



Dr. Betsy Diamant-Cohen

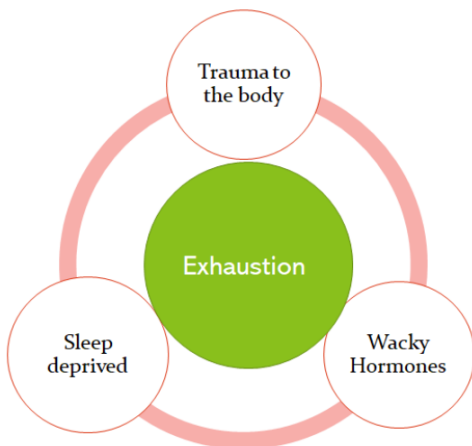
Baby time in the library—a history

Programming for babies & their parents / caregivers in the public library is a relatively new phenomenon. Twenty years ago, many librarians were refusing to offer programs for children under age two.

The proliferation of research showing that the first five years are essential for the formation of the architecture of the brain, research indicating that reading aloud to children positively influences their literacy development, and research showing the importance of nurturing parent-child relationships in the earliest years led to the slow adoption of programming for parents and infants as well as the Every Child Ready to Read platform.

Know your audience

Parents - Physical : Trauma to the body + wacky hormones + sleep deprivation = exhaustion.



How can you help?

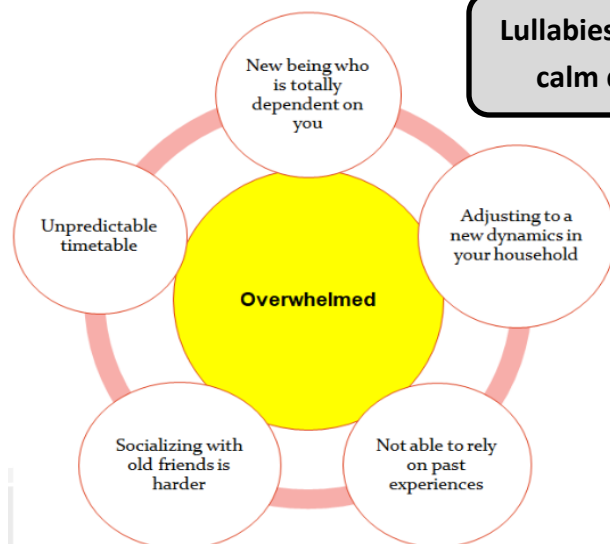
- Smile and always give a warm welcome.
- Make it easy for parents to attend your program.
- Give developmental tips to help with parenting, and activities to share with their babies.
- Feel free to change traditional lyrics.
- Encourage parents to sing to their infants
- Use lullabies



How to introduce lullabies to the parents in your programs:

- Hold your baby close so he or she can hear your heartbeat.
- Rock gently from side to side to imitate the movements your baby felt while inside the womb.
- Sing slowly and softly.

Parents—Emotional: Total responsibility for the survival of a new infant = new dynamics in the home + isolation from friends + feelings of insecurity + an unpredictable timetable = feeling overwhelmed.



Lullabies help parents calm down, too!

Any song can be a lullaby!

Encourage parents to pass down

- Traditional songs
- Intergenerational songs
- Songs from your own culture
- Songs in your own language
- Popular songs in the US sung slowly and softly.

Use a development tip

Singing lullabies when babies are held close to your heart and you are gently rocking back and forth reminds babies of when they were in the womb. This is very comforting and often helps them to calm down. So, next time your child is having a difficult time, try singing a lullaby.



Know your audience

Infants - Physical

- Not in control of their movements
- Not in control of bodily functions
- Colic!! Use the colicky baby hold!
- Eye tracking / head moving
- Wiggling fingers / grasping
- Rolling, crawling
- Banging, bouncing, dropping

Infants - Emotional

- Feeling secure
- Knowing that someone is listening and responding to them leads to: "healthy brain development and overall physical and psychological health and well being" (Bronfenbrenner & Morris, 2006; Shore 2003).
- Rolling, crawling
- Banging, bouncing, dropping

Model a non-judgmental, nurturing environment

Appropriate activities & benefits

- Musical Instruments
- Lullabies
- Body rhymes
- Knee bounces
- Dances
- Using books
- Tickle rhymes
- Puppets
- Using the flannel board
- Using colored scarves

Puppets

- Attract attention
- Kids love puppet kisses
- They inspire conversation
- Help shy children open up

Using books with babies

- Reading
- Singing
- Exploring
- Pointing
- Asking questions and listening



Offer playtime after your program

- Put out some educational toys
- Try to encourage parents to talk together by asking the generic question, "What new thing has your baby done this week?"
- Model playing with the babies
- Sing "Toys Away" when it is time to clean up. All the parents will help and it will be done quickly.
- If you are doing back-to-back programs, have a 30 minute play time in between the programs.

