

# HARPERCOLLINS CHILDREN'S BOOKS PRESENTS

# PICTURE PERFECT

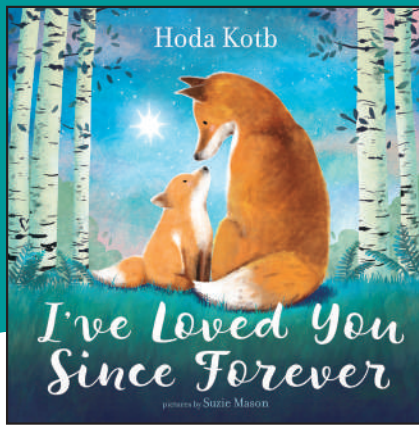
# STORYTIME

People have been telling stories since the beginning of time, in many different places and in many different ways. Share the power of these stories with new listeners!

## TEN TIPS FOR A SUCCESSFUL STORYTIME

1. Choose books and materials that make you excited about storytime. The children will pick up on your enthusiasm and follow your lead.
2. Plan a variety of activities during storytime. Know that every storytime group will have different needs. If you overplan your storytime, you will be prepared if a group needs to be more active.
3. Define your storytime space. Use a rug or chairs and cushions to show the area where you'll be reading. Before beginning storytime, set expectations for your listeners so they'll know how to behave during storytime.
4. Practice reading the book aloud before taking it into storytime. Make note of any tricky passages or difficult words to read. Use sticky notes attached to the back of the book to remind yourself of questions you want to ask the group or facts/details you want to point out.
5. Use an opening routine to help children realize that storytime is starting. This may be a song that you sing together, a rhyme like "Crisscross Applesauce," or it can even be putting a magic reading hat on your head.
6. Introduce the book by reading the title. Depending on the age of the group, include the author and illustrator as well. Ask the children what they think the story will be about based on the front cover. Follow up with these predictions at the end.
7. Take natural pauses as you read the book. Ask questions, call attention to smaller details in the illustrations, define new vocabulary words, and check the children to make sure that the group is following the story line.
8. After finishing the book, spend a few minutes talking with your group. Ask them questions to see if they've made any connections with previous knowledge, or answer new questions that might have come up during the book. Let your group react and process the book together.
9. Get up and move once you finish a book. Your group will likely be ready for an activity after sitting for a book. This is especially important if you're reading to younger children who have a harder time sitting still.
10. Once your storytime is over, take some time within the next day to evaluate how it went. If this is a consistent group of children that you see on a regular basis, jot down notes about what elements worked well or what you would change for next time.





# I'VE LOVED YOU SINCE FOREVER

BY HODA KOTB

ILLUSTRATED BY SUZIE MASON

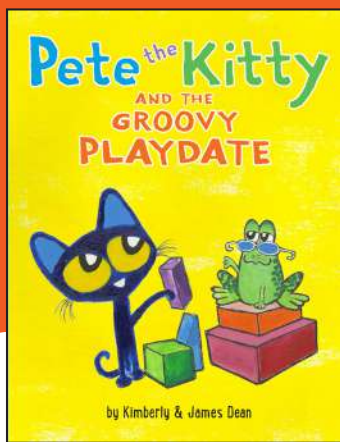
## ABOUT THE BOOK

*I've Loved You Since Forever* is a celebratory and poetic testament to the timeless love felt between parent and child. This beautiful picture book is inspired by *New York Times* bestselling author and *Today* show co-anchor Hoda Kotb's heartwarming adoption of her baby girl, Haley Joy.

