



# Summer Reading Club

## Lost Worlds

# Staff Manual 2007



Library and Archives  
Canada

Bibliothèque et Archives  
Canada

Canada

# TD Summer Reading Club 2007

## *Lost Worlds*

### Staff Manual

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## 1. Toronto Public Library Welcome Letter

### Welcome to *Lost Worlds*

The Toronto Public Library is pleased to present the TD Summer Reading Club 2007, made possible through the support of TD Bank Financial Group. This award-winning program runs to capacity crowds in libraries across the province and most of Canada. A team of children's librarians from the public libraries of Toronto, Ottawa and Montréal developed the theme and the materials for the program. The team has been working feverishly for the past few months getting this program ready. The first step was choosing the theme and the artist. This year's theme is entitled *Lost Worlds* and is about ancient civilizations and their treasures. It was chosen to appeal to all children. They can look forward to adventures in the classical worlds of Greece and Rome, ancient Egypt and China, great Incan and Mayan empires, African kingdoms, Camelot in the age of chivalry and the world of the Vikings. Our illustrators are chosen through rigorous selection processes. Past illustrators have included such talents as Barbara Reid, Andrea Wayne-von-Königsöw, Robin Muller, Paul Morin, Ange Zhang and Martha Newbigging. This year, artist Joe Weissmann's entertaining drawings make up our fabulous poster and stickers.

One of the challenges of the program has been to make the materials adaptable to libraries of any size. Staff is encouraged to bring their strengths and interests to this exciting summer event. The TD Summer Reading Club was specifically developed to allow libraries across the country to adapt the program to suit their community. The common element of the program has been that a child can visit any library and expect to receive a full-colour poster, a sheet of stickers and a logbook/activity booklet. In some locations the stickers are used as incentives: each time a book is reported on, a sticker is handed out. In other locations the stickers are given out all at once. Each sticker is placed on a given area of the poster, revealing something new. Branches decide how best to run the program given their staffing levels and the number of children participating. The materials have been designed to offer libraries of all sizes the greatest flexibility in delivering the program.

Included in this staff manual are forms, templates and clip art for activities and suggestions for running a successful reading club that branches can use with children throughout the summer. An exciting TD SRC kids' website will be available from mid-June until the end of the summer at [www.td-club-td.ca](http://www.td-club-td.ca)

We hope that you have a wonderful summer introducing the children in your community to the TD Summer Reading Club 2007 *Lost Worlds*.

Yours in Reading Fun,

Ken Settington  
Children and Youth Advocate for Library Services  
Toronto Public Library

Anna Cocca  
Coordinator, TD Summer  
Reading Club

## 2. Welcome Letter from Library and Archives Canada

This summer, children will discover *Lost Worlds* in the many public libraries that will present the TD Summer Reading Club 2007. This program, offered in eleven provinces and territories, is a joint initiative between TD Bank Financial Group, Library and Archives Canada (LAC) and the Toronto Public Library.

Statistics collected in 2006 indicate that over 238,000 children registered for the program. In addition, many more participated in the 19,000 library programs and activities that were part of the *Quest for Heroes* theme. The most common testimonial from parents and teachers about the program was that children improved their reading habits. In fact, they read some two million books! Who says that children ignore libraries in the summer?

I would like to acknowledge the tremendous efforts of the 2,000 local libraries who contribute to literacy by delivering the TD Summer Reading Club. It is recognized that children who read during the summer are better prepared for school in the fall. According to a literature review prepared for LAC on the impact of summer reading clubs, these public library programs help increase reading skills, enjoyment of reading and time spent reading. For more information about the review, consult <http://www.td-club-td.ca/2006/009003-06-540-e.html>.

Some of the observations mentioned in the literature review indicate that successful programs include articulated goals and objectives; a flexible program design; small incentives for participants; a marketing strategy; and evaluation methods. These are all elements that we refine each year thanks to your feedback. This year, the *Staff Manual* includes a new section on strategies for libraries to improve outreach to children and accessibility to the program.

The reading kit illustrated by Joe Weissmann and the *Staff Manual* with its fascinating projects for children offers something for everyone. I hope that this year even more Canadian children will benefit from this fun, yet educational summer reading initiative.

Ian E. Wilson  
Librarian and Archivist of Canada

### 3. Something About the Artist: Joe Weissmann

Joe was born in Austria and came to Canada when he was eleven. He is an illustrator who studied art at the Musée des beaux-arts and Concordia University, both in Montréal. He has worked for many publishers (books and magazines) in Canada and the United States and his books are sold internationally. His work leans towards cartoon and humour. He has also taught an illustration program for six years at Sheridan College in Ontario. Joe has always loved drawing and is always amazed at all the new stuff he gets to learn while doing research for his books. But most of all, seeing the end result is truly rewarding. He now lives in rural Ontario with his wife, two dogs and three cats.

His many books include the award winning *The Bug Book and Bottle*, *The Bird Book and Feeder*; *Joseph Had a Little Overcoat* and most recently, *The Research Virtuoso*, *Three Tales of Adventure*, *Mummies*, *Monsters*, *Ghosts*, and *Magic*.

Joe has received a Gold Award from the Canadian Association of Photographers and Illustrators in Communications (CAPIC) for his mural/poster "A Star is Born", a Silver Award from CAPIC for *Joseph Had a Little Overcoat*, an Award for Excellence from the magazine *Applied Arts* also for his mural/poster "A Star is Born." *The Bug Book and Bottle* received the Highest Rating and Best Bet award from the Canadian Toy Council. *Mummies* was nominated for the Silver Birch Award and the Red Cedar Award.

#### Publications

*The Research Virtuoso: Brilliant Methods for Normal Brains*. Written by the Toronto Public Library; illustrated by Joe Weissmann.  
Annick Press, 2006

*Three Tales of Adventure: Jack and the Beanstalk; The Steadfast Tin Soldier; Tom Thumb*. Written by Marilyn Helmer; illustrated by Joe Weissmann. Kids Can Press, 2004

*Magic: A Strange Science Book*. Written by Sylvia Funston; illustrated by Joe Weissmann.  
Maple Tree Press, 2003

*Monsters: A Strange Science Book*. Written by Sylvia Funston; illustrated by Joe Weissmann. Maple Tree Press, 2001

*Mummies: A Strange Science Book*. Written by Sylvia Funston; illustrated by Joe Weissmann. Maple Tree Press, 2000

*Ghosts: A Strange Science Book*. Written by Sylvia Funston; illustrated by Joe Weissmann. Maple Tree Press, 2001

*Truly Scary Stories for Fearless Kids*. Illustrated by Bill Slavin and Joe Weissmann.  
Key Porter Press, 1998

*Joseph Had a Little Overcoat.* Written by Simms Taback; illustrated by Joe Weissmann. Prentice Hall Ginn Canada, 1996

*Hickory Dickory Duck, and Other Quacky Nursery Rhyme Puzzles.* Written by Pat Patterson; illustrated by Joe Weissmann. Greer de Pencier Books, 1981

## **4. How to Run a Successful TD Summer Reading Club**

### **Be Prepared to Have Fun**

When library staff shows enthusiasm for the program, it is infectious. The children will have a great time.

### **Why Run a Summer Reading Program?**

For years, studies have shown that school-age children lose many of their reading skills over the summer months if they do not continue to read while they are out of school. Summer reading clubs first started when library staff realized that they could make a difference. When further studies demonstrated that children who do not learn to read fluently in fourth grade will likely never feel totally comfortable with the printed word, our job was clear. Keep those children reading and make sure they have fun doing so!

### **Getting Ready**

Hosting a successful summer program takes careful planning. Children will be anxious to come to the library if they know that something exciting is happening. Library staff can build enthusiasm prior to the summer using displays; but the most effective method is to get children to tell their friends about the club. Each child and parent who visits the library should be reminded that the library is planning a summer of fun. When children are at the circulation desk taking out books, remind them to join the program.

### **Contacting Schools**

#### **Invitations**

Invitations will be sent to participating libraries. Staff can contact local schools to drop off the invitations and request that they be distributed with the children's report cards. Since this may require a lengthy approval process in some schools, the request should be made as soon as possible.

#### **Class Visits**

Statistics from previous years show a strong connection between classroom visits and enrolment in the summer reading program. Library staff will notice an increase in program participation if they schedule visits with the appropriate grades in local schools. Bring along a copy of the poster with the stickers and the activity booklet. Tell children when they can come to get their own poster at the library. A quick "book talk" on a fun subject will demonstrate that summer reading can be light and easy. The artist for the program has some books that are appropriate for this year's theme, so bring one along.



## **Displays**

Included in this manual is a collection of the artist's clip art. A photocopier can assist staff with the enlargement of the images to create interesting displays. This year's program poster can serve as a focal point for the display. The theme was chosen to allow staff to be as creative as possible. Let your imagination run wild. Why not have downloaded drawings from the poster placed all over a notice board? Children often enjoy seeing their names displayed on a board, so incorporating their names or the books they have read into the display is always effective.

### **Wall of Fame**

This manual also includes two sheets that can be turned into a wall of fame display. Place the two sheets together and add blank paper underneath so that children's names can be listed when they finish the program or when they register.

### **Book Displays**

This year's theme provides ample opportunity to make displays with your current collection. A booklist of recommended titles is included in this manual, but these are only suggestions. Use similar books from your own bookshelves. This is also a good time to pull out copies of prize-winning books or books which have been nominated for awards. Remember, children are likely to be attracted to books which are displayed face-out.

### **Posters**

The full-colour poster designed by this year's illustrator can be mounted on foam core and put on an easel at the circulation desk. Display this fun poster throughout the library; do not limit it to the children's department.

## **Plan a Launch**

An excellent way to bring attention to the TD Summer Reading Club program is to host a media launch. If this event occurs in June then classes can be invited. Invite the mayor or a local celebrity to kick-off the program to ensure publicity in the local newspaper. Be sure that the CEO and upper management of the local TD Bank are invited so that they can support the program. If the local newspaper does not send a photographer, take a photograph and send it with the story to the paper. July and August are often slow months for local news. Please make sure to save a copy of any media clippings to be included with your Statistics and Evaluation Form to your main library. A library can put all the new books on display and then seal the display with ribbon or tape until the launch of the TD Summer Reading Club. This is an effective way to build excitement.

## **Advertise in Your Local Newspaper**

Send the local paper a copy of the invitation, the poster and the activity booklet along with information about the program. Explain how the program is unique for your library. The paper might be willing to run a story about the program, interviewing a staff member with expertise in children's services. Consider buying space in the paper - the invitation can be easily adapted to become an ad.

## **Local Television**

Be sure to let your local cable station know about the program. Suggest coming to talk about the summer of fun that the library has planned. Take the poster and stickers and explain how the stickers reveal secrets hidden in the poster. Have a few of the artist's books on hand to talk about. Take lots of other books to remind viewers that reading is a great summertime activity.

## **Running the Program**

Planning the TD Summer Reading Club demands that library staff decide what approach works best for the library and the local children. The program has been designed to be used in virtually any fashion. Children only need to receive the poster, the stickers and the activity booklet. Meetings can be established or children can simply be told to keep track of their reading in the activity booklet. The following are just a few of the methods that can be used.

### **Registration of Participants**

Librarians should encourage children to register for the program; however, registration should not be mandatory for children to receive the summer reading club materials. In fact, children might be more willing to participate after familiarizing themselves with the reading kit.

The staff manual provides samples of Registration Forms designed to collect statistics on participation, including the sex and age of each participant. The form also includes a tally on how children first hear about the program. Collecting this information is mandatory on the Statistics and Evaluation Form to be filled out at the end of the summer.

### **Record Children's Reading in the Logbook/Activity Booklet**

Remind children that they should record all the books that they read in their reading log. A template of the reading log is included in this staff manual, so that you can photocopy extra pages for avid readers.

## **Reading Options**

Keep track of the number of books read. This is a standard method of making sure that children read throughout the summer. For every book read, the child gets a sticker. Some libraries vary this by asking younger children to read more books, while older children can get a reward for finishing one long book. Others count the minutes spent reading in a day. Thirty minutes a day for older children, or 15 minutes of being read to for younger children. If you choose the latter consider giving the children a calendar on which they can mark their minutes. This calendar can also advertise your summer reading activities.

## **Book Reporting Options**

### **Anytime the Library is Open**

Past practice in many libraries has been to allow children to come to the library at any time and discuss, with library staff, the books that they have read. This encourages children to read extensively and provides the opportunity for staff to promote a wide variety of books. The stickers can be used in this type of program as an incentive for each book read.

### **Weekly Meetings (e.g., two hours reporting each Tuesday and Thursday)**

Locations may identify a specific time each week when children can come to the library to report on the books that they have read. This allows the library to staff accordingly. Pages might be brought into the library to help cover the circulation desk while the staff listens to children discuss the books that they have read. Included in this manual is a list of questions for staff to ask children about the books. This can be turned into a game by using the dice (template included). The children can roll the dice to decide which question will be asked. Alternatively you can enlarge the questions and put them on cards to be chosen from, or use a numbered spinner.

### **Club Meetings (one afternoon a week)**

Library branches may decide to have a weekly meeting where children come as a group and discuss the books that they read during the previous week. An advantage to this option is that children hear from other children about books they think are good. Peer promotion is always a good way to build interest in books. During these meetings a variety of other activities can be planned. Staff may decide to give out the stickers at each meeting as an attendance incentive.

### **As a Family Event**

This method allows the family to set their own goals and come whenever the goals are met. The parents judge whether the books read are appropriate and this eliminates the need for staff to ask the children questions.

## **Maintaining Interest**

### **Special Events**

Special events are an excellent way to build excitement throughout the summer. Contests, plays, puppetry workshops and storytelling are just a few of the many events that can be planned during July and August.

### **Author/Illustrator Readings**

Many children's authors and illustrators make excellent presentations to children. Hosting a reading during the summer means that the children in attendance are the children who want to come – not children who are there because their class came to the library. If you bring in an illustrator, make sure that you have paper and an easel for them to demonstrate their illustration techniques.

### **Community Friends and Leaders**

The local bookstore owner, the fire chief, the mayor, the school crossing guard are people the children recognize. Invite them to the library to share their favourite children's books.

## **Other Things to Do**

### **Keep Statistics**

Individual library branches are asked to provide their evaluation responses to their main branch so that each library system fills out a unique online Statistics and Evaluation Form. Before starting the program, please review the form to find out what information is requested (see pg.121 or <http://www.td-club-td.ca> ). Also, please use the designated Registration Forms designed to collect the mandatory statistics.

These statistics are useful not only to show how many children participated in the program, but also to highlight the great work being done in Canadian public libraries.

### **Write a Letter to the Sponsor**

Towards the end of the summer, get the children to write a letter, either individually or as a club to TD Bank Financial Group. The letter can describe their summer of reading fun. Include any pictures, drawings or book reports that you think would be of interest. Please send all material to your main library branch.

## **Using this Manual**

### **More Than You Will Ever Need!**

The manual has been created to give you many ideas to choose from. The book suggestions are just that – suggestions. If you own the books listed, that's great! But feel free to substitute books from your collection. The crafts or other activities can also be adapted to your supplies, or space, or number of kids attending.

### **Pick and Choose What You Will Use**

If you started at the beginning of the manual and did every program right to the end, you would probably still be doing summer programming in December! Instead, figure out which activities get you excited about the theme and concentrate on those.

## 5. Taking the Summer Reading Club into Your Community

### Outreach to Summer Camps and Child-Care Centres

There are often many children in our communities who cannot take part in a summer reading club because they are enrolled in summer long activities such as day camps, summer schools and child-care centres. One way to reach these children is to incorporate an element of outreach into your TD Summer Reading Club (TD SRC).

Examine your community to find out where it is logical to do some outreach. Some places to look include:

- Summer day camps (municipal parks and recreation programs, private day camps, charity run day camps, YM/YWCA, Boys and Girls Clubs)
- Child-care centres
- Community/public housing projects
- Faith-based programs

Look for programs that are general in focus. While there are skill-based activities/camps (sports, technology, theatre) in communities, these programs are often so focused on achieving skills that there is no room to include a summer reading club component.

Outreach to summer camps and child-care centres can take several forms:

#### 1. Programs and Summer Reading Club at a camp or child-care centre

Library staff or volunteers make trips to the camp location or child-care centre to offer programs based on books and reading. These would occur regularly and library staff would register children at the site in the TD SRC.

#### 2. Visits to the library

Children and child-care workers visit the library for special programs and activities. They could take part in regularly scheduled events or have special programs presented to them by library staff. As part of the visit all the children would be encouraged to register for the TD SRC.

#### 3. Child-care workers register children in the TD SRC

The library cooperates with child-care workers to provide TD SRC materials. Child-care workers register and encourage all children to participate in the TD SRC and to record books read. The child-care workers report back to the library at the end of the summer.

#### 4. Orientation of child-care workers

Library staff or volunteers would take part in training sessions organized for child-care workers. As part of the orientation, library staff would cover how to incorporate reading into their program planning and show them how to choose appropriate books. This could take place in conjunction with any of the above scenarios or as a stand-alone activity.

## **5. Library book collections in camp and child-care centres**

The library provides collections of books for child-care workers to use with their children over the summer. Collections could be signed out for the whole summer or regularly changed as suits the library and the centre.

### **Keep in mind:**

- You will need to assist child-care workers in getting all the children registered and comply with their requirements for parental permission before taking any personal information.
- You may need to order extra kits if you are planning a significant outreach program.
- Child-care workers are often new to serving children and welcome advice, resources and ideas to make their programs fun and engaging.
- It is advisable to set up an evaluation component from the start. Make sure child-care workers know in advance that they must track the number of participants, and that registration forms and/or evaluation forms are required to be completed in order to evaluate the success of the program.
- Follow up with the child-care workers at the end of the summer to get feedback on the program, evaluation and registration statistics.

### **Outreach to Other Community Groups**

In addition to working with children in formal care situations you can also take the TD SRC into the community by working with groups and agencies such as:

- Girl Guides and Scouts
- Family literacy agencies
- Community information and health centres
- Family shelters
- Hospitals

You can also look for opportunities to highlight the TD SRC at community events such as:

- Canada Day and other community celebrations
- Local fairs
- Community picnics and outdoor events

Throughout the summer, look for ways to take the TD SRC into the community. This is a great way to use materials you have on hand after the initial registration push in your branches.

## Sample Training Session for Child-care Workers

The following is an outline of a sample training session that could be offered to child-care workers. It focuses on the importance of reading and how to incorporate reading into their general camp program. The time allotted to each component can be changed according to the amount of time you are given for the training session.

### Introduction

5 minutes

Be sure to include information about local branch hours, location and contact information

### The importance of summer reading

5 minutes

Talk about why we do summer reading clubs, why kids love to take part in them and how they help children

You could use a quote such as:

“A review of literature provided evidence that summer reading clubs were effective tools for keeping summer learning loss at bay and improving children’s reading performances”

TD Summer Reading Club Literature Review

<http://www.collectionscanada.ca/obj/009003/f2/009003-06-040-e.pdf>

### TD Summer Reading Club

5 minutes

Describe the TD SRC, registration information, forms, and kits

### How to weave reading into a summer day camp program

10 minutes

Give ideas for using books and reading throughout the camp day:

- Storytimes
- Reader’s theatre
- Quiet reading times
- Reading games
- Shared reading/ reading partners
- Poetry breaks

### Reading aloud

10 minutes

Demonstrate reading a favourite book, (e.g. use felts or puppets)

Share tips for reading aloud, such as:

- Choose books you love to read, never read a book you do not like just because it fits the theme
- Choose books with a strong story line, that has an obvious beginning, middle and ending
- Choose books that kids can relate to
- Make sure that the books are age appropriate (know your audience)
- Look for ways to encourage participation (e.g. repetitive phrases that kids can repeat)
- Read the book in advance and know it well



Sample reading-based program

5 minutes

Distribute handout(s) of sample programs based on books, use program ideas from the TD SRC staff manual or, if possible, find out the camp or centre themes in advance and base your handout on those themes.