Resources Mentioned in the Presentation

Bronfenbrenner, U, Morris P. "The Bioecological Model of Human Development. Chapter 14 in Learner, R (Ed) Hand book of Child Psychology, Volume 1 Theoretical Models of Human Development." 2006.

Davis RW. *Toddle on Over: Developing Infant & Toddler Literature Programs.* Alleyside Press, 1998.

Diamant-Cohen B. "Mother Goose on the Loose: Applying Brain Research to Early Childhood Programs in the Public Library." *Public Libraries* 43:1 (2004): 41-45.

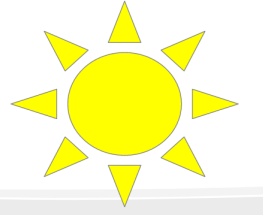
Shore, R. *Rethinking the Brain: New Insights into Early Development.* Families and Work Institute, 2003.



Songs and Rhymes

Give parents tips about making their own musical instruments at home and sing this song with them.

I had a little shaker,
I'll shake it in the air.
I'll shake it over here.
I'll shake it over there.
It can be a carousel.
Going round and round.
It can be a shooting star,
falling to the ground.
I had a little shaker,
I'll shake it in the air.
I'll shake it over here.
I'll shake it over there.



You are my sunshine. My dearest sunshine.
You make me happy, when skies are grey.
You'll always know, dear,
How much I love you.
And I'll hug you every day

<https://bit.ly/38xRT6X>

Betsy's lullaby while dancing with her son:

He flies through the air with the greatest of ease,
That daring young baby on the flying trapeze.
His actions are graceful; in his diaper he pees,
And my love he has stolen away.

<https://bit.ly/2KKP5vb>

**Instead of "Sweet Caroline" by Neil Diamond,
try "Sweet Babe of Mine" by Laurie Collins**

Sweet babe of mine,
Naptime never seemed so good
I'd be inclined to take one with you if I could
Cause now I know...

Rum pum pum, this is my drum.

Hit a drum to the beat.

Rum pum pum, this is my drum.

My name is [Betsy]. What's your name?

Tap your name with syllables on the drum. Then take the drum around the circle and let each child tap out his or her own name with syllables.

—Barbara Cass-Beggs <https://bit.ly/2K06K5a>

1, 2, 3, baby is on my knee.

Rooster crows and up she goes.

1, 2, 3, baby is on my knee.

Rooster crows and down she goes.

1, 2, 3, baby is on my knee.

Rooster crows and over she goes.

<https://bit.ly/2M6Nhxr>

Fingers like to wiggle waggle, wiggle waggle, wiggle waggle.

Wiggle fingers of both hands in front of you.

Fingers like to wiggle waggle way up high!

Continue wiggling fingers as you raise hands. Say "up high" in a very high voice.

Fingers like to wiggle waggle, wiggle waggle, wiggle waggle.

Wiggle fingers of both hands in front of you.

Fingers like to wiggle waggle way down low!

Continue wiggling as you move your hands down to the floor.

Fingers like to wiggle waggle, wiggle waggle, wiggle waggle.

Wiggle fingers of both hands in front of you.

<https://bit.ly/3rhJLQG>



Good morning, Mrs. Perky Bird,
Perky Bird, Perky Bird,
Good morning, Mrs. Perky Bird,
Where are you?

I'm flying in the air, the air,
The air, the air, the air, the air.
I'm flying in the air, the air,
And down to the ground.

<https://bit.ly/2LUZtkw>

Round and round the garden
Goes the teddy bear,
One step, two steps,
Tickle him under there.

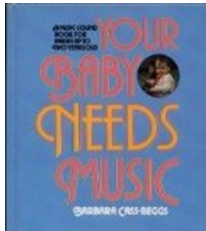
'Round about, 'round about
Goes the wee mouse,
Up a step, up a step,
All around the house.