## STORYTIME ACTIVITIES

- **LOVE LETTER:** After you read the story aloud, discuss the special bond between parents and children. Ask the children to share ways that their parents show their love. Then have the children write a "love letter" to their parents, expressing what they enjoy doing most with their parents and conveying their appreciation for everything their parents do for them. The children can glue their letter onto construction paper to make it into a card. They should fold it in half and decorate the front of the card.
- **HELPING HAND:** Have a discussion about the many ways that parents help their children. Then brainstorm ways that the children can help their parents at home. Children can then trace their hand on a piece of paper, cut it out, and then write about or draw a picture of one way they promise to help their parents at home. Younger children can use a template of a hand. Then the children can take their "helping hand" home and present it to their parents!
- **ALL ABOUT ANIMALS:** There are many animals depicted in the story. As a group (for younger children) or individually (for older children), choose one of these animals to research using the Internet or nonfiction books. Create a chart of facts about the animal. Then the children should choose one fact to write and illustrate on a poster. Older children can write an animal report using their research.
- **AT THIS POINT IN TIME:** Have the children think of 3–5 important events in their life. (They might need to prepare by first discussing this with their parents at home.) They should include the day they were born, and then choose several other significant events, such as when a sibling was born, when they got a pet, when they started school, or when they moved into their house. Have the children create a timeline to represent these events in chronological order. They should write down the date/year of each event, describe it, and illustrate it. Display the timelines so that the children can learn about important events in each other's lives.
- **BABY NAMES:** Discuss the baby animals depicted in the story and ask the children if they know what the babies are called. For example, a baby monkey is called an infant, a baby rabbit is a kit, a baby elephant is called a calf, and a baby otter is named a pup. You can also discuss other baby animals that are not included in the book, such as a baby kangaroo (joey) and baby tiger (cub). You can create a chart of all the animals mentioned and then list the names of their offspring.





# PETE THE KITTY AND GROOVY PLAYDATE

BY KIMBERLY AND JAMES DEAN

## ABOUT THE BOOK

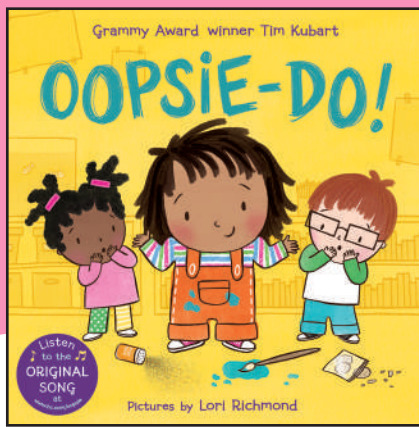
Pete the Kitty is super excited to visit his friend Grumpy Toad's house for a playdate! Grumpy Toad has all the best toys: a truck, building blocks, and a superhero cape. Far out! It's going to be cat-tastic! But when Grumpy Toad refuses to share any of his cool toys with Pete, neither of them are having any fun. Will Grumpy Toad ever share his toys with his friend Pete?

## STORYTIME ACTIVITIES

- **PERFECT PLAYDATE:** Ask the children to describe Pete and Grumpy Toad's playdate. What did they do together? Then ask them to think about their perfect playdate. Who would they play with? What would they do? Have the children write about and illustrate their perfect playdate.
- **WE BUILT THIS CITY:** When Grumpy Toad decides to share his blocks, he and Pete build a city together. Divide the children into small groups and have them create a city using different types of building materials (e.g. Legos, Geoblocks, Citiblocs). Have the children view each group's creation and share what they notice about each city.
- **SHARING IS CARING:** Discuss the problem and solution in this story. Why is sharing important? How did Pete's playdate change when Grumpy Toad decided to share? How does the story end?
- **WHAT A FEELING!:** As you read the story, pause to discuss how the characters' feelings change. At the beginning of the story, Pete is excited and happy about his upcoming playdate. During the playdate, Grumpy Toad becomes angry and doesn't want to share his toys. Then Pete feels disappointed and frustrated. Grumpy Toad starts to feel sorry, so he decides to share, and then he and Pete both feel happy together!
- **YOU'RE MY HERO!:** Pete the Kitty and Grumpy Toad play superheroes together. Ask the children what special power they would choose if they could be a superhero. Then have them create a name, special power, and costume design for their superhero. Have them draw their superhero and write about it.







# OOPSIE-DO!

BY TIM KUBART  
ILLUSTRATED BY LORI RICHMOND

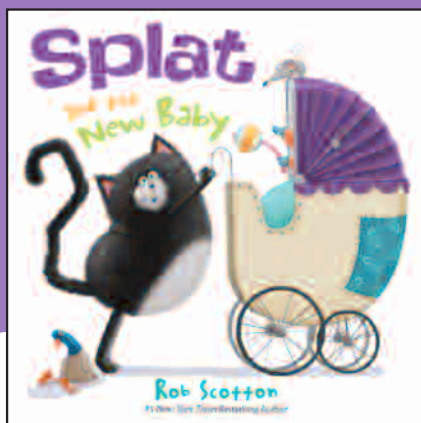
## ABOUT THE BOOK

When a girl drops her snack or scrapes her knee, does she get upset? No! She says, “Oopsie-do!” Readers will delight as they follow along and call out the OOPSIE-DO! refrain throughout the story.