Practise reading aloud in pairs

10 minutes

Hand out good examples of read-aloud books and have the child-care workers practise reading to each other.

Questions

## **Thank You Letters to TD Sponsor**

### **TD Summer Reading Club 2007** *Lost Worlds*

Ed Clark, CEO, TD Bank Financial Group  
C/O Toronto Public Library Foundation  
789 Yonge Street  
Toronto, Ontario  
M4W 2G8

We would like to thank TD Bank Financial Group for sponsoring the TD Summer Reading Club.

## **Thank You Letters to TD Sponsor**

### **TD Summer Reading Club 2007** *Lost Worlds*

Ed Clark, CEO, TD Bank Financial Group  
C/O Library and Archives Canada  
395 Wellington Street, Room 196  
Ottawa, Ontario  
K1A 0N4

We would like to thank TD Bank Financial Group for sponsoring the TD Summer Reading Club.





# **Summer Reading Club**

## Lost Worlds

### **6. Programs for Preschoolers**

## **Music**

(Target Audience – Preschool)

Music has always been a part of life. In ancient times, materials that were used to make musical instruments included gourds, clay, skins, wood, reeds and bones. Have the children make musical instruments with easily found materials.

### **Musical Instruments**

1. Shakers: Use empty water bottles, filled with some dry rice or beans. Screw the lid on tightly and have the children decorate with coloured yarns, beads, paper, feathers, and stickers.
2. Drums: Use large yogurt tubs and coffee tins with lids. Decorate as above.
3. Trumpets or flutes: Use empty paper towel or toilet paper rolls. Children can decorate them, then 'toot' into them.
4. Rhythm sticks: Use wooden spoons, sticks or even pencils.
5. Harp: Put some elastic bands around an empty, lid-less shoe box and strum the bands.
6. Your body: This must have been the earliest instrument! Clap hands, stamp feet, slap thighs, tap feet, whistle and sing.

### **Call and Response Game**

You play a rhythm, e.g. "Clap, clap, slap, slap, stomp." The children repeat it back to you. Change the rhythms; make them more complex, slower, faster, louder, and quieter. Then have the children take turns playing a rhythm that everyone else repeats.

### **Dance and Play to Music**

Use CDs with traditional music from Africa or South America, to give a feeling for the kind of music that would have been played in ancient times. The children can use their newly made instruments to play along and dance with the music.

### **Books and Fingerplays**

There are many stories, legends and myths of other cultures in the library. Read one or two that are not too difficult for preschoolers. Find some rhymes or fingerplays from other countries in books at your library or on the internet

## Little Trolls

(Target Audience: Preschool)

### Background

A troll is a member of a mythical race from Scandinavia, mostly Norway. Their role ranges from fiendish giants – similar to the ogres of England – to devious, more human-like folk of the wilderness, living underground in hills, caves or mounds.

Nordic literature, art and music from the romantic era and onwards featured trolls in various forms – often as an aboriginal race, endowed with oversized ears and noses. From here, as well as from Scandinavian fairy tales such as *Three Billy Goats Gruff*, trolls have achieved international recognition. Trolls are found in modern fantasy literature and role-playing games.

There is some speculation that the famous story *Rumpelstiltskin* also originated from a troll folk tale which bears many similarities.

### Program

Have all the little trolls sing the *Troll* song (*I'm a little teapot* tune)

I'm a little troll  
Short and sweet  
I've got big ears  
And long dangly feet!

When I get all steamed up  
You better watch out  
I 'm very fierce  
And I can SHOUT!

GRRRRRRRRR.....

### Stories

Read the *Three Billy Goats Gruff* and *Rumpelstiltskin* by Brothers Grimm. These are classic stories that have been translated into many languages. Both stories can be found in book form or on the Internet.

*Three Billy Goats Gruff* can be read or you can use puppets, stick figures or felt pieces to tell the story. Also, the story can be told interactively with the children playing various parts.

## **Song**

If you're a troll and you know it--clap your hands  
If you're a troll and you know it--clap your hands.  
If you're a troll and you know it, you'll really want to show it.  
If you're a troll and you know it--clap your hands.

Continue with:

...stomp your feet  
...show your claws  
...gnash your teeth  
...growl out loud

## **Craft Ideas**

Children can create troll masks from paper plates, troll finger puppets or paper-bag/stick puppets or they can make trolls from colouring sheets.

End the program with some yummy treats!

## **Troll Snacks**

1. Bread, honey and fruit (reputed to be a Viking favourite)
2. Heart-shaped waffles (traditional snacks from Scandinavia)

## Pets

(Target Audience: Preschool)

Have a storytime with a pets theme. Include stories, songs, and rhymes about animals.

This program is very adaptable, since almost any animal could possibly be a pet. Let the children use their imagination. Ask them what kind of pets they have at home, and what animal they would choose for a pet if they could have any animal at all?

In ancient times, people had many exotic animals as pets. These included cats, dogs, monkeys, bears, lions and gazelles. Of course, not all of these animals would live side by side with people, but would be trained, or perform tasks for their owners. Wall paintings show some of these animals performing tasks, or playing and living in homes and gardens. Ancient Egyptians worshipped cats, and kept them as pets, and even had them mummified when they died.

There are many nursery rhymes, finger rhymes, songs and stories about animals. Use ones you know, or find some in your library collections.

### Crafts

1. Make paper bag pet puppets. Use small paper bags to fit over a child's hand. Draw faces, add pre-cut ears, tails, tongues, etc. Use yarn or feathers for fur or manes.
2. Make animal stick puppets. Use Popsicle sticks and have pre-printed animal shapes from the Internet or a book. The children can colour the animals, then glue them on to the end of a Popsicle stick.

### Circle Games

1. *Did you ever see a monkey* (or tiger, or doggy etc.)

Adaptation of "*Did you ever see a lassie.*" Join hands and form a circle with the children. One child will be in the middle – they can choose to be any animal such as a monkey. The children walk or skip around the child singing:

"Did you ever see a monkey, a monkey, a monkey, a monkey  
Did you ever see a monkey go this way and that?"

They stop singing, and the child in the middle does actions that the animal might make such as a monkey scratching under its arms. All the children sing the second stanza, and perform the same action...

"Go this way, and that way, and this way and that way  
Did you ever see a monkey go this way and that?"

At the end, the child in the middle chooses someone else to be the animal, and you play again.



## 2. *Doggie, doggie, who's got your bone?*

Have the children sit in a circle on the floor.

One child is chosen to be the 'doggie' and sits in the middle of the circle. Have a "bone" cut out of cardboard, that the child puts behind his back and shuts his eyes. No peeking!

A second child is chosen and takes the bone from behind the doggie's back, goes back to her place, and holds the bone behind her back. All the children put their hands behind their backs too. They shout out the verse:

"Doggie, doggie, who's got your bone?  
Somebody stole it from your home  
Guess who, maybe you,  
Maybe a monkey from the zoo."

The doggie opens his eyes and guesses who has the bone. If he guesses correctly, he gets to be the doggie again. If not, the child who has the bone becomes the doggie for the next time.

## **Chant**

Juba this and Juba that  
Juba had a yellow cat  
Juba up and Juba down  
Juba running all around

Chant the words in a sing-song rhythm. Start simply by clapping to the rhythm, then include other actions, e.g. tapping knees, slapping thighs etc. Get more complicated, faster, slower, louder or softer.

## Dinosaurs

(Target Audience: Preschool)

1. Share some dinosaur stories and rhymes (See Songs and Rhymes, under Programs for ages 9-12)
2. Play Pin the Horn on the Dinosaur
  - a. Prior to your program, make a large dinosaur out of craft/butcher paper and attach it to a wall or bulletin board. (Be sure to pin it up where the children will be able to reach it!)
  - b. Also prepare enough dinosaur “horns” for each of the children to have a turn. (Put tape or blue tack on the back of the horns so that they will be able to safely stick to the dinosaur and not make too much of a mess of your walls!)
  - c. In turn, blindfold each child, turn them around three times and then let them try to put their horn on the dinosaur.
  - d. Everyone wins because there were some dinosaurs that horns all the way down their backs. (If you want a true winner, then make sure that the horns are different colours so that you know which horn belongs to each child and pick a spot on the dinosaur (e.g. head, tip of tail, etc.) where the children will try to place their horn...the closest horn to this point wins!)
3. Go on a Dinosaur Hunt
  - a. Prior to your program, “hide” some dinosaurs (stuffed animals or pictures) around your library or meeting room. Remember to keep track of where they are and what they look like (i.e. what colour they are, and, if obvious, what kind of dinosaur they are.)
  - b. Give each of the children a prepared “Dinosaur Tracking” form (see example below) and a pencil and explain that everyone is going on a special hunt to try and find any dinosaurs that may be hiding in the library. Further explain that you don’t want to capture the dinosaurs, just keep track of how many different ones there may be (hence the “tracking forms”).
  - c. Lead them on this hunt, pointing out some of the dinosaurs (especially to very young children).
  - d. When you get back to the starting point, ask the children what kind of dinosaurs they saw.
4. Dinosaur Craft – Make Your Own Pet Dinosaur
  - a. Hand out photocopied pictures of a basic dinosaur (similar to the one you used in the “Pin the Horn on the Dinosaur” game) as well as pre-cut multi-coloured triangles (made out of paper or foam pieces) and enough glue and crayons for the number of children in your program.
  - b. Let the children glue the triangles down their dinosaurs back and colour them in.

- c. As each child shows you their finished “pets” write down the name of their dinosaur by using their name and the suffix “osaurus” (i.e. if the child’s name is John then they have made a “John-osaurus”!)

### Dinosaur Tracking Form

Colour (or Name of Dinosaur)*	(Add a check for each one you see...)
Red (T-Rex)	
Blue (Stegosaurus)	
Yellow (Pterodactyl)	
Purple (Raptor)	

\*You could replace words with pictures of the dinosaurs or (if you have a coloured printer/copier) the actual colours they are looking for.

\*\*Have fun with your choice of dinosaurs...perhaps the purple one could be Barney or the red ones be The Toronto Raptors mascot.

# Lost Worlds

## **7. Programs for Ages 5-8**

## **Making Fossils**

(Target Audience: Ages 5-8)

In advance, make the “clay”:

1 cup flour

½ cup salt

Add enough water to make it pliable

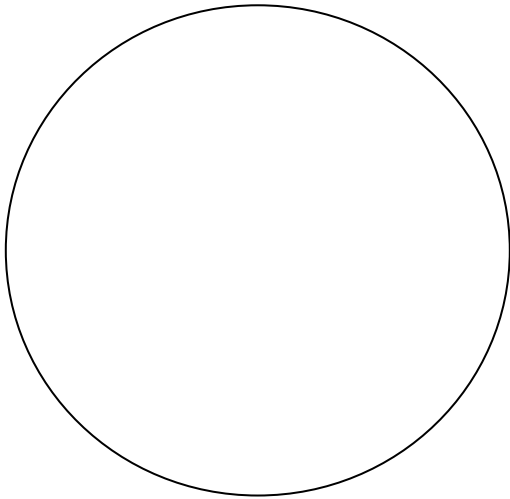
Add brown food colouring

Store in plastic container or plastic bags until ready to use.

Fill Styrofoam tray with soft clay and have children press shells, small bones, seeds, acorns and other objects into the clay. Add some clay on top and press down lightly. Let clay dry to form fossils.

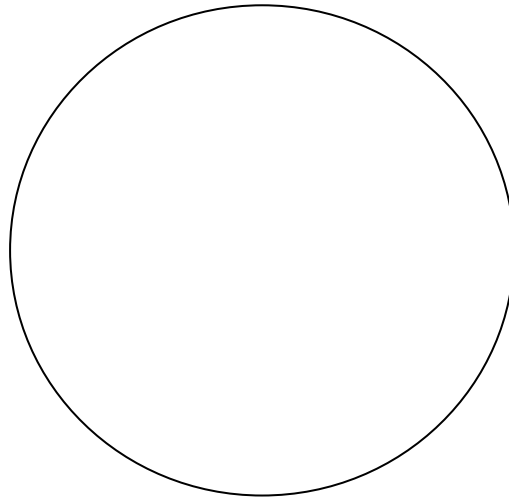
**Lost Worlds Door Hanger**  
(Target Audience: 5-8)

Print out, colour, cut and fold!



COME IN AND  
PLAY...

We're  
searching for  
Lost Worlds  
today



*Don't bother  
me...*



I'm **lost** in a  
book!

## **Adventurer Day** **Adventurer Day** (Target Audience: 5-8, 9-12)

1. Read or tell a Good Adventure or Participation Story. *The Viking Voyage* for instance which can be found at <http://scoutingbear.com/audience/viking.htm>
2. Dress Like an Explorer Relay Game (can be played one of two ways)

Version One:

- a) Put children into teams.
- b) Each team picks an explorer who they will help get ready for an adventure by helping them to get dressed and pack their backpack.
- c) Have an equal number clothing items (e.g., fedoras, pith helmets, vests, flak jackets, hiking boots, etc.) and supplies (e.g. flashlight, maps, compass, etc.) and a backpack for each team.
- d) Whichever team can get their explorer ready first wins!

Version Two: Same as above except that it is run as a relay race.

- a) Put children into teams. Each team has an equal amount of players on each side of the room.
  - b) Everyone will have a turn to be the explorer.
  - c) Have an equal number of clothing items (e.g., fedoras, pith helmets, vests, flak jackets, hiking boots, etc.) and supplies (e.g., flashlight, maps, compass, etc.) and a backpack for each team.
  - d) Each team member must get ready for the adventure and then run to the other end of the room, take off their gear for the next person, who will get ready and run back.
  - e) Whichever team finishes getting ready and *running off to their adventures* first wins!
3. Going on a Treasure Hunt Call & Answer Rhyme
  4. Jungle Obstacle Course

Can be played as a racing game or set up so that all of the children can go on the adventure together.

Some ideas for the Jungle:

- a. Patch of quick sand (made out of paper or cloth) – Jump over
- b. Vines (made out of plastic garbage bags or paper) – Walk through
- c. Den of lions (picture on wall) – Sneak past quietly!
- d. Rocks in a river (made out of paper, flat not 3D) – Walk on (don't fall in!)
- e. Jungle creatures (stuffed animals) – To avoid
- f. Crocodiles (made out of paper, laid on the floor) – Jump over

## Alligator Bookmark Craft

### Supplies:

- Heavy-duty green paper (Cut into 8 cm x 20 cm strips)
- Markers
- Googly eyes
- Magnetic strip
- Glue
- Scissors

1. Fold paper in half (so strips are now 10 cm long and 8 cm wide).
2. With scissors, round the unfolded edge to resemble an alligator head.
3. Add eyes and colour on nostrils and alligator scales.
4. Attach magnetic strip on inside of paper (one on each side, at the unfolded end.)
5. Alligator can now “bite” the pages of your book and keep your place.

### Additional Ideas:

#### Pass the Treasure Chest (like *Pass the Parcel*)

Wrap up a small prize in several boxes that are made up to look like treasure chests. Play some music, perhaps the *Indiana Jones Theme Song*, and when it stops the person holding the treasure chest gets to open the next box. The person who opens the last box finds the treasure and takes it home.



## Ancient Egypt: Wrapped Up in Reading!

(Target Audience: 5-8, 9-12)

Dress up as Cleopatra (or your favourite ancient Egyptian) and mention some fun facts about ancient Egypt or print them out on slips of paper and have children pull them out of a cardboard pyramid. Mention some important Egyptian gods and goddesses and the Egyptian belief in the afterlife.

### CRAFTS:

Animal Finger Puppets  
Ancient Egyptian People Paper Dolls  
Ancient Egyptian Jewellery

All from: <http://touregypt.net/kids/> (Activities and Games)

### BOOKS:

Here are a few books that you can share with your audience. Check your shelves for other possibilities.

*Bill and Pete Go Down the Nile* by Tomie dePaola  
*The Egyptian Cinderella* by Shirley Climo  
*I Am the Mummy Heb-Nefert* by Eve Bunting  
*Muti's Necklace: the Oldest Story in the World* by Louise Hawes  
"The Princess Pat" from *Crazy Gibberish* by Naomi Baltuck  
*The Winged Cat: a Tale of Ancient Egypt* by Deborah Nourse Lattimore  
*Zekmet the Stone Carver: a Tale of Ancient Egypt* by Mary Stolz

### RIDDLES:

Put riddles in a "viper" basket (with a lid) and have children dare to draw out a riddle!

### GAMES:

Play the mummy wrap game! Break into teams and select a "mummy" victim. Wrap mummies with toilet paper. After about five minutes, stop and judge the mummies. Use prize ribbons. Everyone is a winner (give each child an Egyptian-themed bookmark or something similar for playing the game).

Going on a Mummy Hunt

### MUSIC:

*Walk Like an Egyptian* by The Bangles

### FOOD:

Try an ancient Egyptian dip! Hummus and pita.

### WEBSITES:

<http://kidsspace.torontopubliclibrary.ca> (Ancient Egypt – Pathfinder)

[www.ancientegypt.co.uk/life/activity/main.html](http://www.ancientegypt.co.uk/life/activity/main.html) (Learn how to play *senet*, an ancient Egyptian board game.)

<http://cuip.uchicago.edu/wit/99/teams/egyptmath/mathproblems.htm> (Try these Egyptian math problems.)

## Ancient Olympic Games

(Target Audience: 5-8, 9-12)

Dress in a running outfit (running was the first Olympic sport) or in an ancient Greek robe and mention some fun facts about the first Olympic Games or print them out on slips of paper and have children pull them out of a Grecian-looking urn or vase. Talk about some important ancient Greek gods and goddesses and that the first Olympic Games honoured Zeus, the king of the gods.

### CRAFTS:

Medals - have circles of gold paper ready and make up a smaller paper medal on the computer with a slogan such as *Go for the Gold* and leave a space on it which can be filled in by the children (they can award themselves for their favourite Olympic sport, reading or anything they are good at). Glue the paper medal to the gold paper circle. Punch a hole through the medal and insert a ribbon through it long enough to go over a child's head and tie the ends.

Olive leaf wreaths (just like the ones the winning athletes wore at the first Olympics) - draw olive leaf shapes on a piece of 8 ½ inch x 11 inch paper and photocopy onto sheets of green paper. Give each child a sheet of leaves to cut out and a one-inch wide strip of paper long enough to fit around their head. Have the children glue the leaves to the headband. Wearing their headbands, the children can have a procession to music around the room.

### BOOKS:

You will probably have a variety of stories from Greece to use. Here are some suggestions:

*Atalanta's Race: a Greek Myth* by Shirley Climo

*King Midas: The Golden Touch* by Demi

*Max and Ruby's First Greek Myth: Pandora's Box* by Rosemary Wells

*Gods and Goddesses of Olympus* by Alike

Or, use any books on Greek gods.

Also, any story from *Aesop's Fables* (Aesop was a slave in sixth-century Greece)

You can find some online here: <http://www.umass.edu/aesop/>

### RIDDLES:

Put riddles in a running shoe and have the children draw out a riddle.

### GAMES:

Sports bag guessing game – put items relating to the ancient Olympics (running shoe, boxing glove, toy horse, etc.) in a sports bag. Children ask questions which must be answerable by yes or no. The first child to correctly guess what the object is, wins a small prize. Everyone who plays the game receives something for participating (a bookmark, for example).

Discus throw – have children try their skill with the discus (a paper plate) and throw it as far as they can. The child who throws it the farthest wins a prize. Everyone receives something for participating (see above).

Javelin throw – use straws and play as above.

**MUSIC:**

*Chariots of Fire* by Vangelis

**FOOD:**

Have everyone sample a pitted olive or a grape.

