goose on the Loose  
443.928-3915  
betsydc@mgol.org  
www.mgol.net

## Opposites

**Flannel Friday: Two Little Blackbirds**  
by Lindsey Krabbenhoft

Two little blackbirds sitting...  
• on a hill, Jack & Jill  
• on a car, near & far  
• on a stick, slow & quick  
• on a cup, down & up  
• on a cloud, quiet & loud  
• on a lily, serious & silly

<https://jbrary.com/flannel-friday-two-little-blackbirds/>

## More Opposites

This is big, big, big.

This is small, small, small.

This is short, short, short.

This is tall, tall, tall.

This is fast, fast, fast.

This is slow, slow, slow.

This is yes, yes, yes.

[https://youtu.be/6Rs\\_vMjcnBQ](https://youtu.be/6Rs_vMjcnBQ)

## Whole body movements

Row, row, row your boat.  
Gently down the stream.  
Merrily, merrily,  
Merrily,, merrily,  
Life is but a dream.

MGOL YouTube Channel:

<https://www.youtube.com/c/mothergooseontheloose>

MGOL Facebook:

<https://www.facebook.com/mothergooseontheloose/>

Virtual MGOL Programs:

<https://mgol.net/mgol-at-home/>

## Use an illustration from a book you've just read

The little train went up the track.  
It went "toot toot" and then it came back.



# Using Brain Research, Flannel Boards, & Storytime Props to Help Children Build Early Literacy Skills

with Dr. Betsy Diamant-Cohen

## Objectives - Part 2

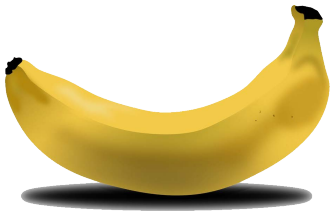


- To be able to explain how playful storytime activities can build children’s skills.
- To feel comfortable creating developmental tips and sharing them with parents.
- To expand the number of activities that you can present during on-site and virtual storytimes.

## Play Builds Skills in Many Domains!

### The Value of Playful, Hands-on Experiences – Supported by Research

“Hands on, minds on, feelings on” experiences are the foundation for the development of symbolic understanding



- Fine & gross motor skills
- Language & communication skills
- Math skills
- Science skills
- Social skills

#### Bananas

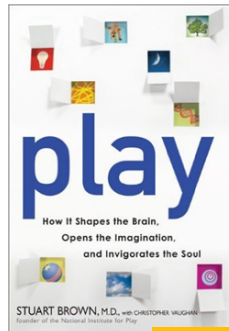
First we pick bananas, pick, pick bananas.  
 Then we peel bananas, peel, peel bananas.  
 Then we bite bananas, bite, bite bananas.  
 Then we chew bananas, chew, chew bananas.  
 Then we swallow bananas, swallow bananas.  
 Then we go bananas, go, go bananas!



### Direct, Hands-On Experience

- Stimulates language
- Leads to understanding
- Allows the formation of symbolic thought
- Involves multiple pathways in the brain
- Holds the power of DISCOVERY learning

### Dr. Stuart Brown, Psychiatrist



“The opposite of play is not work – the opposite of play is depression.”

Discovered that “play deprivation” in childhood was a common factor in mass murderers.

A developmental tip is a few short and simple sentences with 3 parts

1. **WHAT?** - Identifies what the action is
2. **WHY?** - Tells parents why it is important
3. **HOW?** - Explains how it might be replicated at home

### RESOURCES:

Brown, Stuart, & C. Vaughan. 2009. *Play: How It shapes the brain, opens the imagination, and invigorates the soul.* New York: Penguin Group.

Gopnik, Alison. 2016. *The Gardener and the Carpenter: What the new science of child development tells us about the relationship between parents and children.* Macmillan.

Gopnik, Alison, Andrew N. Meltzoff, and Patricia K. Kuhl. 2001. *The Scientist in the Crib: What early leaning tells us about the mind.* NY: Perennial.

Hirsh-Pasek, K. & Michnick Golinkoff, R. with Diane Ever. *Einstein Never Used Flashcards.* NY: Rodale, 2004.

Hirsh-Pasek, K., Golinkoff, R. M., Berk, L. E., & Singer, D. (2009). *A mandate for playful learning in preschool: Applying the scientific evidence.* Oxford University Press.



# Using Scarves

## Ways to Use Scarves:

- Waving
- Blowing
- Sorting
- Scrunching
- Hiding and finding
- Dancing with them
- Exercising with them
- Playing games with them
- Bouncing or "jumping" them
- Creatively expressing yourself
- Using the imagination - pretending
- Listening and moving to the beat
- Throwing and catching them
- Experimenting with them
- Using them as props
- Wearing them

### Peek-a-boo

Peek-a-boo, I see you.  
I see you smiling there.  
Peek-a-boo, I see you.  
I see you smiling there.  
Peek-a-boo!