<https://bit.ly/2WEAyEb>

Check out MGOL's YouTube
video Playlists at:

<https://bit.ly/3cCsrGZ>

Using the Mother Goose on the Loose Method to Create High Quality Early Literacy Programs



Influenced by the "Listen, Like, Learn" approach of Canadian music educator,
Barbara Cass-Beggs.



Environment

- A welcoming environment
- Non-judgmental
- Safe
- Joyful
- Stimulating
- With personal connections
- Celebrating individuality

The MGOL Method

Uses a flannel board!

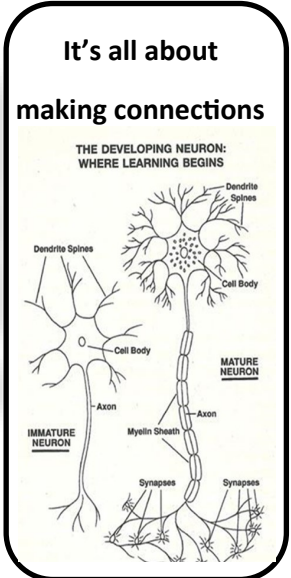
Helping children develop early literacy and school readiness skills by seamlessly combining music, movement, art, picture books and puppets with rhymes and songs in a fun way.

Encouraging participants to *listen, to like, and to learn.*

Facilitating, not performing.

Focusing on the **WHOLE CHILD**

Recognizing parents as their child's first and best teacher



MGOL Program Ingredients

Ritual

- Invites us
- Unites us
- Involves senses
- Activates memory
- Embodies meaning
- Eases transitions

Repetition...Repetition...

- Promotes learning
- Increases enjoyment
- Creates a sense of safety



SURPRISE!

- Alert – senses
- Focus – attention
- Activate – response
- Impress – memory



Musical experiences

- Trigger speech development
- Improve concentration
- Stimulate learning
- Enrich vocabulary

PLAY IS THE WORK OF CHILDHOOD

Movement

Movement is responsible for physical changes in the brain that can lead to higher intelligence.

Movement provides an outlet for expression of emotions



Repetition: 80/20

About FIVE new activities for each session

- Introducing a new song or rhyme
- A new illustration for a familiar rhyme
- Using a familiar rhyme in a new way, such as:
 - Humpty as a knee bounce
 - Shaking maracas to Humpty
 - Humpty as an interactive rhyme
- Rotating the musical instruments used
- Using plastic animals instead of puppets
- More in one section, less in another
- Bringing back a rhyme you haven't used in a while
- New read alouds

Developmental Tips should change on a regular basis!

Playing helps children cope with everyday pressures

Social play strengthens & builds friendships & attachments

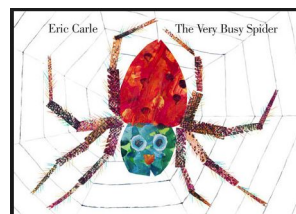
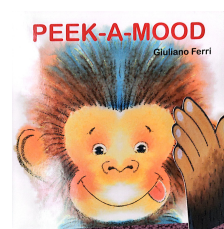
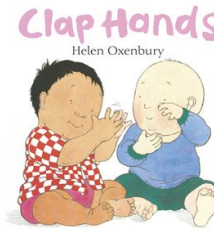
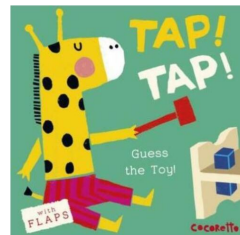
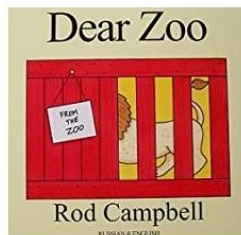
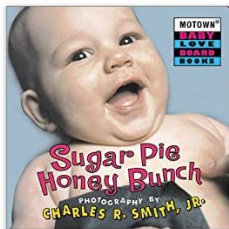
Imaginative play develops creative problem-solving skills

Physical play helps children to develop gross and fine motor skills as well as balance and coordination.