## **Make a Mayan (or Egyptian) Pyramid**

(Target Audience: 5-8, 9-12)

This program could run all summer long as the pyramid grows, or could be done as a one or two day event, depending on how much space and time your library has.

Before the program begins, discuss the various types of pyramids found in different countries of the world. Show photos from books, magazines and websites from Mayan, Aztec and Egyptian ruins to start the children thinking of how they would like to build their pyramid. Explain how difficult it would have been to make pyramids in those days. Finally, explain to the group that they will each be a part of the pyramid building team at the library as the construction begins!

### **Instructions:**

1. In the advertising for the program, ask each child to bring in an empty tissue box. The library could also start collecting them early on to have a supply on hand.
2. To make the pyramid, create a base by laying out tissue boxes on the floor in a square shape. Have everyone help tape all boxes together with masking tape or other strong tape as you go. The size of the base and the resulting pyramid will depend on the number of children who attend the program, and/or on the amount of space the library has.
3. Create the next layer of the pyramid on top of the first layer and tape all boxes together.
4. Keep piling and taping the boxes together to form a pyramid shape. If you don't end up having enough boxes, invite the children to come back over the summer to add to it and they can watch it grow.

You could choose to have the children paint and decorate the pyramid either as part of the program if there is time left once it has been built, or they could come back another week in the summer as an additional program.

## **Cave Painting**

(Target Audience: 5-8, 9-12)

Some of the oldest art forms are paintings found in caves around the world. Prehistoric people drew animals, hunters and often traced their hands.

Find some images of prehistoric cave art in books or in such websites as <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

Tear brown paper bags open and crumple them before either taping them to a wall to simulate a cave, or putting them on a table. Give the children some crayons in yellows, browns, reds, etc. and let them draw.

## Middle Ages

(Target Audience: 5-8, 9-12)

Choose as many stories and activities as you think you will have time for. Below are some suggestions of things you can do.

There are a wide variety of stories that you might want to use: Read-aloud, Drawing, Fold & Cut and Participation stories on this theme. And Poetry is always fun too!

**Stories to read aloud:** There are many good read-aloud books on this theme. Below are only some of them. Check your library for other favourites.

*The Tough Princess* by Martin Waddell

*Gawain and the Green Knight* by Mark Shannon

*Sir Gawain and the Loathly Lady* by Selina Hastings

"The Princess Who Could Not Cry" in *Thirty-three Multicultural Tales to Tell* by Pleasant DeSpain (use a real onion for focus object when telling)

**Drawing stories:** (Below are some examples)

"Covered with Riches" in *Stories to Draw* by Jerry J. Mallett  
(drawing turns out to be a crown)

"The Princess and the Critter" in *Draw-And-Tell* by Richard Thompson  
(drawing turns out to be a dragon)

**Fold & cut stories:** (Below is an example)

"Uncle Merlin's Magic" in *Fold & Cut Stories* by Jerry J. Mallett  
(story using Merlin, fold and cut turns out to be a castle)

**Participation stories:** (Below is an example)

"Snow Queen with the Cold, Cold Heart" from *Crazy Gibberish: and Other Story Hour Stretches* by Naomi Baltuck. Participation story using "sounds." Use signs to hold up and encourage children to join in.

**Poetry**(Examples)

"Sir Bottomwide" in *Something Big Has Been Here: Poems* by Jack Prelutsky

"Award the Knight" in *A Bad Case of Giggles: Kids Favorite Funny Poems* by Bruce Lansky

## Activities

**Music:** Look for soft Celtic/harp music to use as a backdrop when telling a story or exciting fanfare music to introduce a book or activity.

**Storytelling in the round** (another version of the 'whisper' stories):

One person whispers a sentence into another person's ear, who then whispers it into the next person's ear and so on. The last person who hears the sentence says it out loud. Final version will be very different and funny.

**Crossing the Moat:**

Knights of long ago were always laying siege to enemy castles. Challenge your volunteer "knights" to walk blindfolded on the drawbridge (masking tape line on floor) to cross the moat to the castle and earn a reward. Reward could be bookmark, colour/hidden picture sheet.

**Award the Knight:**

Children take turns blindfolded to "pin the medal on the chest of armour". The closest will win a prize/poster/book.

**Shoeing the Knight's Horse:**

Place a chair in front of a volunteer 'Squire' and place four detergent measuring cups by the chair. Blindfold a volunteer, who then has to try to put cups underneath all the legs of the chair. A time limit could be set. Award a prize.

**Jester's Bag:**

A bag filled with riddles and jokes on pieces of paper that children can put their hand in to pick a riddle and then it read aloud to the group

**Contest:**

Jester's Jar of Jellybeans. Children love contests. Have each child fill out a card to guess the number of jellybeans in a jar. Announce the winner at the end of the program and give them a prize. Then distribute the jellybeans to everyone!

## Crafts

**Colouring Sheets:**

Find colouring sheets of castles, princesses, knights or dragons on the Internet, and in books.

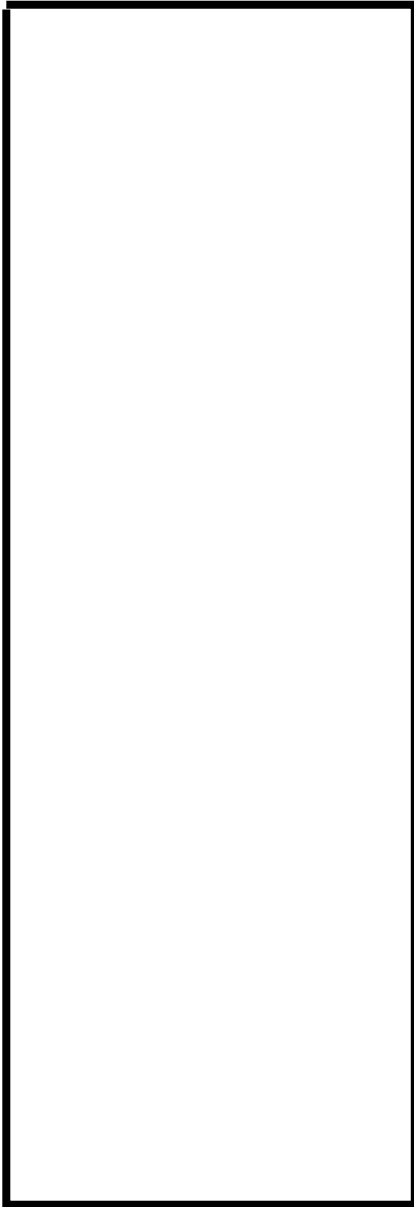
**Medieval crafts:**

Make armour, crowns, shields and swords. Find instructions for these crafts on the Internet or in craft books.

## Make a Bookmark

(Target Audience: 5-8, 9-12)

When you really like a book, it is easy to get lost in it. Draw some pictures of the book world *you* would like to get lost in!





## Create Your New Name to Use in a Lost World

(Target Audience: 5-8, 9-12)

### Step 1:

Take the first letter of your first name to find your new first name.

A –Awesome  
B – Beloved  
C – Cautious  
D – Dynamite  
E – Electric  
F – Fantastic  
G – Great  
H – Heroic  
I – Incredible  
J – Jolly  
K – Kind  
L – Lovely  
M – Mummy  
N –Naughty  
O – Outspoken  
P – Powerful  
Q – Quintessential  
R – Roaring  
S – Sneaky  
T – Tremendous  
U – Ultimate  
V – Victorious  
W – Wacky  
X – X-treme  
Y – Young  
Z – Zany

### Step 2:

Take the first letter of your last name to find your new last name.

A –Atlantis  
B – Beauty  
C – Camel  
D – Dinosaur  
E – Egyptian  
F – Feline  
G – Gigantic  
H – Hercules  
I – Illusionist  
J – Jester  
K – King  
L – Long John  
M – Madness  
N – Napoleon  
O – Ogre  
P – Pyramid  
Q – Queen  
R – Raptor  
S – Samurai  
T - Treasure  
U – Ultrasaurus  
V – Viking  
W – Wizard  
X – Xiaosaurus  
Y – Year  
Z – Zeus

Put them together and you have a new name to use in a Lost World.

## **Make a Mummy Case Craft**

(Target Audience: 5-8, 9-12)

Mummies were buried in cases, make your very own mummy case to hide all your favourite treasures.

### **Supplies:**

- Small box with a folding lid (like a tea box)
- Newspaper
- Masking tape
- Scissors
- Paint

### **Instructions:**

1. Crush a piece of newspaper
2. Put the crushed paper on top of the lid of the box
3. Tape the newspaper to the box's lid
4. Paint the outside of the box a light colour, let dry
5. Paint colourful Egyptian patterns on your case
6. Let dry thoroughly
7. Put your treasures in the case

## African Stories with Drums

(Target Audience: 5 -8, 9-12)

Text: *Bimwili and the Zimwi* by Verna Aardema

Tell this tale from South Africa using drums to interpret the story as you read it.

The story is about three young girls who go to the beach. The youngest, Bimwili, finds a beautiful shell that she unfortunately leaves at the beach but remembers when the girls have already started for home. But she loves the shell and disobeys her sisters and runs back to find it.

Back at the beach she finds the shell beside an evil, alluring creature, the Zimwi, who loves the way she sings. He kidnaps her in his drum and then poses as an itinerant musician who goes from village to village to play his drum and forces the girl to sing. Villagers love the wonderful voice coming from his drum and the Zimwi greedily collects money from them.

But one day he visits Bimwili's village where her mother recognizes her child's voice and the villagers pursue the Zimwi who unfortunately escapes in the form of a bird.

There are several ways to do this depending on the funding you have available.

1. If you have a budget, hire a musician to interpret the setting and the characters in the story as you read the story aloud to the children. Using an overhead projector or LCD show the cover of the book on a large screen. This will help establish the mood of the story. Results are excellent and you will be able to accommodate large groups of children and adults.
2. The next option is to find a staff person or a community person, a high student perhaps, who can play the drum, and perhaps a drama student will help read the characters or act it out.
3. The last option is to read and do sound effects, with the children. And upon your cues they can add in the sounds. Hold cards up and practise the sounds before you start.

Shell: a swishing sound, hold a conch shell to your ear to cue the audience

Bimwili: have audience sing her song in a high, plaintive way. Add a few sobs.

Zimwi: Identify him with a rhythm that you tap out on your drum or have the children clap it out on their thighs.

This rhythm is African according to Ella Jenkins:

Clap out:

1 2 3 4 , 1 2 3 4 , 1 2 3 4 , 1

Emphasize the first beat by clapping hard and wait a split second before you beat the second beat.

Throughout the story there are cheers and cries, ask the audience to participate by having them echo your lines.

Be expressive! There are many basic emotions here – fear, happiness, curiosity. Try to do your most interesting little girl voice and the evil, magical Zimwi.

Try these techniques using other stories:

Try storytelling these tales without pictures but with sound effects that the children can add:

*Misoso: Once Upon a Time Tales from Africa* by Verna Aardema

*The Cow-tail Switch and Other West African Stories* by Harold Courlander

Aaron Shepard has many African stories online  
<http://www.aaronshep.com/indexes/index.html>

## Tangram Program – Puzzles From Ancient China

(Target Audience: Ages 5-8, 9-12)

Tangram is an ancient Chinese puzzle, consisting of seven simple geometric pieces that can be assembled into many shapes.

See *Grandfather Tang's Story* by Ann Tompert.

If you do not have *Grandfather Tang's Story*, you can use another book that is available like *Aesop Fables* or the *Little Red Hen* that have lots of easily recognizable animal characters.

### Activity

1. Read the story. Show the children the tangram square (See next page) and give each child the seven shapes that make up a tangram. Ask them to create a shape from the story on paper using their tangrams. Prepare a few tangram animals in advance to show the children how they can be manipulated to change into different shapes.
2. Then retell the story interactively using their finished pictures.
3. The tangram shapes can be traced and cut out of coloured paper and glued onto black backgrounds for effect or can be cut out of black paper and placed on coloured sheets.
4. You can increase the size of the tangram shapes by enlarging them on a photocopier.

### Contest

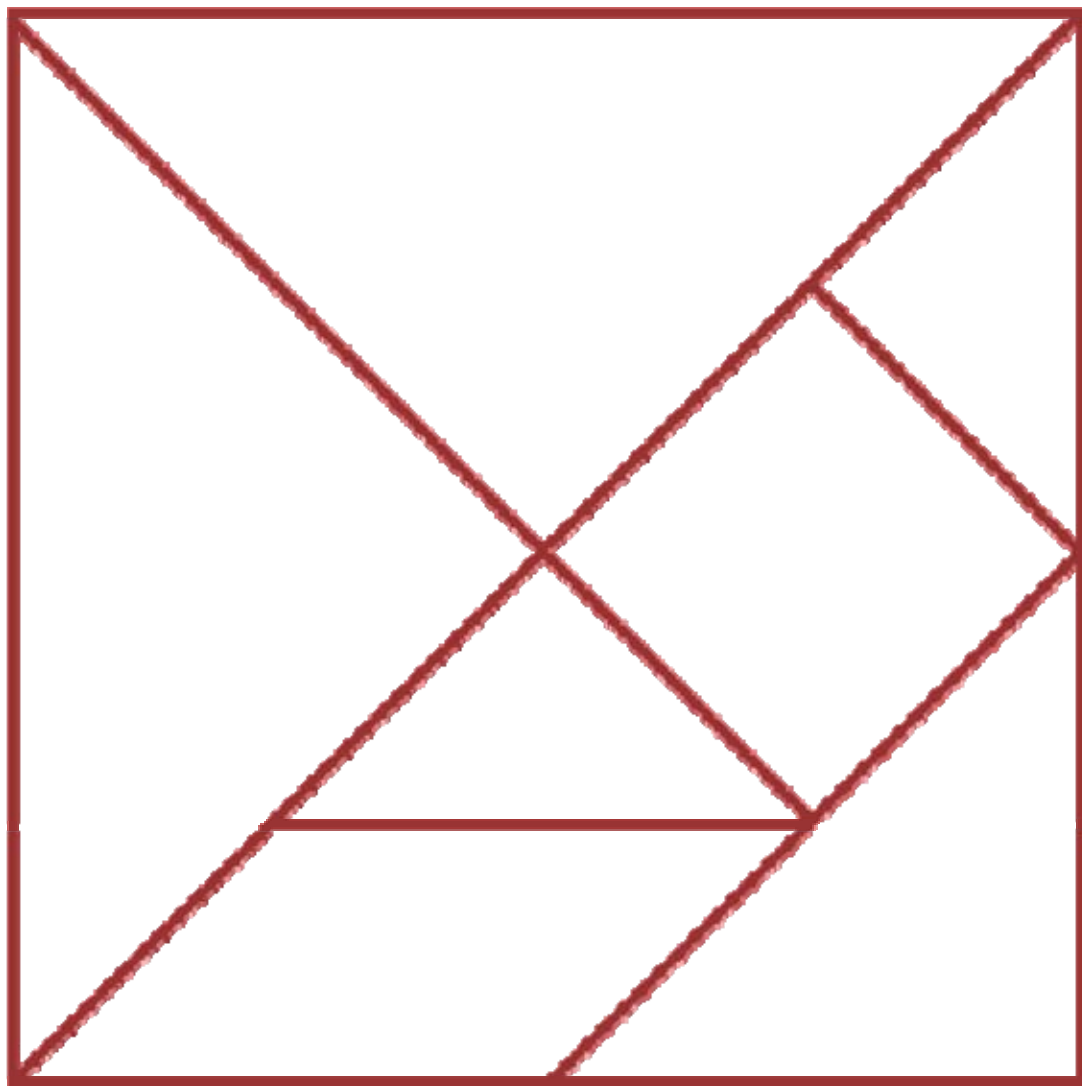
Give the children the seven shapes and see if they can figure out how to put them together to form a square (or other shape) without using an example.

You can download many patterns here:

<http://tangrams.ca/inner/pdftans.htm>

and here:

<http://reijnhoudt.nl/tangram/man.php?action=results&lang=fr&keywords=nature>



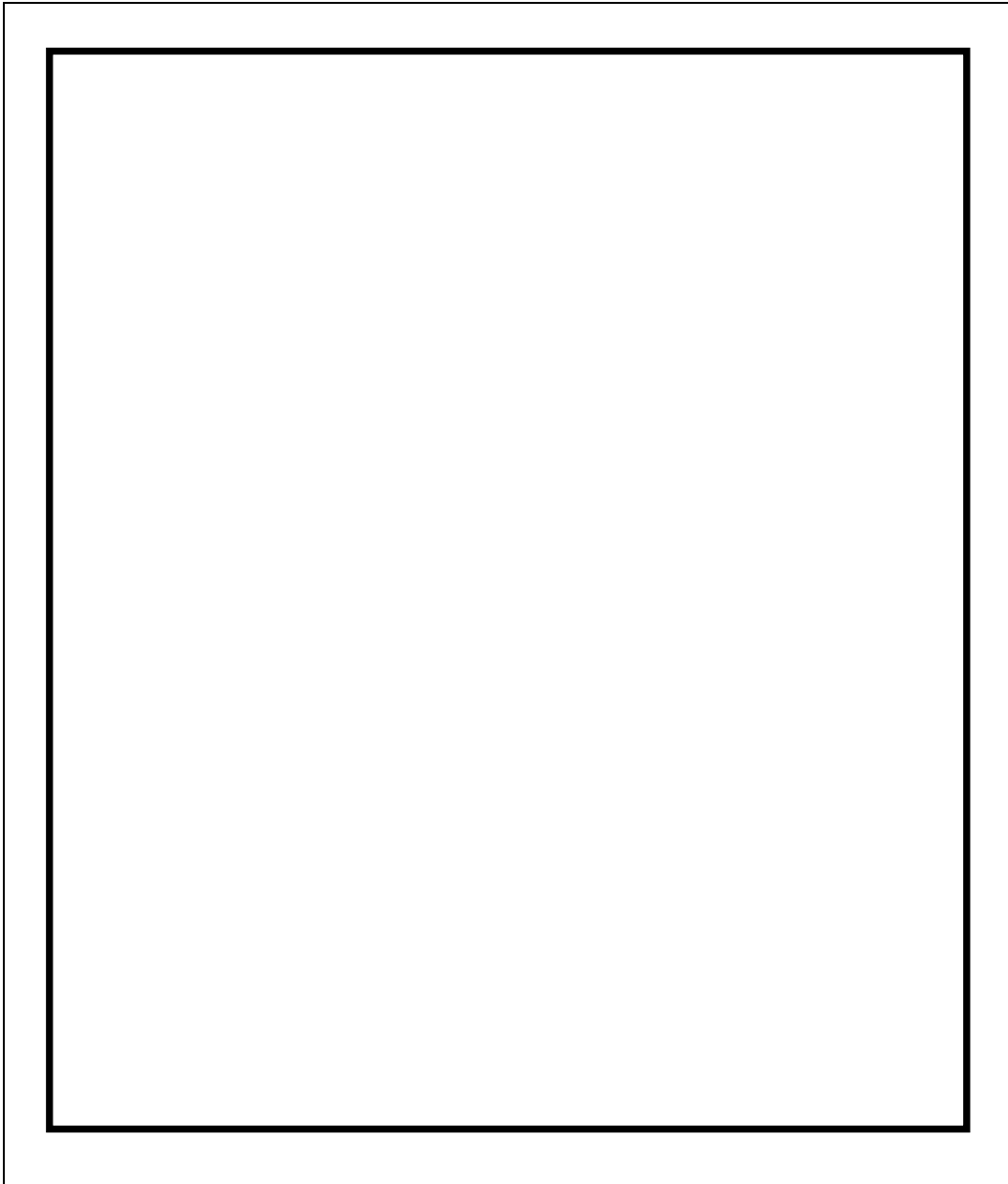
Here is a sample tangram.