### One Bright Scarf

One bright scarf waiting for the wind to blow. (*hold in hand*)  
Wiggle it high, (*wiggle scarf above head*)  
Wiggle it low. (*wiggle scarf by knees*)  
Shake it fast, (*wiggle scarf quickly*)  
Shake it slow. (*wiggle scarf slowly*)  
Put it behind your back,  
Where did it go? (*bring out empty hands*)

### The Elevator Song

Oh, the city is great and the city is grand,  
There are great big buildings on a little piece of land.  
And we live way up on the 57th floor,  
And this is what we do when we open the door.....

We ride the elevator up and the elevator down.  
Ride the elevator up and the elevator down.  
Ride the elevator up and the elevator down.  
And we turn around.

### Rain on the Grass

Rain on the grass, Sun on the grass,  
Rain on the trees, Sun on the trees,  
Rain on the roof, Sun on the roof,  
But not on me. But not on me!

### One, Two, Shake It On Your Shoe

One, two, shake it on your shoe.  
Three, four, shake it on the floor  
Five, six, stir and mix  
Seven, eight, stand up straight.  
Nine, ten, wave to your friends!

### Scarves Away

Scarves away, scarves away,  
Put your scarves away today.

### Oh Where Oh Where Has My Little Head Gone?

Oh where, oh where has my little head gone?  
Oh where, oh where can it be?  
Oh where, oh where has my little head gone?  
Oh where, oh where can it be?  
1.. 2... 3. Here it is !

### If You See A Piece of Litter

If you see a piece of litter, pick it up.  
If you see a piece of litter, pick it up.  
We can make the world look better,  
If we pick up all the litter,  
If you see a piece of litter, pick it up.

### Scrunch Your Scarves Into A Ball

Scrunch your scarves into a ball.  
Make them very, very small.  
On the count of three, let's throw our  
scarves into the air and watch as all the  
beautiful colors come fluttering down.  
Are you ready? One... two... three...  
WHEEEEEEEEE





# Using Props in Programs

with Dr. Betsy Diamant-Cohen

[www.mgol.net](http://www.mgol.net)

## **Ages & Stages**

### **Newborns and very young babies:**

*Directional tracking*

*Sensory awareness*

*Object permanence*

*Exposure to vocabulary*

### **Babies**

*Eye-hand coordination & building fine motor skills*

*More object permanence*

*Expanding vocabulary*

*Learning about the world around them*

### **Toddlers**

*Getting exercise*

*Eye-hand coordination & fine motor skills*

*Igniting imagination*

*Building vocabulary*

*Practicing listening skills and self-regulation*

*Focus and memory skills*

### **Preschoolers**

*Developing listening, focus, & memory skills*

*Exercising the imagination*

*Creative expression'*

*Getting exercise*

*Using fine motor skills*

*Conveying messages*

*Enhancing understanding*

*Capturing attention*

*Developing STEM skills*

### **School Age & Up**

*Aesthetic appreciation*

*Exercising the body & the imagination*

*Creative expression*

*Fun!*

**SCARF PLAY IS FUN FOR EVERYONE!**

### **My Kite's Flying Way Up High**

My kite's flying way up high,

Way up high, way up high.

My kite's flying way up high,

High up in the sky.

The wind is blowing 'round and 'round,

Round & round, round and round.

The wind is blowing 'round and 'round,

Round & round & round.

My kite's crashing to the ground,

To the ground, to the ground.

My kite's crashing to the ground,

Crashing to the ground.

### **This is the Way We Wash our Neck**

This is the way we wash our neck

Wash our neck, wash our neck.

This is the way we wash our neck

So early in the morning.

### **Come Under My Umbrella**

Come under my umbrella, umbrella, umbrella.

Come under my umbrella, it's starting to rain.

There's thunder and lightning, and wind and rain.

Come under my umbrella, it's starting to rain.

### **Wind, Oh Wind**

"Wind, oh wind, oh wind," I say,

"What are you blowing away today?"

"Scarves, oh scarves, oh scarves," I say,

"I am blowing the scarves away."

### **And We Wave and We Wave**

And we wave and we wave and we stop.

We wave and we wave and we stop.

We wave and we wave and we wave and we wave,

We wave and we wave and we stop.