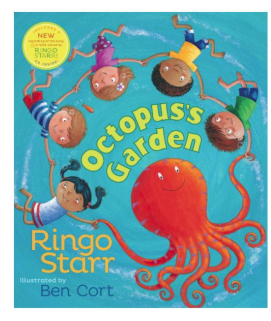
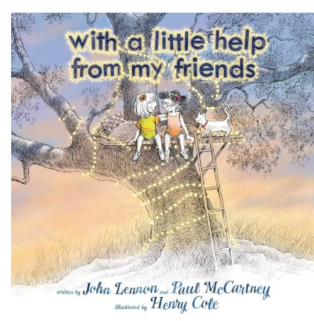
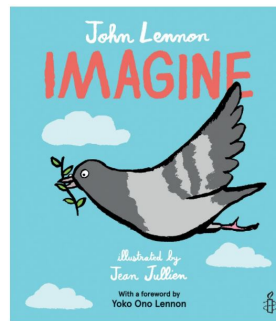
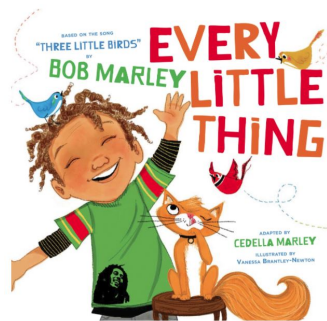


Cardboard Books Used Today

- 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



The MGOL Formula

- Utilizes findings from research (research based)
- Nurturing, non-judgmental atmosphere
- Incorporates facilitator's interests & talents
- 80% repetition from session to session
- Embodies learning through play
- Uses developmental tips for adults
- Includes rhymes & songs by Barbara Cass-Beggs
- Follows a structure of 10 sections

The Ten Sections

1. Welcome
2. Rhymes, reads, & book illustration
3. Body: Head, arms, belly, legs
4. Rum pum pum
5. Stand-up activities
6. Animals (books and puppets)
7. Musical instruments and/or scarves
8. Lullaby
9. Interactive rhymes (Humpty)
10. Closing ritual

Be Yourself!

- Have Fun!
- Share Yourself!
- Make Connections!

Learning by Doing

- Brain research in understandable ways (developmental tips)
- Experience with the flannel board and seeing how versatile it can be
- Familiarity with age-appropriate books, rhymes, and instruments
- Playing games that encourage joyful parent/child interaction
- Putting yourself in the place of a newborn's parents
- Designing parts of a MGOL program
- Sharing yourself by doing the activities that YOU like and the rhymes YOU enjoy

Promote joy through learning, and learning through play



Enthusiasm breeds enthusiasm!!!

Adaptations: Draw a circle around the adaptations that you would like to try.

Using the Outdoors Folder Stories Including Pets Showing Parents How to Create Props
Incorporating Recorded Music Wearing Costumes Playing Musical Instruments

Virtually: Giving the option to chat in break-out rooms afterward or schedule a private chat with the librarian.

1. Welcoming remarks:

- Introduce yourself and welcome everyone
- State Expectations / "Children this age don't sit perfectly still"
- Set guidelines / "If they come within this invisible circle, please come and get them..."
- Explain how it works: "I'm going to say things twice..."

2. Rhymes and reads

Visuals / Props

- Opening Rhymes:* a. Old Mother Goose when she wanted to wander
 b. _____
 c. _____
- Puppet:* _____
- Book to Read Aloud:* _____
- Song:* (Optional) _____

3. Body Rhymes:

- Head:* _____
- Fingers:* _____
- Body or Hands:* _____
- Knee bounces:* a. _____
 b. _____
 c. _____

4. Rum Pum Pum Drum Sequence *(Children tap out names with syllables)*

5. Stand Up Activities:

- a. _____
- b. _____
- c. Handy Spandy

6. Animal Sequence:

- a. I went to visit the farm one day *(using book illustrations)* _____
- b. When the ___ gets up in the morning *(using puppets)* _____
- c. *(Optional rhyme or activity)* _____

7. Musical Instruments and Props:

- Musical instrument:* a. We ___ our ___ together because it's fun to do.
 b. _____
 c. _____
 d. Instruments away

- Colored scarves:* a. _____
 b. _____
 c. _____
 d. Scarves away

8. Lullaby:

9. Interactive Rhyme:

10. Closing Segment:

- a. Can you kick with two feet?
- b. We're so happy that everyone is here

Virtual Programming with Mother Goose on the Loose Adaptations



Questions to Consider



- Who is your audience?
- Will they need to register to participate?
- What is the lowest common denominator for technology?
- Where will you be presenting?
- Which format will you use?
- Can families get props from the library ahead of time?
- How can you create personal connections?
- What type of follow up do you want?