# Treasure Contest

(Target Audience: 5-8, 9-12)

Draw a picture of what you would like to dig up if you were looking for treasures from an ancient or lost world.

Submit to the children's reference desk and you could win a prize!





## **Summer Reading Club**

# Lost Worlds

## **8. Programs for Ages 9-12**



## Young Archaeologists' Program

(Target Audience: Ages 9-12)

Do you like to dig in the dirt? Find things that are lost? Put pieces together? Figure out stories from clues? Learn about the past? These are all things archaeologists do—maybe *you're* one, too

Archaeologists study old objects and investigate ancient sites to learn how people lived in the past: how they made tools, why they moved around, and even what foods they ate.

Archaeologists are a tough bunch. They travel all over the world and dig everywhere, including in old garbage piles and toilets.

Broken, chipped, and sometimes whole, artifacts come in many forms. Excavators often find artifacts of pottery, glass, or stone. These materials last for centuries and tell us a lot about the people who used them. Sometimes only parts of pottery can be found. When pottery is broken, archaeologists may attempt to piece them together so that they can study the whole piece.

Below is an activity that a real archaeologist would have to do to reconstruct a piece of pottery.

### Activity 1- Pottery Reconstruction

1. Find pieces of old pottery you may have around the house, or buy some at a dollar store.
2. Place pottery inside a paper bag and gently hammer so that the pottery breaks into pieces (but don't shatter). Watch out for sharp edges.
3. Using glue sticks, have the children put the pottery back together.
4. Afterwards, have the children describe what their piece of pottery might be used for.

### Activity 2 – Making Pottery

1. Find a recipe for making clay in a craft book or on the Internet or buy clay in a store and have the kids create simple pottery designs based on pictures of pottery from ancient China, Egypt or Greece. These pictures can be found in books and on the Internet.

Chinese pottery

<http://www.artsmia.org/art-of-asia/ceramics/early-chinese-ceramics.cfm>

## **Garbage Dig**

(Target Audience: 9-12)

Archaeologists learn about lost worlds by studying many things – including their garbage. Put together a fake midden heap and have the children look at what is there. Milk containers, a broken plate (edges well smoothed), a broken toy, a bent fork, plastic bottles, erasers, a container for dog food, etc. Maybe add a well-aged book jacket cover.

Add a few mystery items, every day objects that are perhaps unrecognizable when taken out of context or which are parts of objects, such as the handle of a paint brush or a belt buckle.

Have the kids discuss or write down what they can tell about these people. For example: They had a pet, they had children, they owned books, etc.

Display books about archaeology.

## **African Masks**

(Target Audience: 9-12)

In Africa, masks can have human faces, animal faces or a mixture of both. Ceremonial masks are almost always accompanied by singing and dancing. The moment a dancer puts on a mask he stops being himself and starts being the animal he represents. This mask project includes a face mask with ears that is supported on a head band so that it is easy to wear.

### Supplies:

- Scissors
- Bristol board (grey, brown, yellow)
- Pencil
- Ruler
- Poster paint (grey, black, blue)
- Brushes
- Stapler
- Tape

### Instructions:

1. From the bristol board make a head band 2 inches wide and 30 inches long. Fit the band to the head and tape or staple the ends together.
2. For the face mask, cut a rectangle approximately 16 inches long and 9 inches wide.
3. Cut 2 long slits for the eyes.
4. Cut 2 long narrow strips for the ears and tape or staple them to the top of the mask.
5. Attach the mask to the head band.
6. Paint designs, circles, bands of lines etc., on your mask. Zigzag lines on the antlers represent water.

For more information try this site:

Africa for Kids

<http://pbskids.org/africa/mask/index.html>

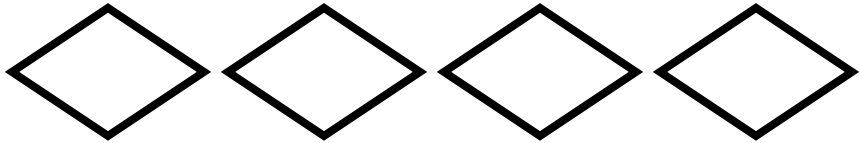
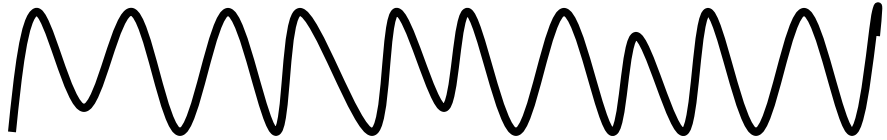
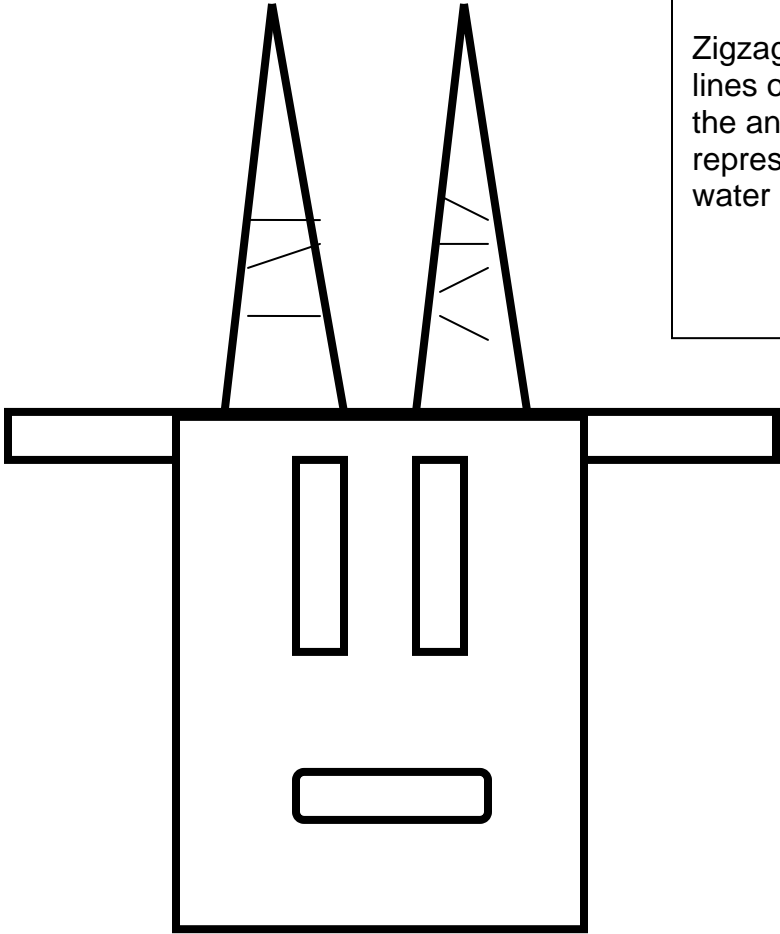
Shows you how to create an antelope mask online and gives background to the culture. You can also listen to the music and see the dance.

Africa

[http://www.pbs.org/wnet/africa/explore/sahel/sahel\\_music\\_lo.html](http://www.pbs.org/wnet/africa/explore/sahel/sahel_music_lo.html)

This site gives you more information on Mali and Africa. You can also listen to the music played at Dogon ceremonies.

Zigzag  
lines on  
the antlers  
represent  
water



## Ancient Games

(Target Audience: Ages 9-12)

In the ancient city of Petra, there are game boards all over the city, carved into the rocks. Unfortunately, no one knows how to play them. Many of our modern games are derived from much older models. If your library has chess or checker boards, put them on display while you talk about how to play games.

This website has a lot of good information:

<http://www.tradgames.org.uk/features/board-games.htm>

### Make a Mancala/Oware Board

This is a very old game that started in Africa where it is still played today. There are many different versions and names for this game, depending on what country you are from. Mancala is one name, Oware is another.

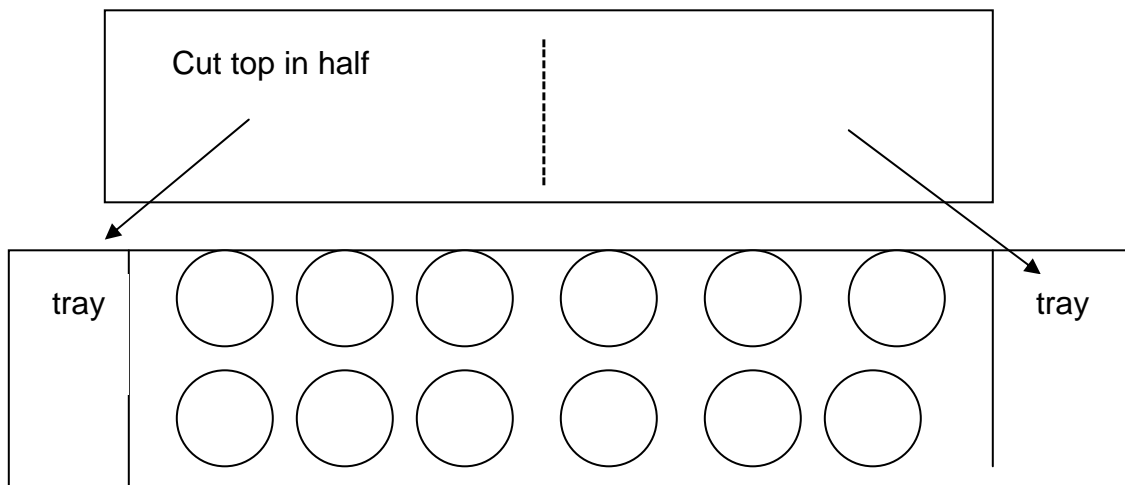
#### Supplies:

- One egg carton
- Paints and paintbrush
- Scissors and glue
- 48 pebbles, marbles, beads, beans, etc

#### Instructions:

Cut the top off the egg carton

1. Cut the top in half.
2. Glue the halves underneath the bottom of the egg carton so that much of the top is left out on the sides. These “trays” will hold your counters.
3. Paint the egg carton. Let dry.
4. Paint designs on the sides of the carton if desired.
5. Place 4 beans, marbles, etc. in each of the 4 cups.
6. Play the game!



**Rules:**

*Object of the game:* Two players compete against each other to collect as many marbles as they can before the other player clears his side of the egg carton of all its marbles.

*Setting up the game:* Place the egg carton between the two players, lengthwise. The cups closest to you are your side of the board. The tray to your right is yours. Place 4 marbles (beans, pebbles) in each of the cups. Choose a player to go first.

*Playing the game:* This is a simplified introductory version.

The first player picks up all the marbles in one of his cups. The player then starts to the first cup to the right and starts dropping one marble in each. If he reaches the end of his side, he is to drop one marble in his tray, then continue around to the other side of the board. He is not, however, to drop a marble in his opponent's tray. Then the other player does the same thing.

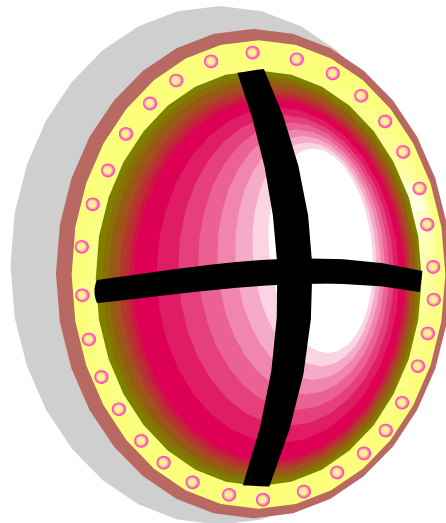
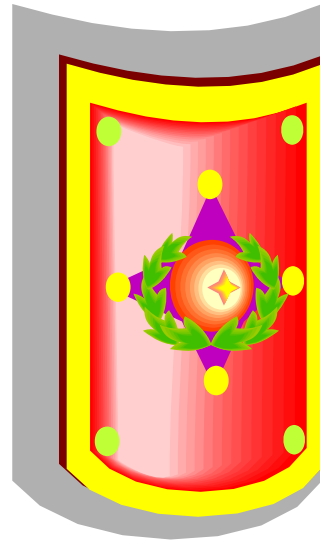
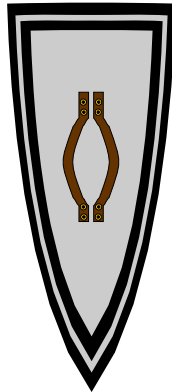
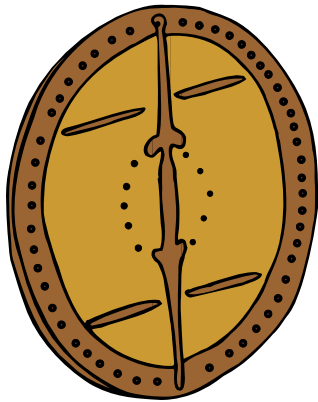
The game ends when one player runs out on stones on his side.

At the end of the game, players count the stones in their trays and the player with the most stones wins.

## Shields

(Target Audience: 9-12)

Shields for battle came in many shapes and sizes in the lost worlds. Round, long, rectangular, and many other interesting shapes. Draw a shape and decorate it with designs, animals, and objects like the sun or the moon. Whatever you think would make you feel brave!



## **Stories around the Campfire**

(Target Audience: 9-12)

Long before there was writing, there were stories. Prehistoric people probably gathered around the campfire at night and told stories about the big animal they had successfully hunted or the fierce storm last winter. Telling a story is still one of the best ways to use the imagination.

### **Build a Campfire**

Get some short thick branches of real wood (six or seven would be good). Cut some red, yellow and orange cellophane and/or tissue paper in the shape of flames.

On the floor put a lit flashlight. Build the paper flames up around it so that the flashlight can't be seen. Put the wood around and over the cellophane/paper.

Darken the room just a little so that the light can be seen from the campfire.

### **Tell stories**

If you are not comfortable telling a story instead of reading it, then read. You can find lots of handy hints and stories on Aaron Shepard's website

<http://www.aaronshep.com/>

Get up and stretch between stories if you need a break or feel the kids are getting restless.

If you want the children to tell stories, use a story stick, giving the stick to the person who is telling the story. This will help maintain order – only the person with the stick can do the speaking.

For more on story sticks, visit:

[http://www.suite101.com/article.cfm/the\\_art\\_of\\_storytelling/114820/2](http://www.suite101.com/article.cfm/the_art_of_storytelling/114820/2)



## Counting and Memory Program

(Target Audience: 9-12)

Many ancient peoples kept track of important events in their lives by using objects. Before writing was invented, they also used objects or special markings to count and keep records. Without a way to write words or numbers, they relied on their memories much more than we do today to keep track of things, events, or stories. But they had their own special inventions to help them remember. The *quipu* was one.

The Incas had a form of writing using symbols called ideographs, which are graphic symbols or pictures. But they had another way of recording important information. They invented a method called *quipu* (kee-poooh). *Quipu* means knot in Quechua, the native language of the Andes.

*Quipu* makers were very skilled. By making different kinds of knots on hundreds of different coloured strings, they knew how many people lived in the empire, how much food there was in storage, how many animals each person owned, and many other things. They also used *quipus* to remember weaving loom patterns, and even to help tell a story. Whenever they were used to tell a story, knots would be placed according to syllables and sounds.

You can keep track of things or events in your life the way the Incas did.

### Quipu Craft

Supplies:

- Scissors
- Yarn – 6 different colours
- Ruler
- Pencil
- Cardboard
- Tape

Cut a foot long piece of yarn from each colour. Draw and cut out a rectangle of cardboard about 28 x 5 cm. Tape one end of each piece of yarn to the cardboard, spacing them equally apart. Above each piece of yarn, write the thing you want to keep track of. Make a knot for each thing you count, starting at the top of the yarn and working your way down. Leave some space between knots and don't pull too tightly.

This can be done as a single library program, where the kids can record things like the number of people in their family, the number of times they went to the movies last month, etc. Or they can take the *quipu* home and use it to record things as they happen over a week. This could be how many books they read, each time they played with a friend, etc. Then at the end of the week, they will have a record to help them remember what they did.

## Memory Game

If you lived in ancient times, and had no way to make a list by writing things down, how well do you think you could remember things? Here's a fun way to test your memory. This game has many variations. See what works best for your group.

Supplies:

- Tray or plate
- 10-20 small items (try to have objects related to 'Lost Worlds', such as plastic dinosaurs, gold chocolate coins, toy horses, beads, etc.)
- Cloth or towel to cover tray

Have the kids sit in a circle, with the tray of objects in the middle. Give them one minute to look at it and memorize everything on the tray. Remove the tray or cover it and take one object away without them seeing it. Put the tray back, and have them guess which object is missing.

Variations:

Use more or less objects

Give kids more or less time to view the tray

Remove 3 or 4 objects

Instead of removing objects, have the kids tell you everything that they remember from the tray. Have a list of the objects and check it as they tell you. See if they get them all.

## Concentration Memory Game

This is a simple but fun game to organize and play.

Supplies:

- 10 paper cups
- Jelly beans or other small candies

To set up the game:

Put the cups upside down in a row on a table

In a random order, put 1 candy under each of 2 cups, 2 candies under each of 2 cups, 3 candies under each of 2 cups, etc.

To play:

The first player lifts 2 cups. If the number of candies matches, he keeps them and the cups are removed. If they don't match, the cups are replaced, and the next player tries.

Remember not to let the players eat the candies until the end, as the winner is the one with the most candies after all the cups are gone.

## Books and Stories

Read a folktale or legend from Peru or other South or Central American country.

## Optical Illusion

(Target Audience: 9-12)



Look at the space between these two Viking helmets. Slowly move this page toward you all the while staring at this space. What happens?

Because your eyes are a short distance from each other, each has a slightly different view. Up close, the helmets start to overlap.

Need more information? Ask for books on optical illusion and Vikings at your library.

## The Chicken Egg is a Great Arch

(Target Audience: 9-12)

One of the greatest architectural structures ever is the arch. Many ancient civilizations used it to hold up their buildings and the Romans built aqueducts to move water along great distances to cities and towns. The Mayans created several different arch designs to hold up buildings in their temple complexes and the ever resourceful Inuit traditionally built arches out of snow to create igloos to survive harsh northern weather.

Try this demonstration to show how strong arches are by seeing how much weight can be supported on 4 eggs. Note: this is a fun, simple, safe but messy project, so paper the floor with newspaper and/or plastic.

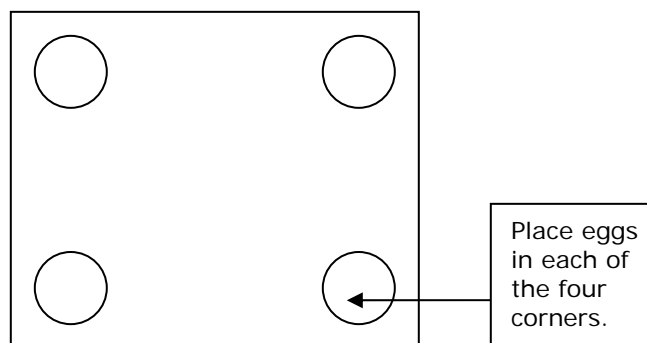
### Supplies:

- 4 raw eggs (boiled eggs will do, but not as fun)
- 2 egg cartons, (the type that will hold one dozen eggs) taped together. Remove the lids.
- A sheet of corrugated cardboard slightly larger than the egg cartons
- A lot of phone books or heavy books, or one preschooler

### Instructions:

1. Put an egg in each corner of the egg carton.
2. Place the cardboard on top.
3. Pile on top as many books you need to make the eggs break. Or, have a preschool child carefully stand on the top and count the number of seconds or minutes it takes to break the eggs. Have fun!

The egg is actually made of two arches one at either end.



## Clay figures from the Han Dynasty (China)

(Target Audience: 9 to 12)

Make figures out of modelling clay or play dough using tomb figurines from the Han Dynasty (206 BC–AD 220) as inspiration.