# Using Props in Programs

with Dr. Betsy Diamant-Cohen

[www.mgol.net](http://www.mgol.net)

## Benefits of Scarf Play include:

- Practice directional tracking
- Positive sensory motor skills.
- Develops fine motor skills
- Develop a sense of object permanence
- Building vocabulary
- Sparking imagination as we explore all kinds of ways to play with our scarves
- Increasing vocabulary as we verbally describe what we are doing with our scarves
- Increasing vocabulary as we talk about our scarves colors or the shapes we make with them.
- Sharpening listening skills as we move our scarves based on musical or verbal cues
- Practicing self-regulation skills as we play freeze games by starting and stopping our movements with the scarves
- Improving eye-hand coordination and fine motor skills as we toss the scarves in the air, play catch with a friend, or enjoy a game of peekaboo.
- Spatial reasoning - high vs. low
- Using scarves respond to verbal cues helps to develop listening, focus and memory skills
- A fun way to promote bonding between children and caregivers through play.
- STEM skills, learning through observation and experimentation



## Technical Information

### Purchasing Scarves

Tried and true companies for purchasing colorful, transparent scarves online are”

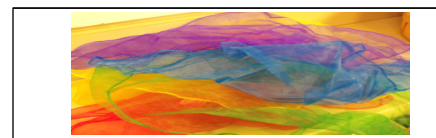
- The Rhythm Band set of 12 colored scarves from **Musician’s friend** (no hems)
- Lakeshore Activity Scarves (colored scarves with hems from **Lakeshore Educational**)
- 

Untested scarves that might be worth a try:

- Novelty Place 12 pieces Dance & Juggle Scarves from Walmart (free shipping)
- Aspire 120 pcs juggling dancing scarves rhythm band scarves for noly \$36.90 at Opentip.com
- Etsy - for patterned scarves that aren’t used for Peek-a-boo games

### Handing Out and Collecting Scarves (Tip: Sing a clean up song for scarves while collecting them)

- Tote bags
- Baskets
- Bag
- Pile on the floor
- Butterfly net for large audiences
- Special configuration mentioned in Abby Johnson’s blog (below)





## More Clickable Links

Building Stem Skills With Scarves
Little Bo Peep
Opening Rhyme for Storytime
Throwing Scarves
Wheels on the Bus

## Resources

### ALSC Blog

Johnson, Abby. "Using Scarves in Storytime." *ALSC Blog*, Association for Library Service to Children, 2 Feb. 2016, <https://www.alsc.ala.org/blog/2016/02/using-scarves-in-storytime/>.

Salo, Katie. "Scarves in Storytime." *ALSC Blog*, Association for Library Service to Children, 5 Oct. 2018, [www.alsc.ala.org/blog/2018/08/scarves-in-storytime/](http://www.alsc.ala.org/blog/2018/08/scarves-in-storytime/).

### Playlists of Scarf Video Clips

Mother Goose on the Loose YouTube channel - Activities Using Scarves playlist - <https://www.youtube.com/channel/UCgAJVenxzBO6jvVZ6Te3VZA/playlists>

"Scarf Songs and Rhymes for Storytime" - <https://jbrary.com/scarf-songs-rhymes-storytime/>

### Blogs About Scarves by Librarians *(clickable links embedded)*

Jbrary – Scarf Songs and Rhymes for Storytime (blog post)

Jbrary – Scarf Songs and Youtube Rhymes Playlist

Jbrary - Scarf Songs and Rhymes Pinterest Page

Scarf Songs - by Jean Warren, Preschool Express

Pinterest Page - Scarf Songs for Toddlers

Early Literacy Storytime: Scarves and Letters by Mel's Desk

Using Props in Storytime: Scarves by Getting Giggles

Baby Storytime - Scarves! By Anne's Library Life Baby

Storytime Scarf Activity by LibrErin

Storytime Scarf Love by Future Librarian Superhero

Using Scarves in Rhymetime by Loon and Quines @

Librarytime

Magic Scarves by Rhyme Time

Scarves in Storytime by Storytime Kids

Des Colores: Scarf Fun With the Toddlers by Story Time with Library Lady

To aid with social distancing in the time of COVID, here is great video from Child Care Aware North Dakota about tossing scarves while staying in your bubble. Check it out:

<https://youtu.be/PRYXfR9-ixs>

### Good Resources for Developmental Tips on Scarves

"Playing with Scarves" on YouTube by Make Way for Books gives different brain building scarf activities for parents/caregivers to use with their babies.