Check out MGOL at Home for virtual MGOL programs presented by children's librarians in numerous settings with a wide range of styles

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

Sample text from Jessica Kiefer at the Greensburg Hempfield Area Library

Thank you for signing up for the following program from the [Greensburg Hempfield Area Library](#). This program will be conducted via the Zoom platform. The link is at the bottom of this email.

Here are some helpful reminders to use Zoom:

-The first time you use Zoom, you may have to download an App depending on the computer or device you will be using, so please allow 10 minutes before our scheduled meeting time to make sure your device is able to log in.

- Zoom will ask you to allow access to your device's audio and video. You will need to allow Zoom access to your device's audio so that you may hear us. You can choose to allow access to video as well. You don't have to join with video. If you join with video, other participants will be able to see you. If you join with just audio, you will be able to listen along and see us.

-When you click the link to join the meeting, you will be added to a "Waiting Room" at first. The library staff will admit you to the program shortly.

-When you join the meeting, your audio will be muted. Keeping your microphone muted during the program prevents static and feedback for all participants. You will be able to see and hear the library staff when you are muted. If you have questions, you can un-mute yourself as needed or type questions into the chat.

-Please be patient with us as we are learning how this wonderful technology works, right along with you.

The Greensburg Hempfield Area Library is providing you with this link to participate in the program. Do not share this link with others. Please be aware that any inappropriate language or behavior during the program will result in being removed from the program and the library will contact relevant law enforcement if deemed necessary.

LINK TO PROGRAM:

Clickable Links to Songs & Rhymes That Can Be Used in Virtual Programs, Recommended By



Mother Goose On The Loose



MOVEMENT SONGS

["We're Marching to the Drum"](#) - parents are encouraged to march around the room with their children to piano accompaniment

["And We Hop And We Stop"](#)

["Bananas Unite!"](#)

SINGING SONGS TO WITH PROPS

["A Potato Sat On the Railroad Track"](#)

["1, 2, 3, 4, 5, Once I Caught a Fish Alive"](#)

["Two Little Froggies Playing in the Snow"](#)

["Peter, Peter, Pumpkin Eater"](#)

USING PICTURES AND POSTERS

["The Funky, Spunky, Monkey"](#) - pictures

["This Little Fishy"](#) - folder stories

["Red Crane"](#) - binder song

MATH-RELATED RHYMES

["Birds in the Birdcage"](#)

["Draw a Square in the Air"](#)

["Three Little Muffins in the Bakery Shop"](#)

["Three Little Seashells"](#)

["Five Fat Peas"](#)

USING BELLS

["Do You Know the Ice-Cream Man?"](#)

["Ride a Horse to Banbury Cross"](#)

["Jack in the Box"](#)

["There's a Bell on a Head"](#)

["Ring Your Bells"](#)

["Are You Sleeping, Brother John?"](#)

www.mgol.net

STANDING UP RHYMES

["All the Leaves are Falling Down"](#)

["Handy Spandy"](#)

CLAPPING

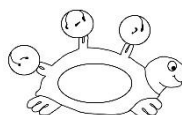
["Behind the Tree"](#)

["Pizza, Pizza Hot"](#)



SCARF ACTIVITY FOR 3-5 YEAR OLDS

["Fireworks"](#)



SONGS & RHYMES IN ASL

["Caterpillar, Caterpillar"](#)

["Hello Babies/Friends"](#)

["Bathtime"](#)

["Roll the Ball Song"](#)

MUSICAL FINGERPLAYS & SONGS

["Little Ducky Duddle"](#)

["Inchworm, Inchworm"](#)

["Days of the Week"](#)

["Open Them, Shut Them"](#)

["Baby Put Your Pants On"](#)

FINGERPLAYS

["A Bumblebee Was in the Barn"](#)

["Here is Little Baby"](#)

["Two Little Dickey Birds"](#)

["Two Superheroes Sitting on a Bench"](#)

["On My Face I Have a Nose"](#)

USING RHYTHM STICKS

["Pease Porridge Hot"](#)

["The Wheels on the Bus"](#)

["Tick Tock, Tick Tock, Where is Cuckoo Bird?"](#)

["Grandfather Clock"](#)

SONGS AND RHYMES IN SPANISH

["Estamos contentos"](#)