The Han Dynasty was one of the greatest early Imperial Chinese Dynasties. It was a period of huge cultural/scientific development. Buddhism from India entered China. Silk was woven for trade. Lacquerware was created. Music, poetry and writing flourished. Inventions included clocks, calendars and one of its greatest inventions, implements made from iron, especially farm implements. Paper was improved. While separated from much of the world by the Great Wall, Han China was connected to ancient Rome and countries of the Middle East by the Silk Road.

For more background information, try these resources:

<http://www.answers.com/topic/han-dynasty-1>

The Golden Age of Chinese Archaeology

[http://www.nga.gov/education/chinatp\\_splash.htm](http://www.nga.gov/education/chinatp_splash.htm)

This site is from the National Gallery of Art, Washington. Background information is excellent.

Nelson-Atkins Museum of Art

<http://www.nelson-atkins.org/art/CollectionDatabase.cfm?id=10842&theme=china>

Site gives information about the individual pieces such as this model of a house with watchtower at the top and farmyard at the bottom.

For a list of image links try the Virtual Reference Library.

<http://www.virtualreferencelibrary.ca/>

Choose “Arts and Crafts”, and then click “Art Image Databases on the Internet”

For more information on the technology of Han Dynasty Tomb Artifacts, try this site:

[http://www.svam.org/Exhibits/han\\_artifacts/han\\_html/hdta\\_notes.html](http://www.svam.org/Exhibits/han_artifacts/han_html/hdta_notes.html)

Clay figurines excavated from Chinese tombs give us a lot of information about how people lived. There are models of farm life, pigs, goats, watchtowers, and dancing girls from royal courts. Models of camels accompanied by their groomers from the Middle East travelled along the Silk Road.

These models were heated in a kiln at a low temperature and are called earthenware. If you were to examine one of these figurines you would see a hole at the bottom or the side and that they are hollow inside. You might be able to see a seam along some of the sides. None of the models is made from a single clump of clay because heat inside clay will expand and the model would explode.

Use the pictures of Han Dynasty tomb models found by following the links to the websites to help you with this presentation. Check your library for books on clay modeling and Chinese Art.

## **Han Dynasty Funerary Figures**

Dancer

<http://www.metmuseum.org/special/YearOne/11.R.htm>

Han Horse

<http://content.answers.com/main/content/wp/en/thumb/4/40/250px-HanHorse.JPG>

Saddled Horse

<http://www.nga.gov.au/TTTsui/Details/Horse1.htm>

Dog

<http://www.glasgowmuseums.com/onemilliondaysinchina/exhibition/index.cfm?action=artefact&artefact=6&category=7>

Cavalryman

[www.daytonartinstitute.org/eternalchina/20.html](http://www.daytonartinstitute.org/eternalchina/20.html)

Squatting performer with a drum

[monod.nyu.edu/~jingh/album/art/china.html](http://monod.nyu.edu/~jingh/album/art/china.html)

Lady Attendant Tomb Figure

<http://www.marymount.k12.ny.us/marynet/stwbwk05/05vm/figures/html/kcanalysis.html>

Horse and Rider

<http://www.brooksmuseum.org/public/exhibitions/default.asp?id=10000218>

Court Lady

[http://asianspiritgallery.com/china\\_han.html](http://asianspiritgallery.com/china_han.html)

Court Lady

<http://www.albertomanuelcheung.com/Han%20long%20sleeve%20lady%20.jpg>

Terracotta Horse.

[http://mv.vatican.va/3\\_EN/pages/x-Schede/METs/METs\\_Sala01\\_01\\_02\\_012.html](http://mv.vatican.va/3_EN/pages/x-Schede/METs/METs_Sala01_01_02_012.html)

Female Dancer

<http://www.metmuseum.org/special/YearOne/11.R.htm>

Pig

[http://www.portlandartmuseum.org/asp/collections/collection\\_listing/asian/china/catalog/44.9%20pig.html](http://www.portlandartmuseum.org/asp/collections/collection_listing/asian/china/catalog/44.9%20pig.html)

## Notes on the pictures:

Look at the picture of the dancer and the Lady Attendant and the court Lady. Their kimono-like gowns were the predecessors of the Japanese kimono. Silk was a popular trade item that travelled west from China to the Ancient Rome and Greece. It is a light cool fabric perfect for hot weather. It remained a popular trade item for hundreds of years until the Italians set up their factories.

Look at the images of horses. The strong, large horses were imported from the Fergana Valley in Afghanistan. Chinese Militia liked them for their large size and strength

Can you find a drummer or a storyteller?

Find a Court Lady. What does her gown remind you of? Describe her fancy hairdo. Unusual hairdos came from Persia and became popular with Chinese Women in the upper classes. Some of the ladies are wearing their hair in traditional Chinese style, pulled back and tied.

Are there any farm animals in the models?

## What you need:

- Modeling clay or play dough
- Tools for making designs and impressions on the clay – Popsicle sticks, small branches from shrubs, etc.,
- Rolling pin or plastic piping similar length and thickness.
- Old pencil or other pointed instrument
- Objects with textures such as combs, sieves

## Recipe for Play dough:

1 cup salt  
1/2 cup cornstarch  
2/3 cup water

Cook this over low heat stirring all the while until you have a thick doughy mass. Cool and knead a little to be sure that the consistency is uniform. Keep in plastic wrap in the refrigerator when not in use.

This site gives several recipes:

<http://www.homeschoolzone.com/pp/crafts/play-dough.htm>

**Instructions:**

1. With the clay on a clean surface, roll the dough with both hands to make “ropes” or “strings”.
2. Roll the clay into flat pieces then cut them into shapes, such as rectangles, squares, triangles, stars, and crescents.
3. Roll a small piece of clay between both hands to make a small ball. These are great for making a decoration of beads or eyes or a small clay head.
4. If you are planning to “fire” or bake the clay, make sure the thickness is not more than  $\frac{1}{4}$  inch thick, or, hollow out some of the clay.
5. To make a figurine in several parts, use water to glue the pieces together. Toothpicks will also hold parts together if you are not heating the clay or dough.

To make a model house, make a template of the roof and sides of the buildings. Then cut out the shapes and put them together as you would a gingerbread house. To decorate, roll coils of clay and add them to the house. Press a comb against the clay to create a lined texture.

To make a dancing lady, roll out a large  $\frac{1}{4}$  inch slab of clay. Using a pointed instrument draw the figure of a dancer, peel away the clay around the figure. Draw the same figure on another slab, then put the two figures together and seal them by pressing with your fingers. Stand your figurine up. If you plan to fire your clay models, make sure the two slabs of clay have lots of air between them.



## Feathered Headdress

(Target Audience: 9-12)

This headdress is inspired by 17th century Aztec ruler, Montezuma.

### Supplies:

- Scissors
- Ruler
- Glue
- Bristol board
- Construction paper
- Feathers
- Wrapping paper
- Sequins
- Small pieces of pasta
- Crepe paper
- Silver-coloured Mylar paper from chip and candy wrappers

### Instructions:

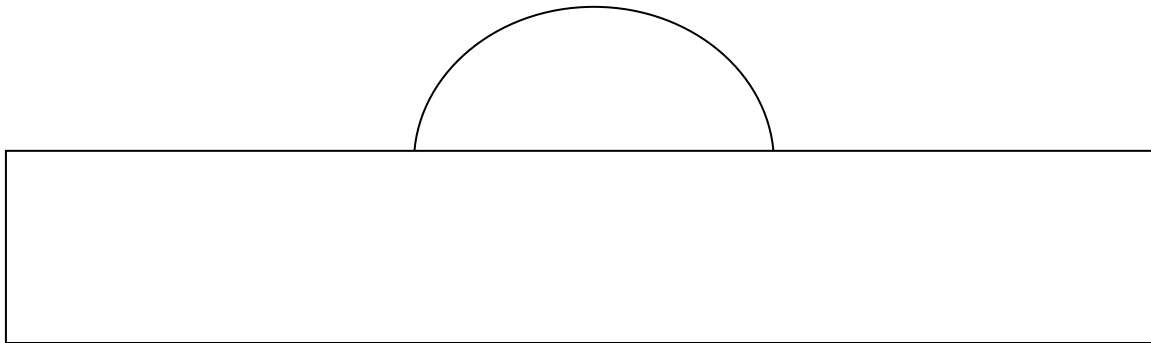
- Find pictures of his fantastic feathered headdress in the library. Search for information on the Aztec or check the Internet for pictures of Montezuma.

### Aztec Headdress



[www.aztecdahlias.com/Azdahlpics/montezuma%202.jpg](http://www.aztecdahlias.com/Azdahlpics/montezuma%202.jpg)

- From the sheet of bristol board, cut a shape in the form of a band with a semi-circle in the centre. Use these approximate dimensions: 10.5 cm (4 inches) wide, 45 cm (24 inches) long. Use a large circular container roughly 28 cm (7 inches) in diameter to make the circle.
- Bring the two ends of the band together and staple or tape them securely.
- Decorate your headdress with feathers or cut feather-shapes out of construction paper. Decorate with small pieces of wrapping paper, buttons, sequins or pasta. Try different shapes, such as diamonds or squares, cut from construction or decorative paper. Dangle long and wide strands of construction or crepe paper from the band.



## Poetry Circle

(Target Audience: 9-12)

Long ago, many people who lived in what is now known as the British Isles used large stones to create huge monuments. Many of these megalithic creations, such as England's famous Stonehenge, were built in the shape of a circle.

People still argue over what these structures were originally used for but in places like Wales, where people have made recreations of these "standing stones", these special circles are often used as a place for people to gather and sometimes to share stories and poetry. In fact, the Welsh people have a special poetry competition called an *Eisteddfod*, which takes place annually in different parts of the country, often within the confines of one of these stone circles.

5. Have a display of non-fiction books on Stonehenge, Wales, Celtic facts and fiction, and creating poetry (and the like) on hand.
6. Create a "stone" circle with the children in one of the following ways:
  - a) If you have access to real rocks and stones, and the children are old enough, use them to set up a real stone circle in your meeting area.
  - b) If you have enough time (or wish to make this a two or more session program) have the children create their own faux stones by putting strips of newspaper, dipped in a papier mâché mixture (water, flour, glue) over a barely inflated balloon. The "stones" must have time to dry and can be painted to appear more stone like. Use the faux stones to create your poetry circle.
  - c) "Stones" can also be made by covering old food boxes (cereal, crackers, etc.) in brown or grey construction paper. The advantage to these "stones" is that they will stack easily and make your circle creation easier to build.
  - d) If you do not have time or are dealing with younger children, create the stones earlier (using either the method outlined in b or c above) and have the children use the pre-made stones to create their poetry circle.
7. Share some of your favourite poems with the children.  
(These can be silly or serious poems and do not have to be in ancient languages or old-world styles. The idea is to use the ancient concept of stone circles as a place to go to share poetry.)
8. Ask the children if they have any poems to share.  
Poems can be ones that they have written or memorized from a favourite poet or indeed, be ones that they have found while looking through the poetry books you have on display.

You can also set up a “Poet’s/Reader’s Theatre” by pre-selecting some poems that can be read aloud and/or broken into parts to be read aloud and assigning these parts and poems to the children.

9. Create poems with the children (as a group activity) by using your own ideas or one of the following:

- a) Play Mad-Libs with famous nursery rhymes...asking for different words that can be put in place of the ones in the rhyme.  
(For example, “Hey Diddle Diddle-The Cat and the Fiddle” might become Hey Diddle Diddle-The *Flamingo* and the *Guitar*).
- b) Write a simple poem, preferably in couplets, leaving the last word of each group blank, and have the children call out words to finish the poem. Try to end the first sentence in the couplet with a word that has a lot of rhyming words to make it easier for the children to think of a way to fill in the blank.  
(For example, My suitcase is full and I’m going far away//Lots to pack-no time to \_\_\_\_\_). (*play, sway, stay, etc.*)
- c) Add descriptive words to a simple sentence until you’ve created a poem.  
(For example, “The bird sings.” might become “Listen...the beautiful, blue bird, that sits high in the maple tree, sings sweetly in the morning sun.”)

10. Let the children create their own poems (as individual activities) by using your own ideas or some of the following:

- a) Write an “acrostic poem” (a verse made up by using the letters in a particular word as the first letter for each line of the poem) by using their own names or the name of their best friend and writing a description of that person.

For example:

Karen –

**K**ind  
**A**nimal lover  
**R**eads  
**E**xciting  
**N**ice

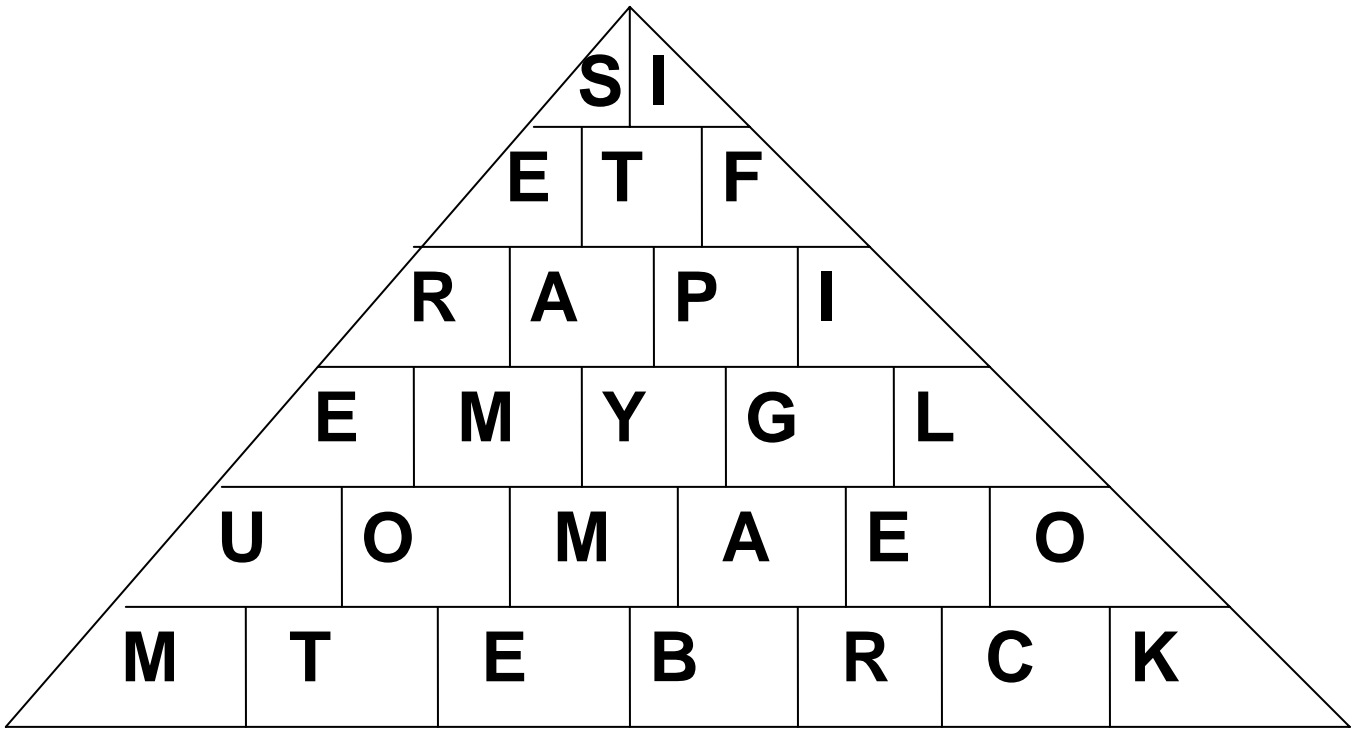
- b) Hand out a variety of words that have been printed out on individual pieces of paper (nouns as well as descriptive & action words will work best) and let the children have fun arranging and rearranging them into poems.
- c) Explain different types of poetry (like haiku or limerick) and have the children try creating their own poems. Suggest they describe something in the story room, highlight their favourite lost world, or tell about the stone circle!

More ideas can be found in books about writing poetry and websites such as:

[www.gigglepoetry.com](http://www.gigglepoetry.com) or [www.lorislesynski.com](http://www.lorislesynski.com)

## Word Pyramid

(Target Audience: 9-12)



A pyramid of words! Time yourself to see how many words you can make in three minutes!

### Rules:

- You can only use each letter once!
- Words can only be made by attaching letters next to each other.

### Scoring:

2 letter words are worth 2 points,  
3 letter words are worth 3 points etc.

If you are playing alone, count how many points you have.

If you are playing with others, one person reads out their words and each person who also has the same word has to cross it off their list. The remaining words are given points. The player with the highest points wins!

Added challenge: can you use all the letters?

## Pirate Scavenger Hunt

(Target Audience 9-12)

Go on a pirate scavenger hunt to find hidden treasures and create your very own treasure map!

Materials needed:

- Pencils
  - Brown craft paper
  - Library catalogue
  - Library book collection
  - Internet computer
  - Imagination
- 
- Every child will receive a piece of craft paper, a pencil to draw their treasure map and a scavenger hunt question sheet.
  - As the child finds the answers to the questions they will draw their findings and steps onto their map.
  - Every map may be different as the children can answer the questions in any order

Secret message decoder: write out the complete alphabet and give each letter a designated number.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

S	T	U	V	W	X	Y	Z
19	20	21	22	23	24	25	26

Everyone starts out in a designated room.

Librarian's last question to kids: What do pirates search for?

Answer: TREASURE

Option: Give each child a gold chocolate coin and a certificate

## Treasure Hunter's Worksheet

As you answer these questions, remember to draw the path you took to get your answers onto your map.

Let the hunt begin!

- Start off by writing START anywhere on your map
- Questions:
  1. Take 5 steps forward: remember to draw the steps on your map
  2. Where do you find books on skulls and bones?
  3. Find this picture in the library or on the Internet  
Clue: it is a Jolly Roger Flag



4. Find a dictionary and find the definition of "doubloons"
5. What is a pirate's favourite pet? Where in the library can you find these books?
6. What weapon does a pirate use?
7. Pirates normally wore a single gold hoop earring on one of their ears, where can you find books about jewellery in the library?
8. Decode this message: 1-8-15-25 13-1-20-5-25, 9-20 9-19 20-9-13-5 6-15-18 25-15-21 20-15 23-1-12-11 20-8-5 16-12-1-14-11.
9. Find a book about pirates.
10. Where can you find books about treasures?
11. Decode this message: 7-15 20-15 20-8-5 12-9-2-18-1-18-9-1-14 20-15 7-5-20 25-15-21-18 12-1-19-20 17-21-5-19-20-9-15-14.

For other good programs for ages 9-12 take a look at these:

Adventurer Day (also 5-8)	p. 22
Ancient Egypt (also 5-8)	p. 23
Ancient Olympic Games (also 5-8)	p. 25
Make a Pyramid (also 5-8)	p. 26
Cave Painting (also 5-8)	p. 27
Middle Ages (also 5-8)	p. 27
Make a Bookmark (also 5-8)	p. 30
Create Your Name to Use in a Lost World (also 5-8)	p. 30
Make a Mummy Case (also 5-8)	p. 32
African Stories with Drums (also 5-8)	p. 32
Tangrams (also 5-8)	p. 34
Treasure Contest (also 5-8)	p. 36



# **Summer Reading Club**

## Lost Worlds

### **9. Programs for All Ages**



## Kite Program – Kites from Ancient China

(Target Audience: All ages)

Kites were probably invented in China. The first ever mention of them is in the following story, which is over 2000 years old:

Long ago there was a General named Han Hsin who wanted to overthrow a wicked and powerful Emperor in battle. He was a small man and had hardly any soldiers, but he was very clever. He tied himself to a kite and flew over the Emperor's palace at night, shouting out to the soldiers below that they would lose the battle. They couldn't see who was speaking to them and were terrified. The next day the brave little General was able to win easily as most of the Emperor's soldiers had run away home!