<https://www.youtube.com/watch?v=HH2wPFk7TK4&feature=youtu.be>

KINDERMUSIK. The Surprising Benefits of Scarf Play on a Child's Development -

<https://www.kindermusik.com/mindsonmusic/kids-activities/the-surprising-benefits-of-scarf-play-on-a-childs-development/>

### Ordering Information for Musical Instruments

Animal Bells (Lakeshore Educational - listed as "Easy-grip Jingle Bells) <https://bit.ly/327VcyJ>

Early Childhood Rhythm Sticks, (West Music, Basic Beat 6" Mpale Lummi Sticks, 12 pairs)

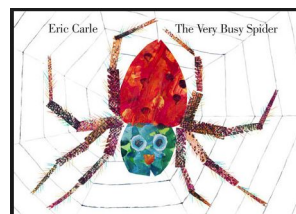
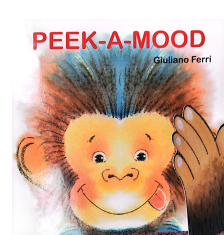
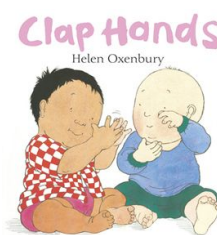
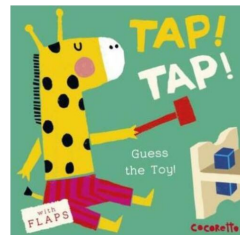
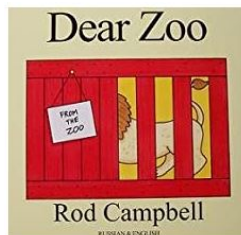
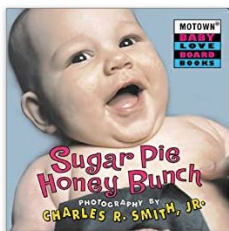
<https://www.westmusic.com/basic-beat-bbsl6-6-maple-lummi-sticks-12-pairs-540004>



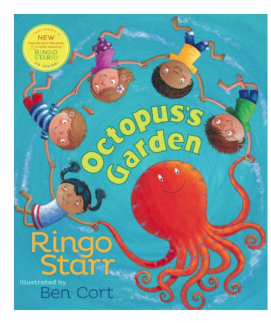
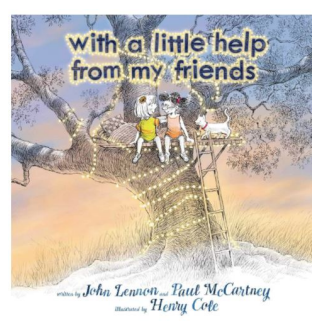
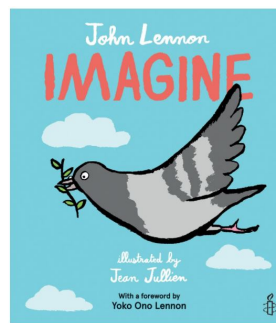
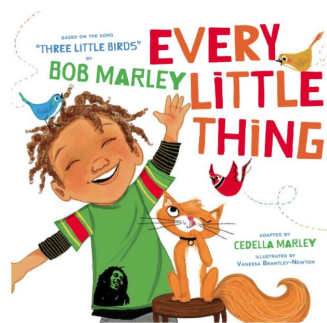


## Cardboard Books Used Today

- Miller, Margaret. *Baby Faces*  
 Campbell, Rod. *Dear Zoo*  
 Carle, Eric. *The Very Busy Spider*  
 Cocorette. *Tap! Tap! Guess the Toy!*  
 Merberg, Julie & Bober, Suzanne. *In the Garden With Van Gogh*  
 Ho, Jannie. *Hello, My World*  
 Pixton, Kaaren. *Wiggle! March!*  
 Martin, Bill Jr. & Carle, Eric. *Brown Bear, Brown Bear, What Do You See?*  
 Berger, Samantha & Chanko, Pamela. *Big and Little*  
 Fulford, Jason & Shopsin, Tamara. *A Pile of Leaves*  
 Kubler, Annie. *If You're Happy and You Know It*  
 Smith, Charles R. Jr. *I'll Be There*  
 Smith, Charles R. Jr. *How Sweet It Is (To Be Loved By You)*  
 Ferri, Giuliano. *Peek-A-Mood*



## New Books to Popular Songs



Write down one piece of important information to keep in mind when planning and presenting programs to parents and babies.

[Empty space for writing]

Write down at least one activity done during this webinar that you would like to use in your programs.

[Empty space for writing]

If you have any questions, comments, or suggestions, please feel free to contact me.



**Dr. Betsy Diamant-Cohen**  
Early Literacy Consultant  
**Mother Goose on the Loose, LLC**

**443-928-3915**

**[betsydc@mgol.org](mailto:betsydc@mgol.org)**



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**Twitter @mgotl**

**YouTube Playlist: [goo.gl/Vu1JEE](https://goo.gl/Vu1JEE)**