["Un elefante"](#) or ["Un elefante"](#)

["Big C Little C"](#) (In Spanish)

["Viento, Ay Viento"](#)

Un elefante
parachute fun

For more songs, rhyme activities, and fingerplays, subscribe to the Mother Goose on the Loose YouTube Channel. There are multiple playlists on even more topics!

www.youtube.com/c/mothergooseontheloose/playlists

Clickable Links to Songs & Rhymes that can be used in Virtual Programs Recommended by



SINGING SONGS TO ILLUSTRATIONS

["I Went To Visit the Jungle One Day"](#)

[Non-fiction books about bears](#)

["Grand Old Duke of York"](#)

USING SHAKERS

["I Have a Little Shaker"](#) with hints about making your own

["We Shake and We Shake and We Stop"](#)

["We Shake Our Maracas Together"](#)

["Popcorn"](#)

["One Little, Two Little, Three Little Piggies"](#)

["Brown Bear"](#)

["Shake You Shakers, Baby"](#)



USING PUPPETS & STUFFED ANIMALS

["I Have Little Turtle"](#)

["Ladybug, Ladybug"](#)

[Criss Cross Applesauce"](#)

["I'm Bringing Home a Baby Puppy Dog"](#)

["Walking Through the Forest"](#)

["When the Horse Gets Up in the Morning"](#)

WHOLE BODY RHYMES

["Tall Trees"](#)

["I Dropped My Frog"](#)

using bean bags

["Grey Squirrel"](#)

["A Bee is On My Toe"](#)

USING FELT PIECES

["Little Mouse, Little Mouse"](#)

["Little Boy Blue"](#)

["Old Mother Goose"](#)

["Three Jellyfish"](#)

["Humpty Dumpty"](#)

KNEE BOUNCES

["Here We Go Bumpy Boo"](#)

["Walk Old Joe"](#)

["Mother and Father and Uncle John"](#)

["Baby Baby Dumpling"](#)

["A Hippopotamus Got On a City Bus"](#)

["Tiny Little Babies Love Bouncing"](#)

USING DRUMS and TAMBOURINES

["We Play Our Song Together"](#)

["Tambourine, Tambourine"](#)

["Syllables Activity"](#)

["Rum Pum Pum"](#)

["And We Walk"](#)

[Drum
Songs for
Virtual
Programs](#)



LULLABIES

["Dream a Little Dream of Me"](#)

["Sweet Babe of Mine"](#)

["All the Pretty Little Horses"](#)

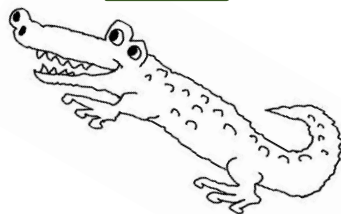
["Yo Te Amo"](#)

["My Little Baby is Going to Sleep"](#)

["Two Little Goslings"](#)

Fun for 3-5 year olds

["Alligator, Alligator"](#)



SCARF RHYMES

["Rain on the Grass"](#)

["Wave Your Scarves Up and Down"](#)

["Green Means Go"](#)

["1,2,3,4,5, I Caught a Fish Alive"](#)

["Come Under My Umbrella"](#)

["Peek-a-Boo"](#)

For more songs, rhyme activities, and fingerplays, subscribe to the Mother Goose on the Loose YouTube Channel. There are multiple playlists on even more topics!

www.youtube.com/c/mothergooseontheloose/playlists

Another Resource for Virtual Programming

Robinson, Brittaney, "Virtual retention: Strategies for keeping families engaged in a community program." *LENA*. https://www.lena.org/virtual-retention-strategies/?utm_content=151014122&utm_medium=social&utm_source=linkedin&hss_channel=lcp-561853

ADAPTATIONS

Write down one practice that you particularly liked during this webinar series that you hope to incorporate into your programs.

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

www.mgol.org

www.facebook.com/mothergooseontheloose

www.pinterest.com/betsydc5/mother-goose-on-the-loose/

Twitter @mgotl

YouTube Playlist: goo.gl/Vu1JEE



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



www.mgol.org

www.facebook.com/mothergooseontheloose

www.pinterest.com/betsydc5/mother-goose-on-the-loose/

Twitter [@mgotl](https://twitter.com/mgotl)

YouTube Playlist: goo.gl/Vu1JEE