Another, more probable, version of Han Hsin's story is that he flew the kite (without being attached to it) over the Emperor's palace and marked the length of the string. Then his soldiers dug a tunnel to exactly the same length under the palace walls and into the courtyard and used that tunnel to launch a surprise attack in the night.

At first, it appears that Chinese kites were used mainly for military purposes, but they began to be flown for fun during the Song dynasty (AD 960-1126). Soon festivals were organized to show off flying skills. Kites were also flown for religious reasons, as they are seen to connect heaven and earth.

### Activities

Read a story about kites and talk about the history of kite building in China. Below are only some suggestions for books. Use whatever books you own that fit the theme. Then build a kite using directions from a book about building kites or a web site (use Google to search under making kites).

### Kite Stories:

- *The Moon Dragon* written by Moira Miller; illustrated by Ian Deuchar.
- *The Emperor and the Kite* written by Jane Yolen; illustrated by Ed Young.
- *The Story of Kites* written by Ying Chang Compestine; illustrated by Yong Sheng Xuan.
- *The Warlord's Kites* written by Virginia Walton Pilegard; illustrated by Nicolas Debon.
- *The Most Beautiful Kite in the World* written by Andrea Spalding, illustrated by Leslie Watts
- *Kite Building Books: Fun with Kites: 10 Exciting Designs with Easy Instructions* written by John and Kate Dyson
- *The Magnificent Book of Kites; Explorations in Design, Construction, Enjoyment & Flight* written by Maxwell Eden
- *Step-By-Step Making Kites* written by David Michael; illustrated by Jim Robins.
- *The Great Kite Book* written by Norman Schmidt.

## **Decorative Kites:**

### Materials needed:

- Coloured Construction Paper
- Scissors
- Glue
- String or Yarn
- Ribbon
- Crayons or Markers
- Tape

1. Draw a kite pattern (elongated diamond shape) onto colourful construction paper.
2. Cut out the kite.
3. Draw or cut out decorations for your kite.
4. Glue decorations to the kite and allow time to dry.
5. On the back side of the kite, glue string or yarn to bottom point. Let dry. Add a piece of tape to make extra strong.
6. Make a tail by tying a small ribbon roughly every 10 cm along the length of string.
7. Hang on a door, or around your room. Make several and hang them in your program room

## “Let’s Go Exploring” Game

(With Three Ways to Play)

(Target Audience: All Ages)

Start off with this simple rhyme:

Let’s go exploring, 1, 2, 3

Let’s go exploring, what do you see?

### Game 1:

Kids use their imaginations to tell you what they might see on a lost world adventure. (E.g. elephants, mummies, treasure chests, etc.)

If you want more of a challenge, have the children do this game in a circle, so that not only do you have to think of something that you might see on an adventure but you have to remember and repeat what everybody else “saw” as well.

### Game 2:

Prior to the program, place things around the library or program area and then take the kids on an adventure walk. Ask them to identify things that they see as you go exploring. (Some good things to use are stuffed tiger or other animals, hats, mini-pyramids, etc.)

### Game 3:

Make it a rhyming game to play with pre-schoolers. Have them guess what you might see on an adventure.

### For example:

Let’s go exploring, 1, 2, 3

Let’s go exploring, what do you see?

Deep in the jungle, he’s roaring not cryin’

I see something big and furry, must be a \_\_\_\_\_ (lion)

Let’s go exploring, 1, 2, 3

Let’s go exploring, what do you see?

Back in Ancient Egypt, with a wrapped up tummy

I see a real old guy, must be a \_\_\_\_\_ (mummy)

Let’s go exploring, 1, 2, 3

Let’s go exploring, what do you see?

On board a sailing ship, she’s causing quite a riot

I see a feisty gal, must be a \_\_\_\_\_ (pirate)

(Create even more verses yourself!)

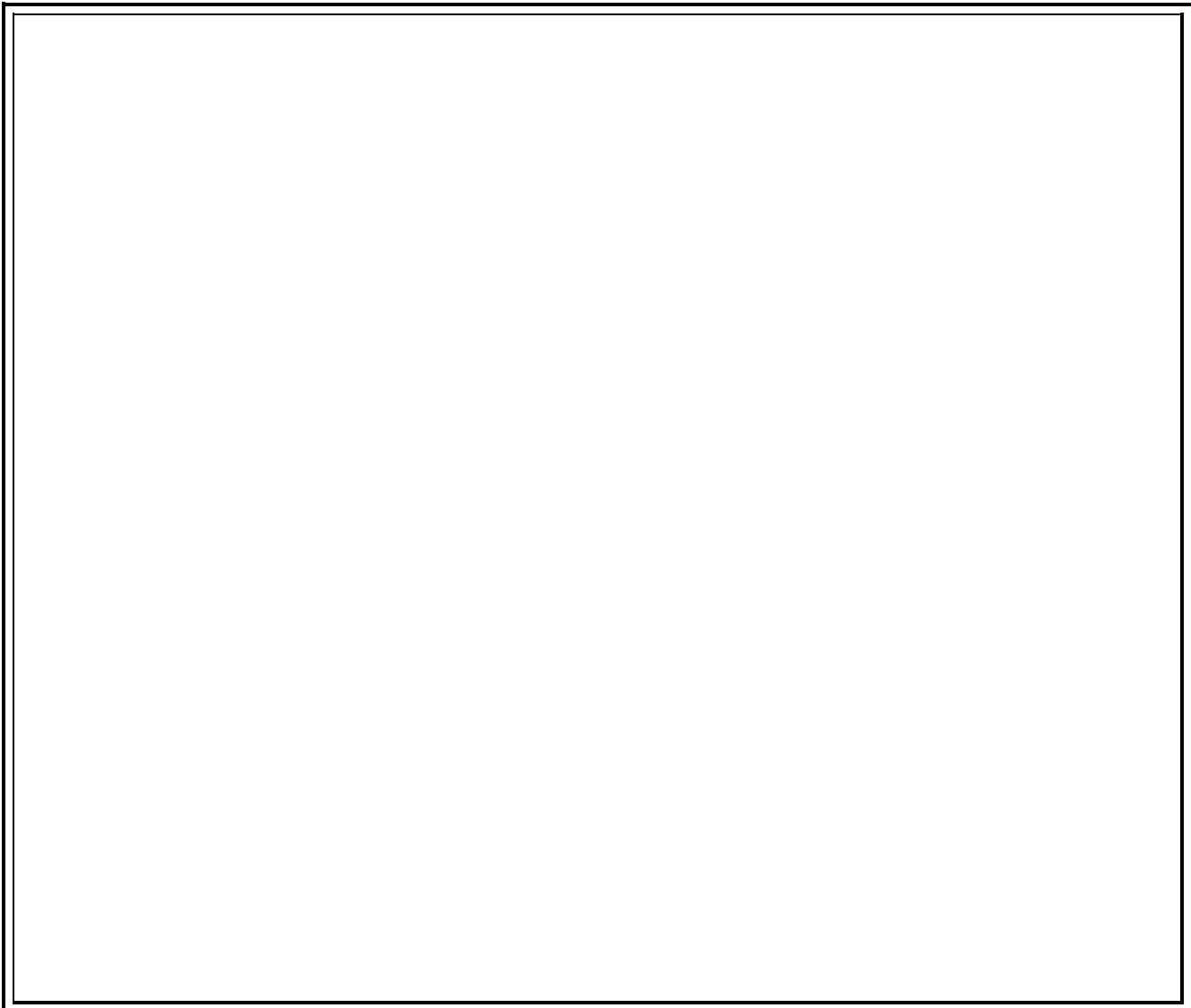
# THE LIBRARY DAILY

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\$1.00      Vol. 1 No. 1      August 15, 2007

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## LOST WORLD!



You have discovered a Lost World! This is the picture and caption in the newspaper the next day. Write a caption below:

---

## CONTEST INSTRUCTIONS:

1. Draw a picture of a Lost World that you have discovered by going through a magic time portal to another place and time.
2. Each week we will post some of the entries on our bulletin board.
3. You can enter as often as you want!
4. The deadline for handing in your newspaper picture is \_\_\_\_\_, 2007.
5. There will be 3 winners selected, one from each of the following age categories: 6 years of age and under; 7-9 years of age; 10-14 years of age.
6. The prizes will be awarded on \_\_\_\_\_, 2007.
7. Please fill out the following information before handing in.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Phone number: \_\_\_\_\_

## **Making Mosaics**

(Target Audience: All Ages)

For centuries, cultures such as the Romans made mosaics from small pieces of marble. They decorated the floors, and walls with colourful scenes. Early Christians created mosaics made from small pieces of glass. These produced a brilliant, glittering effect. The Chinese decorated walls and buildings with huge colourful mosaics and the Aztecs created beautiful masks.

For more information, look for mosaic art, Early Christian and Byzantine art, Roman, Chinese, Aztec and Mayan art and civilization.

You can make beautiful mosaics from paper.

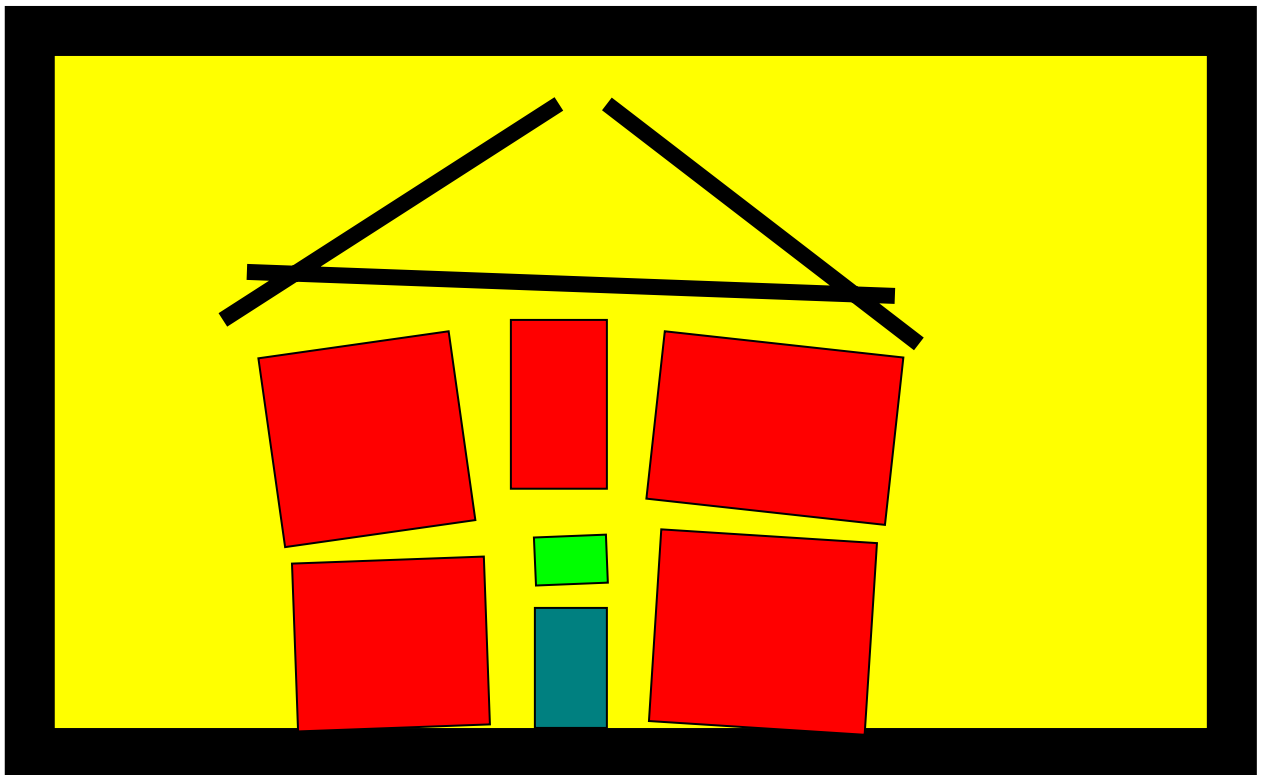
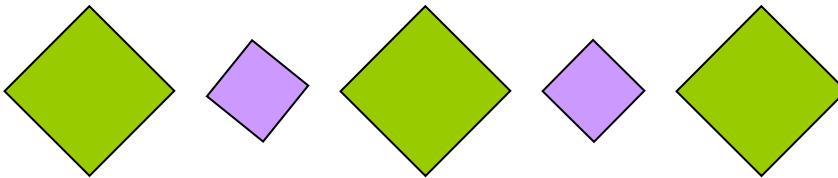
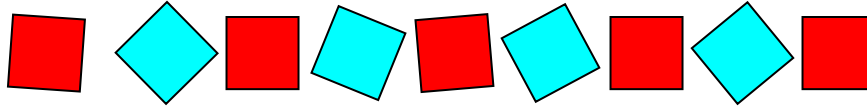
### **Supplies:**

- Colourful paper of any kind – construction paper, writing paper, wrapping paper. Mylar paper from left-over chip bags and gold-coloured wrapping paper are great for creating a glittery look.
- Scissors
- Glue – paste or stick, either will do.
- A large sheet of paper or cardboard on which you make your mosaic.
- Pencil

### **Instructions:**

1. Cut the colourful paper into squares from 1/2 to 1-inch in size. This can be very rough so the shapes do not have to be perfect.
2. Draw an object, (a temple, the sun, a flower, etc.) on the large sheet of paper or cardboard. Ask your library for books and pictures of animals, people, plants – anything that you think would make a nice design.
3. Draw your shape lightly in pencil. Then, fill the object with the paper squares.
4. If you like, create a pattern by alternating different squares in a row. For example a row of red and yellow squares or gold, yellow, blue, etc.

Other possible shapes



# Sun, Moon & Stars

(Target Audience: All Ages)

For as long as people have been telling stories, tales have been told to explain how the world was created and why things look the way that they do. Many myths and legends from the Ancient World tried to answer the questions of “why” and “how” the wonders of nature came to be. Some of the most common types of creation stories talk about the sun, moon, and stars and how they came to be.

1. Have a display of books about different mythologies (Greek, Roman, Viking, etc.), Pourquoi Tales, Creation Stories, as well as age appropriate fiction and/or picture books about the sun, moon, stars, night-time, etc. on hand.
2. Choose stories to share with the children.
  - a. For older children, choose tales about how the sun, moon, and/or stars came to be. This “why” tale can come from any tradition that you like or perhaps tell a variety of stories from several “lost worlds”. (There are many story collections with creation tales available.)  
Stories can be read, acted out, or told in either a traditional storytelling method or done as a participation story.
  - b. For younger children, choose simple “why” tales or books about night-time or sleeping.
3. Ask the children to use their imaginations to create their own “why” tales.
  - a. Older children can write and/or illustrate their own stories. Provide pen, paper and art supplies.  
This can be done as an individual activity or in a group (perhaps as a “fill-in-the-blank” story or a circle story where everyone tells a little bit of the tale before letting the person beside them take-over the tale).  
(This could also be done as a handout for a take-home activity.)
  - b. Younger children may not be able to “write” a story but they can use their imaginations to think about why things look the way they do. Why not start a talk about what clouds are made of (cotton candy, scrunched up paper, lost socks?!) or why the stars only come out a night (because they go to school during the day, or are sleeping, or have to take baths so they will be all shiny when we go to bed?!)
4. Have the children “Create their own Universe” with a craft project such as...
  - a. Use black construction paper and white chalk to draw pictures of shooting stars, glowing moons, and other night sky favourites.
  - b. Make a sun, moon, and stars mobile out of construction paper, foam pieces or other craft supplies. Be sure to have plenty of string or yarn around and balance the difficulty level with the age of the children participating.



- c. Cut stars out of yellow construction paper and let the children decorate them with crayons and glitter. Stars can be glued on to a black background. Be sure to tell the children to put the stars up in their bedroom so that they have a star to wish on every night (even when they can't see the real stars!).
- d. Make magic wands by taping pre-cut yellow stars to straws. The children can decorate their wands with stickers, ribbon, glitter, etc.
- e. Make door hangers with the sun on one side and the moon and stars on the other. Pre-cut the hangers and pieces to be glued on if you have really small children. Use the doorhanger found in the previous section as a template.

## Magic Carpet Ride to Lost Worlds

(Target Audience: All Ages)

This can be a weekly theme program that highlights seven or eight Lost Worlds or you can run it as a one-time program that highlights several Lost Worlds in one session.

Find or make a magic carpet using an old rug or some fabric and have the children sit on the carpet for storytime. Tell them to close their eyes and imagine they are travelling to another world that existed long ago. (Turn off the light if appropriate.)

The story leader can wear a special magical robe that he/she puts on to become the genie after rubbing a bottle for the genie to appear – (other props can also be used – wand/magic chest/puppet)

Chant the following:

Abracadabra – Alakazoom  
Let magic take us out of the room!  
Abracadabra - Alakazoh  
To Ancient China – away we go!  
(Arabia, Japan, Egypt, South America)

*Have the children repeat the chant with you and turn back on the lights.*

Now, it's time to transport the children to a different world through stories, crafts, music and fun!

1. Tell stories and legends from the Lost World(s) you have chosen to visit. You can use the book list to find an appropriate story or you may have one in your library that suits your target age group.
2. Provide a craft or colouring sheet that links to the theme. (Chinese lanterns, African drums, pyramids, Viking boats, Matryushka Dolls, shields from Camelot, masks of the Pharaohs, hanging mobiles of fish)
3. Have a trivia contest using facts about Lost Worlds that you have found in a book or on the Internet.
4. Try to include a snack from a Lost World. There are many recipes on the Internet or in books. (Egyptian candy from the Logbook/activity booklet, Chinese fortune cookies, Dinosaur eggs can be peppermint or chocolate candies, Viking dessert - fresh fruit and a little honey on buttered bread.)
5. Find music that fits the theme or make musical instruments and have the children join in the music-making.

*When the program is over, have the children sit on the magic carpet and repeat the rhyme.*

Abracadabra - Alakazoh  
From Ancient China – it's time to go  
Abracadabra – Alakazoom  
Let magic take us back to the room!

Below is a list of some of the many Lost Worlds you may choose to visit:

Arabian Nights  
Ancient China  
Ancient Japan  
Dinosaurs  
African Empires  
South America - Mayan or Aztec Empire  
Vikings  
Middle Ages – Camelot  
Undersea – Atlantis

### **Craft Websites**

Chinese Lanterns  
<http://www.myweb3000.com/Lantern.html>

Paper Pyramids  
[http://www.dltk-kids.com/world/egypt/paper\\_pyramid\\_craft.htm](http://www.dltk-kids.com/world/egypt/paper_pyramid_craft.htm)

Crafts around the world  
<http://www.emints.org/ethemes/resources/S00001614.shtml>

## Songs & Rhymes

### Looking for Treasure

(To the tune of *Twinkle Twinkle Little Star*)

I'm looking for treasure, yesiree!  
Want to come along with me?  
We can look for coins of gold  
"X" marks the spot so we've been told.  
We'll bring a shovel to dig, dig, dig  
If we find some we'll dance a jig!

### I'm a Little Pirate

(Sung to *I'm a Little Teapot*)

I'm a little pirate,  
Big & strong (show muscles)  
Sailing on the ocean  
All day long (rock back & forth)  
When I hear the waves' crash  
To and fro (make "waves" with arms)  
I sing along with my  
"Yo Ho Ho!!" (pump fist in air)

I'm a little pirate,  
Brave & bold (put hands on hips)  
Diggin' for treasure, (pretend to dig with shovel)  
Searching for gold ("look" with hand over eyes)  
I look up high ("look" high)  
And look down low ("look" low)  
Still singing along with my  
"Yo Ho Ho!!" (pump fist in air)

I'm a little pirate  
With one big yawn (give a big yawn)  
Now it's time for bed  
'Cause I'm up at dawn (hands on head, ready to sleep)  
Look up at the stars (look up)  
Then head below (climb down ladder-sleepily)  
And I go to sleep singing  
"Yo Ho Ho!!" (pump fist in air-sleepily!)

## Travelling to Lost Worlds

(An Action Poem)

Put on your backpack                    *(Mime putting on a backpack)*  
And grab your favourite book  
It's time to search for "Lost Worlds"  
So c'mon take a look

Now do just what I do  
And follow as I lead  
We'll go on some adventures  
Before you start to read

First we'll look for treasure            *("Look" with hands over eyes)*  
And sing out "Yo Ho Ho!"            *(Shout out "Yo Ho Ho!")*  
Be ready for a sword fight           *(Jump into fighting stance, pretend sword in hand)*  
When on a pirate ship we go

It's time to get ready, set            *(Crouch down in runner's starting position)*  
We're about to run a race  
Going back to Ancient Greece  
Olympians set the pace            *(Run in place)*

Better put on your toga now        *(Pretend to tie on toga at your shoulder)*  
'Cause we're far away from home  
For there's gladiators and lions    *(Make muscles for gladiator, then roar like a lion)*  
Here in Ancient Rome.

Now with horns upon your hat      *(Mime horns on your head with your hands)*  
Call out a noble cry                *(Give a hearty cry!)*  
On this Nordic Adventure  
Some Vikings you may spy

Can you walk like a mummy        *(Do an "Egyptian" walk-arms pointed by head)*  
Or maybe mew like a cat?        *(Make a mewing sound)*  
You're in Ancient Egypt now  
Just imagine that!

We've got one more stop to make  
On this time-travelling flight      *(Put arms out as if you're flying)*  
So we'll soar to Ancient China  
And quickly fly a kite              *(Pretend to be flying a kite)*

Now my friends it's your turn      *(Point to your neighbour)*  
You've got to take the lead  
So try to find some "Lost Worlds"  
This summer when you read!

## **The Old Adventurer**

(Sung to *Old MacDonald*)

The Old Adventurer had a plan  
Tally-Tally-Ho  
He'd go on a journey across sea and land  
Tally-Tally-Ho  
Sail a big boat there, sail a small boat there  
Here a boat, there a boat.  
Across the ocean in a boat-boat.  
The Old Adventurer had a plan  
Tally-Tally-Ho!

The Old Adventurer had a plan  
Tally-Tally-Ho  
He'd go on a journey across sea and land  
Tally-Tally-Ho  
Ride a camel here, ride a camel there  
Here a camel, there a camel  
Across the desert on a camel-camel  
Sail a big boat there, sail a small boat there  
Here a boat, there a boat.  
Across the ocean in a boat-boat.  
The Old Adventurer had a plan  
Tally-Tally-Ho

The Old Adventurer had a plan  
Tally-Tally-Ho  
He'd go on a journey across sea and land  
Tally-Tally-Ho  
Swing a long vine here, swing a short vine there  
Here a vine, there a vine  
Across the jungle on a fine vine.  
Ride a camel here, ride a camel there  
Here a camel, there a camel  
Across the desert on a camel-camel  
Sail a big boat there, sail a small boat there  
Here a boat, there a boat.  
Across the ocean in a boat-boat.  
The Old Adventurer had a plan  
Tally-Tally-Ho

The Old Adventurer had a plan  
Tally-Tally-Ho  
He'd go on a journey across sea and land  
Tally-Tally-Ho  
Mush a dog sled here, mush a dog sled there  
Here a sled, there a sled

Across the arctic on a dog sled.  
Swing a long vine here, swing a short vine there  
Here a vine, there a vine  
Across the jungle on a fine vine.  
Ride a camel here, ride a camel there  
Here a camel, there a camel  
Across the desert on a camel-camel  
Sail a big boat there, sail a small boat there  
Here a boat, there a boat.  
Across the ocean in a boat-boat.  
The Old Adventurer had a plan  
Tally-Tally-Ho

### **Who Is Wrapped Up Tight?**

*(A Guessing Game Song)*

*(Sung to Do Your Ears Hang Low?)*

Who is wrapped up tight  
In cloth strips rough & white?  
Who is buried with his cat?  
(Oh can you imagine that!?)  
Who calls a pyramid his home  
And never needs a comb?  
Who is wrapped up tight?

*(The answer is: a **Mummy**)*

### **Five Brave Explorers**

*(Sung to Five Little Monkeys jumping on the Bed)*

Five brave explorers hanging from a vine  
One fell off with a great big whine  
They didn't pay attention when they saw that sign  
(It read:)  
"No more explorers hanging from the vine!"

*(Keep counting down until...)*

No more explorers hanging from a vine  
None to fall off with a great big whine  
They finally paid attention to that great big sign  
(That read:)  
"No more explorers hanging from the vine!"

### **Five Big Dinosaurs**

Five big dinosaurs were playing in the swamp,  
Jumping in the mud with a stomp, stomp, stomp!  
Along came a T-Rex as hungry as can be...  
Chomp, chomp! Gulp, gulp! Mmmm YUMMY!

(Count down until...)

No big dinosaurs playing in the swamp,  
No more jumping with a stomp, stomp, stomp!  
Along came a T-Rex as full as can be...  
Grump, grump! Burp, burp! Oh my tummy!

### **I'm a Giant Dinosaur**

(Sung to *I'm a Little Teapot*)

I'm a giant dinosaur, big and strong  
I've got four feet and my tail is long  
People run away when I walk along  
'Cause a great big "ROAR!" is my favourite song.

## **Going on a Mummy Hunt**

Repeat everything I say and do everything I do!

Hello  
What's this?  
It's tall grass  
Can't walk around it  
Can't leap over it  
Have to stomp through it...STOMP, STOMP, STOMP!

Hello  
What's this?  
It's the Nile River  
Can't swim under it  
Can't float over it  
Have to sail across it...SAIL, SAIL, SAIL

Hello  
What's this?  
It's the desert  
Can't dive under it  
Can't jump over it  
Have to ride a camel across it...RIDE, RIDE, RIDE



Hello  
What's this?  
It's a pyramid  
Can't dig under it  
Can't fly over it  
Just have to climb up it...CLIMB, CLIMB, CLIMB

Hello  
What's this?  
It's a tunnel, a dark spooky tunnel  
Can't enter over it  
Can't enter under it  
Just have to crawl down it...CRAWL, CRAWL, CRAWL

OOOOOHHHHH!  
It's dark down here...  
I see some stairs  
Better go up them...(walk cautiously)

I see a dark, dark tomb  
Let's look inside...  
Creak...

OH NO! (reach out with hand)

I feel something!  
It feels like a mummy...

I see something! (peer with hands)  
It looks like a mummy...

IT IS A MUMMY! (jump in air)

LET'S GET OUT OF HERE!

Out of the tomb...run, run, run

Back through the tunnel...crawl, crawl, crawl

Climb down pyramid...climb, climb, climb

Ride camel through desert...ride, ride, ride

Sail boat across the Nile...sail, sail, sail

Stomp through tall grass...stomp, stomp, stomp

Back to the tent...PHEW! SAFE AT LAST!

**Or there is this version:**  
**Going on a Treasure Hunt**

*CHORUS* (Repeat after each obstacle):

Going on a treasure hunt.  
*Going on a treasure hunt.*  
Going to find some treasure.  
Where will we find it?  
Let's go see.

Uh oh...  
There's a tall mountain. (*Look with hand over eyes*)  
Can't go under it. (*Move hand down*)  
Can't go under it. (*Move hand around*)  
Gotta climb over it. (*Reach hands as if climbing*)

*CHORUS*

Uh oh...  
There's a river. (*Hands over eyes*)  
Can't go over it.  
Can't go under it.  
Gotta swim through it. (*Move arms as if swimming*)

*CHORUS*

Uh oh...  
There's some tall grass. (*Hands over eyes*)  
Can't go over it.  
Can't go around it.  
Gotta go through it. (*Slap hands up and down in front*)

*CHORUS*

*Uh oh...*  
There's a cave! (*Hand over eyes*)  
Can't go over it  
Can't go under it.  
Gotta go in it ("*Walk into cave*")

## CHORUS

I see something shiny.  
I see something golden.  
I see something furry.  
You see something furry?  
That's not treasure!  
That's a lion!!

OH NO!

Quick!!  
Run out of the cave (*slap thighs*)  
Run through the grass  
Swim across the river  
Climb back over the mountain  
Run back home  
Open the door  
Jump into bed (*cover head with arms as if hiding under a blanket*)

Went on a treasure hunt  
Went to find some treasure  
Where did we find it?  
Safe in bed?  
(*Leader can bring out stuffed "treasured" teddy bear to hug at the end!*)

## Go for the Gold

Reading Cheer

R-E-A-D R-E-A-D  
What's that spell? -READ!  
What's that spell? -READ!

Slow and steady, it's a distance race;  
Finish at your own sweet-loving pace.  
Go for the distance, that's what you need;  
Dive deep into books, and read, read, read!

R-E-A-D R-E-A-D  
What's that spell? -READ!  
What's that spell? -READ!

## **Adventurers' Song**

*(Sung to John Jacob Jingle Heimer Schmidt)*

Lost worlds are waiting to be found  
That's where we're bound  
Through time and distance vast  
Into the far off past  
Where the treasures of lost worlds will astound!

Bold adventurers must we be  
Cross land and sea  
Wherever we feel fear  
We stand up tall and cheer  
To our friends and their amazing bravery!

## **The Maiden in the Castle**

*(After each line, join in saying the chorus together. Change your tone according to the mood of the poem.)*

In a castle sits a maid.

*Chorus: Ding dong! Ding, ding dong! (Gaily)*  
*All among the roses.*

A knight comes riding to her aid

*Ding dong! Ding, ding dong! (Faster)*  
*All among the roses.*

I can hear the maiden sigh.

*Ding dong! Ding, ding dong! (Slowly)*  
*All among the roses.*

A wall is there. The wall is high.

*Ding dong! Ding, ding dong! (Firmly)*  
*All among the roses.*

I will break down half the wall.

*Ding dong! Ding, ding dong! (With determination)*  
*All among the roses.*

Still more wall will have to fall.

*Ding dong! Ding, ding dong! (Louder but slower)*  
*All among the roses.*

To break it all I'm not afraid.

*Ding dong! Ding, ding dong! (Louder and firmer)*  
*All among the roses.*

Now I see the lovely maid!  
*Ding dong! Ding, ding dong!* (Happily)  
*All among the roses.*

## There Was a Princess Long Ago

There was a princess long ago,  
Long ago, long ago,  
There was a princess long ago,  
Long ago.

And she lived in a big high tower, etc.

One day a fairy waved her wand, etc.

The princess slept for a hundred years, etc.

A great big forest grew around, etc.

A gallant prince came riding by, etc.

He took his sword and cut it down, etc.

He took her hand to wake her up, etc.

So everybody's happy now, etc.

*1<sup>st</sup> verse: The 'princess' stands in the centre of the ring of children.*

*2<sup>nd</sup> verse: The children raise their joined hands to make the tower.*

*3<sup>rd</sup> verse: One child chosen as the fairy waves her arm over the princess.*

*4<sup>th</sup> verse: The princess lies down and closes her eyes.*

*5<sup>th</sup> verse: The children wave their arms as trees.*

*6<sup>th</sup> verse: One child chosen as the prince gallops round the outside of the ring.*

*7<sup>th</sup> verse: He pretends to cut down the trees.*

*8<sup>th</sup> verse: He wakes up the princess.*

*9<sup>th</sup> verse: Children skip round clapping their hands.*

Taken from *This Little Puffin: Finger Plays and Nursery Games* compiled by Elizabeth Matterson

## Lost Worlds Poster Adventure Game

### Instructions

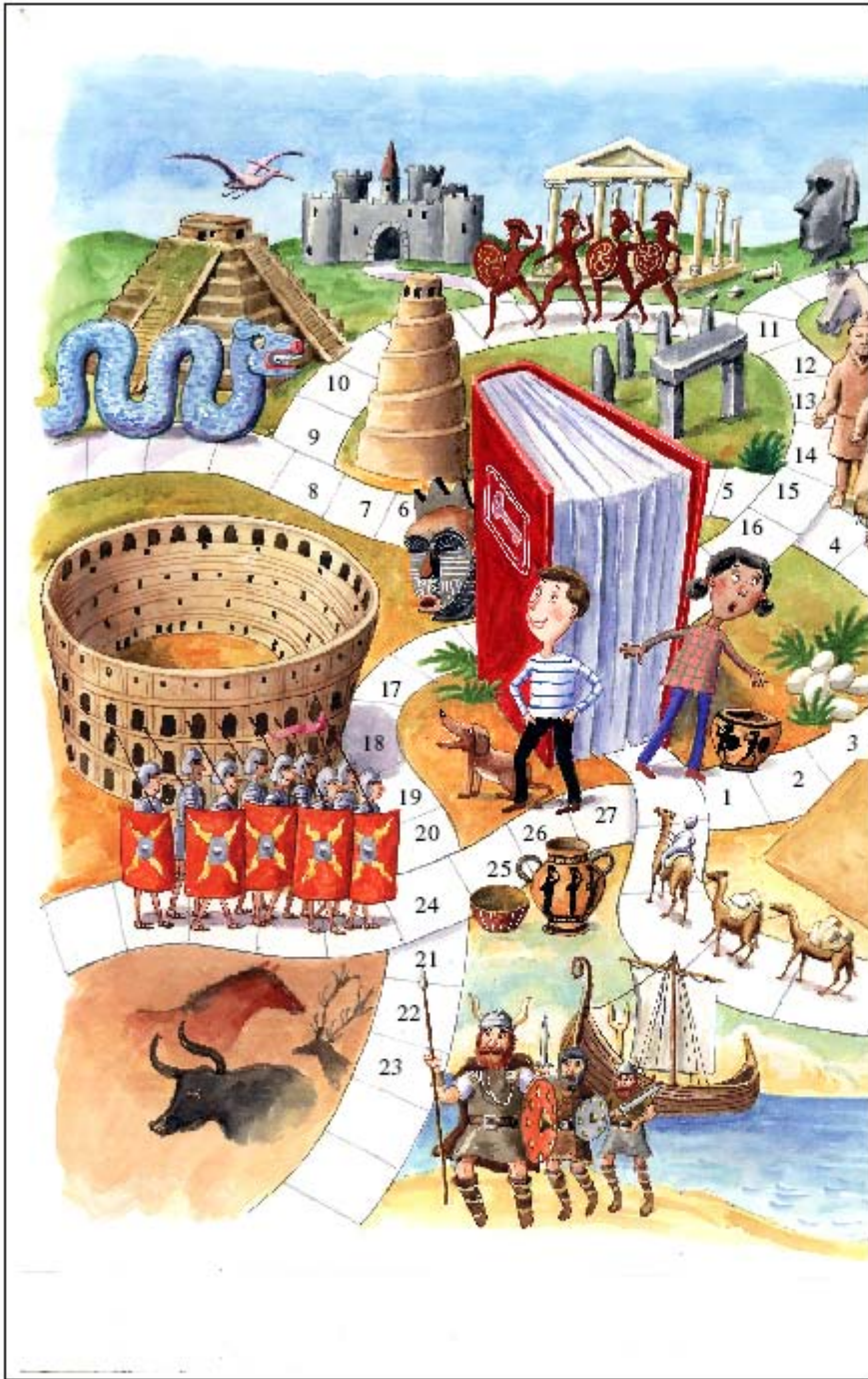
1. Transfer the numbers found on the sample poster in the Staff Manual to the actual TD Summer Reading Club poster. Have it plasticized if you think it will be well used.
2. Children roll a die to advance their token.
3. Each numbered square has corresponding directions that are found on the chart below.
4. Track each child's progress on the game board by keeping their names on cards filed alphabetically. Alternately, each child could track their own progress.
5. The game could be played daily or weekly. Prizes could be awarded when the child finishes the game or each time the game is played, depending on your resources.

### To Start

The children should start with their tokens on the Red Book, which is "Home". The first number they roll will be the numbered square they move ahead to. Follow the directions next to that number.

Square #	Follow these directions to adventure
1	Your adventure begins! Read any book you like.
2	You meet King Tut! Read a biography.
3	Watch out! Those eggs are about to crack! Read a dinosaur book.
4	Terracotta warriors block your path. Jump ahead one space.
5	Stonehenge holds many mysteries. Read a mystery story.
6	The African drums are loud! Listen to a recorded book.
7	That tower has how many steps? Read a counting book.
8	You meet an Aztec snake! Slither ahead one space.
9	You discover a Mayan pyramid! Take a break and read a magazine.
10	The drawbridge is down at the castle. Read a fairy tale.
11	You tour the Acropolis with Greek warriors. Read a book with "A" in the title.
12	You sail across the sea to Easter Island! Read an adventure book.
13	A horse almost eats your lunch. Read an animal story.
14	Uh oh, you fall in a hole. Go back 3 spaces.

15	The coast is clear for now. Check out the TD Summer Reading Club website at: <a href="http://www.td-club-td.ca">www.td-club-td.ca</a>
16	All of this travelling is making you sleepy. Read a bedtime story.
17	There is a show at the Coliseum. Watch a video or DVD.
18	You feel homesick. Read a Canadian book.
19	Your dog sniffs out some treasure! Read an award-winning book.
20	An army of Roman soldiers blocks your path. Run back 2 spaces.
21	You find a dinosaur's funny bone. Read a silly book.
22	Inside a cave you discover ancient paintings. Find a craft book and get creative.
23	Friendly Vikings help you learn how to sail. Read a sports book.
24	You hear some beautiful singing. Listen to a music CD.
25	You race to find the way back home. Read a short story.
26	You trip over an ancient Greek vase. Stumble ahead one space.
27	Congratulations! You found your way back home! Play again, or take a rest.





## World Search

T	I	I	C	P	B	Z	R	L	H	A	S	U
E	A	S	T	E	R	I	S	L	A	N	D	Q
P	U	H	L	A	N	M	S	P	A	R	T	A
O	M	Q	U	B	T	S	U	R	O	V	J	Z
M	A	N	R	A	C	P	O	M	P	E	I	I
R	N	I	D	G	N	H	C	I	O	Q	V	B
A	I	X	O	U	A	T	L	A	N	T	I	S
N	K	P	S	E	Y	D	I	W	C	F	M	L
L	I	M	M	E	R	A	A	N	B	E	K	W
C	L	I	I	K	P	R	G	D	S	P	U	P
W	E	H	B	M	T	O	J	R	C	U	K	W
O	S	F	I	E	L	Y	F	X	B	S	Y	D
U	N	L	P	R	A	T	U	G	J	O	E	U

**Atlantis**  
**Easter Island**  
**Eliki**  
**Petra**

**Pompeii**  
**Sparta**  
**Tahuantinsuyu**

# King Tutankhamun

Find the two that are exactly alike.



## Display Idea

Create interaction with your display. Enlarge and print this puzzle. Laminate it with Mylar and place it in your display or on a table near by. Have draw forms ready for children to fill in the numbers of the two kings that are exactly the same.



# Summer Reading Club

Lost Worlds

## 10. Promotional Activities

## Display Ideas

- Why not change the “pathway” to your meeting room based on the week’s theme?
  - Dinosaur paw prints for Dinosaur Days.
  - Stepping stones for Ancient Greece or Rome.
  - A bridge over a castle moat or cobblestones for the Middle Ages.
  - A plank to walk across on Pirate Days.
  - Mummy footprints for Ancient Egypt.
- Leave maps at the front of the library, instructing young explorers on how to discover the library’s own “lost world” (your meeting room).
- Cut out some flat (or, if you are ambitious, build 3-D) columns for entrance to children's department and cut out a large top of a temple in paper on which you could have the letters, "Welcome to the Lost Worlds TD Summer Reading Club"
- Create a time machine façade that wraps around the entrance of your meeting room. (Be sure to remember to change the date and destination for each new lost world you are going to explore.)
- Put up images of headgear that fit the theme. Examples include: Indiana Jones Fedora; Bedouin Hat (hat and scarf over neck for in the desert); Pith Helmet; Miner's Helmet (for archeological digs); Pirate Hat; Turban; Laurel Wreath (Ancient Greece); Roman Soldier Hat; Safari Hat; etc.
- Keeping track of how many books are being read on a bulletin board display or a wall? Why not have a giant treasure chest with each new gold coin or jewel representing a book read. Or use each new block in the pyramid to represent a book read. Or fill in the outlines of your own lost world with blocks of books read (e.g. Outline a Mayan Pyramid, Stonehenge, or ancient buildings and then use the blocks (that represent a book read) to fill in the bulletin board and build up your lost world.)
- Draw an outline of a castle on the wall - each time a book is read, put child's first name and title of the book read on half of an 8 1/2" x11" piece of paper and help "build" a Castle of Reading. Alternatively, you could draw a Greek temple on the wall and "build" a Temple of Reading.
- Enlarge clipart image of one Roman soldier and have child put his/her first name and the title of the book read on the soldier's shield. Have the soldiers "march" around the wall. See how long your Army of Reading will be!
- Make a larger version of the poster, highlighting the game board aspect of it. Make clipart children from the poster moving past the clipart pyramids, etc. along the way to a treasure box at the end. Each child could write their name on a clipart girl or boy and move when they read one book, or done an activity, depending on how you run the program.

## Contests

- Have a “How Many Dinosaurs?” contest by having kids count (or guess!) the number of dinosaurs and entering their name in a draw for a fabulous Lost World prize. Hide” dinosaurs” throughout your library, children’s department, or meeting room.

(Be sure to remember how many dinosaurs there actually are and make it more challenging by having dinosaurs “peek” around corners or be hidden in various display areas and bulletin boards.)

- “Guess how many coins” contest. Use goldfoil-covered chocolate in a glass jar or a treasure chest
- Display and Match Up Contest  
Make your Lost Worlds display more interesting by creating a contest using the display. This is a fun way to introduce books to children.
  1. Display books and artifacts (replicas) about ancient civilizations. Choose books with interesting, clear artwork on the front cover, for example; a book on the Inca with a large illustration of “Macchu Pichu” or a book with a large pyramid on the front.
  2. Find a clear image of your monument or relic in an image databases. Check in Google Images. Another good source to try would be the Art image databases under ‘Arts and Crafts” in the Virtual Reference Library at <http://www.virtualreferencelibrary.ca/>
  3. Place the 8”x11” pictures in a line across the top of your display case or any area that is close by. Number the photocopies.
  4. Hand out a contest entry form with empty rectangles numbered equal to the number of books in your display.
  5. Design a contest sheet with empty squares or rectangles. At the bottom of the page ask children to name the items in the pictures surrounding the display. The clues are the books in the display. Have them add their first names and phone number. Put the contest deadline on the form.
  6. Completed forms are put into a box labelled with the program name and contest deadline. Since most of the forms will be correct, draw for the names of winner. Give away a small reward, a pencil, sticker, magnets, etc. Parents and children will like the game approach to looking at books.

### Catch phrases to use in publicity or promotional displays:

Read-iscover Lost Worlds!

Check out a Lost World!

Reading is Your Key to Adventure! (There is a key on the cover of the book on the poster)

Reading is Your Passport to the Past!

Read - Find a Lost World!

## School Promotion

Enlarge ten clipart images from the Summer Reading Club poster and copy onto ten 8 ½ x 11 inch sheets of coloured paper. On the back of each sheet copy a large bold letter, so that side-by-side all ten sheets spell out L-O-S-T W-O-R-L-D-S. Put a small number at the bottom of each letter sheet which will correspond with the correct spelling order of the letters (e.g. L should have 1 at the bottom, O should have 2, S should have 3, etc.).

In the schools, before talking about the Summer Reading Club in any detail, tell the children you need their help to solve the mystery of what this summer's reading club is about and what it is called. Tell them you are going to show them some picture clues from the poster (you can have the sheets in any order) but you are going to need ten volunteers to hold them up.

When each child comes up to the front of the presentation space, she/he will hold up their piece of paper with the clipart image facing the audience. The children in the audience will be trying to guess what the club is about and its name. When ten children have come up, ask them to put themselves in order by the numbers underneath the large letters on their sheets (the letters will be facing the volunteers). When they have done so, announce you are going to reveal the name of the Summer Reading Club. First have a countdown, then have the children reverse their sheets, and the name of the Summer Reading Club will be revealed!

You can then promote reading (bring a few great books to hold up and tell the children that reading can bring alive so many lost worlds) and reinforce the name of the Summer Reading Club by singing the following, first as an echo song (you sing one line, the children repeat it and so on) and then all together:

### My Lost World

My lost world lies over the ocean  
My lost world lies over the sea  
My lost world lies over the ocean  
Please bring back my lost world to me

Bring back, bring back  
Oh bring back my lost world to me, to me  
Bring back, bring back  
Oh bring back my lost world to me



# Summer Reading Club

## Lost Worlds

### 11. Forms and Templates

## Oral Book Report Questions for Fiction



**Summer Reading Club**

Lost Worlds

1. Roll the dice – answer the question that is the same number as the dice or cut questions into strips and have a child pick a strip and answer that question.
2. What was the best part of the book?
3. Are there any animals in the story?
4. What character did you like the best?
5. Would you tell your friends to read this book?
6. **FREE STICKER** – no questions asked!
7. Was this a happy or sad story?
8. How did the story begin?
9. Would you read this book again?
10. How did the story end?
11. Where did this story take place?
12. If you could be someone in the story, who would it be?



## Oral Book Report Questions for Non-Fiction



### Lost Worlds

1. Roll the dice – answer the question that is the same number as the dice or cut questions into strips and have a child pick a strip and answer that question.
2. Name one fact that you learned
3. What was your favourite part of the book?
4. Do you think other kids would like this book? Why or why not?
5. FREE STICKER – no questions asked!
6. Why did you choose this book?
7. Would you read this book again?
8. Do you think you would like to read more about this subject?



**Lost Worlds Reading Report - Book Report One**

My Name: \_\_\_\_\_

Age: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Rating (Circle One) A = Awesome B= Alright C = Awful

Answer these Questions:

Who did you like best in the story and why?

What was the best or worst part of the story?



**Lost Worlds Reading Report - Book Report Two**

My Name: \_\_\_\_\_

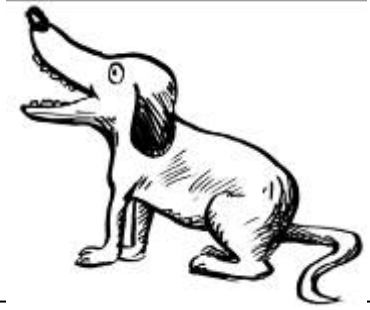
Age: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Rating (Circle One) A = Awesome B= Alright C = Awful

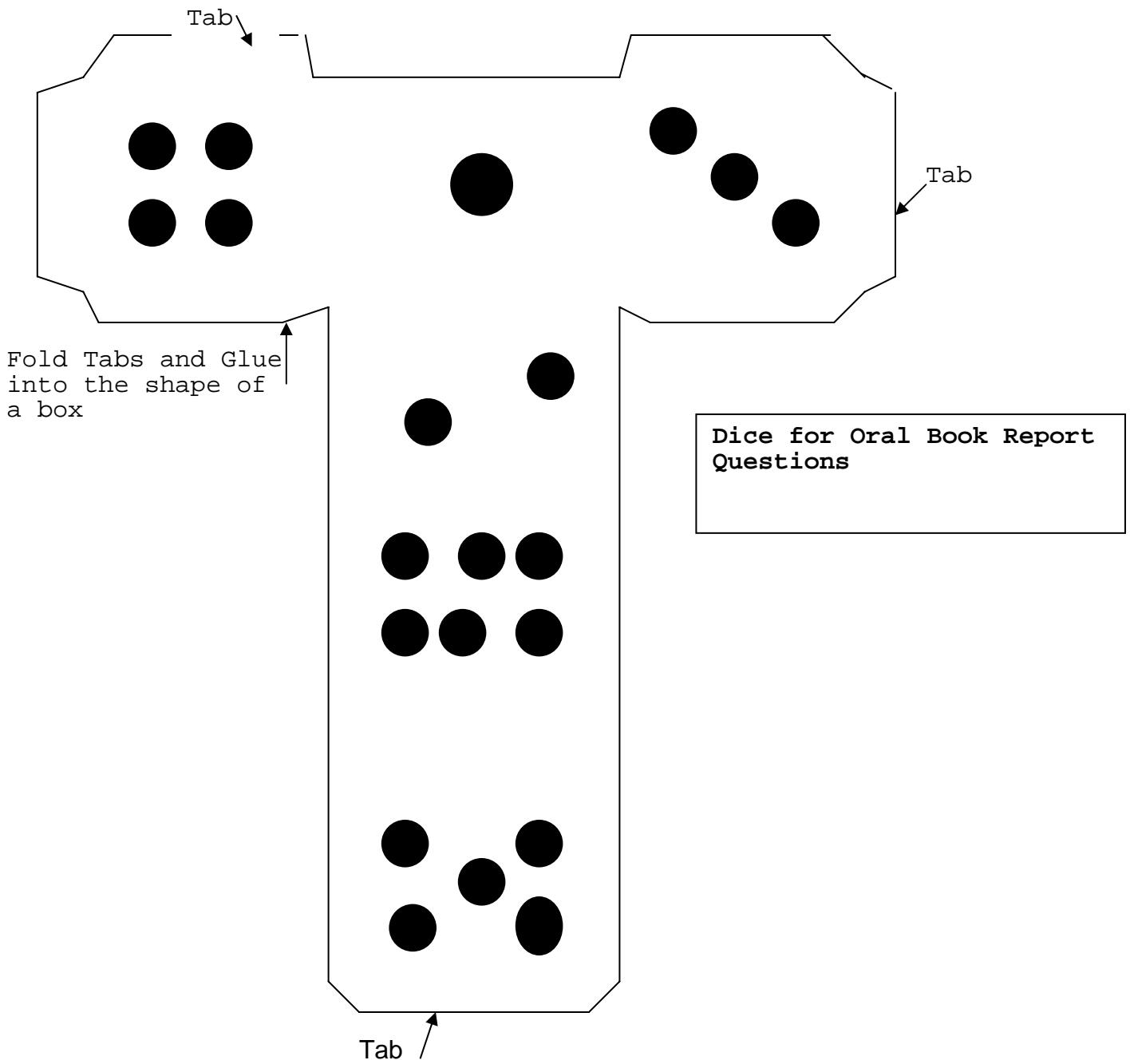
Write down what you thought of this story:



A large, empty rectangular box intended for drawing a picture from a book.

*Draw a picture from your book*

Name: \_\_\_\_\_ Age: \_\_\_\_\_





Registration Form

# Lost Worlds

<i>Number</i>	<i>Name</i>	<i>Age</i>	<i>Girl/Boy</i>	<b>How did you first hear of this program? Pick number(s) below</b>

- 1. School presentation by library staff
- 2. Presentations at day camps, child-care centres, etc.
- 3. Staff promotion in library
- 4. Word of Mouth (from family, friends)
- 5. Joined last year

- 6. School invitation
- 7. Media (radio, newspaper, transit ad, website)
- 8. Other



## Registration Form Lost Worlds



#	Name	Age	Girl/ Boy	How did you first hear of this program? Pick number(s) below

1. School presentation by library staff
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3. Staff promotion in library
4. Word of Mouth (from family, friends)
5. Joined last year

6. School invitation
7. Media (radio, newspaper, transit ad, website)
8. Other

## Library Program Sheet

Dear Parents,

Every summer public libraries create and host a TD Summer Reading Club for children. The program is sponsored by TD Bank Financial Group making it available across Canada. This year the theme is *Lost Worlds*. Children will be exploring ancient civilizations through books and activities.

Many studies show that children who do not read during the summer find themselves at risk of falling behind once school begins again. By reading for fun through the summer months, children return to school having maintained or improved their reading skills. In fact, if your child doesn't already read for pleasure, this is the perfect time to remind the whole family that reading can be fun.

Children can join at any participating library. It's easy and it's free! Every participant will receive a beautiful poster by artist Joe Weissmann and an activity booklet in which they can list the books they read. As an incentive to read, stickers are given out to be placed on the poster.

Going away on vacation? Children can read throughout the summer and either check in at their branch at summer's end, or go to any other participating library.



# Lost Worlds



# WALL OF FAME



TD SUMMER READING CLUB 2007

# Lost Worlds



CONGRATULATIONS TO

---

By reading nine or more books,  
you have found worlds of imagination and knowledge.

**WELL DONE!**

---

As witnessed



Library and Archives  
Canada

Bibliothèque et Archives  
Canada

Canada



**Summer Reading Club**

A joint initiative with Library and Archives Canada

TD SUMMER READING CLUB 2007

# Lost Worlds



CONGRATULATIONS TO

---

for enjoying a summer of reading and participating  
in the TD Summer Reading Club 2007

**WELL DONE!**

---

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A program of public libraries in Ontario

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A program of public libraries in Ontario

TD SUMMER READING CLUB 2007

# Lost Worlds



CONGRATULATIONS TO

---

By reading nine or more books,  
you have found worlds of imagination and knowledge.

**WELL DONE!**

---

As witnessed

**TD Summer Reading Club**  
A program of the Toronto Public Library

**TORONTO  
PUBLIC  
LIBRARY**

TD SUMMER READING CLUB 2007

# Lost Worlds



CONGRATULATIONS TO

---

for enjoying a summer of reading and participating  
in the TD Summer Reading Club 2007

**WELL DONE!**

---

As witnessed

**TD Summer Reading Club**  
A program of the Toronto Public Library

**TORONTO  
PUBLIC  
LIBRARY**



# My Summer Reading Log

Write down the titles of the books read this summer.  
Show how much you enjoyed the book by colouring the stars.

\_\_\_\_\_ ★★★★★

★★★★★ \_\_\_\_\_

\_\_\_\_\_ ★★★★★

★★★★★ \_\_\_\_\_

\_\_\_\_\_ ★★★★★

★★★★★ \_\_\_\_\_

\_\_\_\_\_ ★★★★★

★★★★★ \_\_\_\_\_

\_\_\_\_\_ ★★★★★

\_\_\_\_\_ ★★★★★



**STATISTICS AND EVALUATION FORM 2007**

In order to provide TD Bank and your provincial/territorial authorities with accurate information about the success of the program, the participation of each library in the evaluation is crucial.

Individual library branches are asked to fill out the following evaluation form and to provide their responses to their main branch. Your main library will then fill out a unique online form for the whole system.

Please make sure you fill out all the **mandatory fields marked by (\*\*\*)**. Please give an estimate if you did not collect specific data. If the information is not available, please enter **(N/A)**; and if there was none for this category, please enter a zero **( 0 )**.

New this year – the material order for 2008 is included in this evaluation. Have your quantities ready.

**PART I – STATISTICS**

**INFORMATION ON LIBRARY**

(\*\*\*) If you are reporting at the branch level, provide the name of the library branch

(\*\*\*) If you are reporting for a system, provide the name of the library system

**STATISTICS ON PARTICIPATION**

**REGISTRATION:** Total number of participants who registered for the TDSRC 2007 with the intent to read books. Please transcribe the totals from the appropriate category of your registration form.

	Total	N/A
Boys 0-5 years old		
Boys 6-8 years old		
Boys 9-12 years old		
Boys 13 + years old		
Total number of boy participants		
Girls 0-5 years old		
Girls 6-8 years old		
Girls 9-12 years old		
Girls 13 + years old		
Total number of girl participants		
Total number of participants – boys and girls		

**STATISTICS ON PARTICIPATION**

**(\*\*\*) MATERIAL PROVIDED:** Total number of reading kits or posters given out to children coming into your library, and any materials provided to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc.

(\*\*\*) Posters only

(\*\*\*) Reading kits (includes poster, activity booklet and stickers)

**MATERIAL ORDER FORM FOR 2008 New!**

Please submit your material order for 2008.

Posters (used for promotion)

Posters (given out to kids as part of the reading kit)

Activity booklets

Sticker sheets

Invitations (bookmark size)

**Circulation data during July and August**

Circulation of children's materials

<input type="text"/>	N/A <input type="text"/>
----------------------	-----------------------------

Circulation recorded on children's library cards

<input type="text"/>	N/A <input type="text"/>
----------------------	-----------------------------

## PROGRAM STATISTICS

### Programs/activities conducted in the library

	Total	N/A
If recorded, total number of club programs/activities		
If recorded, total attendance at programs/activities for boys and girls		
If recorded, total attendance at programs/activities for boys		
If recorded, total attendance at programs/activities for girls		

### Programs/activities conducted outside the library

	Total	N/A
If recorded, total number of club programs/activities		
If recorded, total attendance at programs/activities for boys and girls		
If recorded, total attendance at programs/activities for boys		
If recorded, total attendance at programs/activities for girls		

**METHODS:** If you are reporting for more than one branch, indicate how the majority ran the program.

(\*\*\*) Did you run this as a drop-in program?

Yes      No

--	--

(\*\*\*) Did you run the program as a club? (e.g., with distinct meeting times) (can do both)

Yes      No

--	--

	Total	N/A
If recorded, total number of children who collected all 9 stickers		
If recorded, total number of books reported on		
If recorded, total number of books read		
If recorded, total number of hours read		

**PROMOTION OF PROGRAM**

(\*\*) Please transcribe the totals from your registration form to the appropriate methods below (only one method per participant):

Number of participants that first heard about the TDSRC by the following methods

	Total	N/A
1. Presentation to schools by library staff		
2. Presentation to summer day camps, child-care centres, community/public housing projects, faith-based programs, etc.		
3. Staff promotion in branch		
4. Word of mouth		
5. School invitations		
6. Joined last year		
7. Media (radio, newspaper, website, library program guide, transit ads)		
8. Other – Describe here:		

(\*\*) Did any library staff promote the program to schools/summer day camps/child-care centres/community/public housing projects/faith-based programs, etc.

Yes      No

--	--

(\*\*) If yes, total number of visits, if no, write zero (0)

	N/A	
--	-----	--

(\*\*) If yes, total number of children reached; if not, write zero (0)

	N/A	
--	-----	--

**LEVEL OF SATISFACTION**

(\*\*\*) Rate your level of satisfaction with the program elements below:

	Very Dissatisfied	Dis-satisfied	Neutral	Satisfied	Very Satisfied
Overall appreciation of the theme					
Visual representation of the theme in the materials					
Quality of the logbook/activity booklet					
Relevance of the content of the logbook/activity booklet					
Program poster					
Relevance of the content of the Staff Manual					
Promotional materials					
Menus and navigation on the website www.td-club-td.ca					
Content of website					
Materials available on the website					
The Kids' website					
Overall satisfaction with the website					

**PART II - COMMENTS AND SUGGESTIONS**

**PROGRAM READING OUTCOMES**

Do you have any indicators of a child's increased enjoyment of reading? Of reading successes? Changes in attitude toward reading? (max. 60 words)

Do you have any testimonials from parents, caregivers or teachers that may indicate an improvement in reading level? (max. 60 words)

**SUGGESTIONS ON PROGRAM**

Do you have any suggestions on the program's future themes? (max. 20 words)

Do you have any suggestions on the TDSRC overall? (max. 70 words)

**LIBRARY AND ARCHIVES CANADA THANKS YOU FOR YOUR PARTICIPATION!**