## STORYTIME ACTIVITIES

- **MISTAKES HAPPEN:** Have a discussion about making mistakes. Does everyone make mistakes? How should you react if you make a mistake? Can mistakes actually be helpful? Describe a scenario in which a child learns from making a mistake, such as carrying too many toys at once and therefore dropping them all. What would the child learn from that mistake? How would she or he do something differently the next time?
- **ACT IT OUT:** After reading the book aloud, have the children act out scenarios from the book. First have a child act out a scenario in which he or she cries or gets very upset about tracking mud in the house or squirting out toothpaste. Then have the other children suggest a different way to respond to the situation. Ask one of the children to act out the scenario again, but this time to model the suggestions from the group.
- **FUNNY PHRASES:** Discuss the phrase “oopsie-do” and ask the children if it makes them giggle. Then ask them to think of other silly phrases (e.g., “whoopsy daisy,” “abracadabra,” and “shazam”) that people say. Why do they say them? Do they make you smile or giggle? Why?
- **RHYME TIME:** After reading the book, ask the children if they notice that the text rhymes. Reread the story and pause to allow the children to predict the upcoming rhymes (e.g., “If your job is to pour, but you spill on the \_\_\_\_\_ [floor]”). Then create a chart of rhymes. Have the children choose a pair of rhymes to write and illustrate on a page.
- **HOW DO YOU HELP?:** Discuss how the characters help out in the story (e.g., feeding the fish, cleaning up spills, getting a bandage for a friend). Then ask the children how they help out in their classroom or in their home. Discuss why having responsibility is important, and that it is okay to make mistakes when we try something new.





# SPLAT THE CAT AND THE NEW BABY

BY ROB SCOTTON

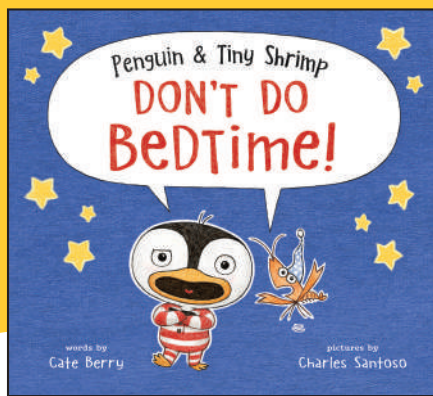
## ABOUT THE BOOK

Splat the Cat can't wait to be a big brother. So when his mom brings home a special little guest, Splat races from his room, slides down the banister, and skids across the hall, only to find his mom holding . . . a crocodile?! It's not the baby Splat was expecting, but he's determined, no matter how messy, smelly, and tricky it gets, to be the best big brother he can be!

## STORYTIME ACTIVITIES

- **HOME SWEET HOME:** Through the illustrations, we are able to see what Splat's home looks like. Give the children a large piece of paper and ask them to draw what their own home looks like. Challenge them to include details such as wallpaper, rugs, and light switches. Display the finished illustrations so the children can share their homes with each other.
- **WHAT DO YOU NOTICE?:** There is a lot of humor displayed in Rob Scotton's illustrations. Ask the children if they notice certain details as you read the story. Ask: Is Splat helpful when Dad is painting the nursery and bringing up the crib? Why or why not? Why is Splat wearing a special suit when he helps change Urtle's diaper? What happens when Splat reads Urtle a bedtime story? In the end, does Splat end up with a baby brother or with a baby sister? How do you know?
- **GOOD IDEA?:** Ask the children if they think it was a good idea for baby Urtle to come visit. Why or why not? Do you think Splat's parents invited Urtle to stay for a reason? At the end of the story, why does Splat's mom say that he will be a big brother very soon?
- **BROTHERS AND SISTERS:** Ask the children if they have any brothers or sisters. If they do, ask what they like to do with their siblings. Do they get along? Why or why not? If they have no siblings, ask them what is special about being the only child at home. Do they like it? Why or why not?
- **SEE IT, SAY IT:** As you read the book, point out the various text features that Scotton uses. Some examples are: "This is FANTASTIC news!" "DAD!" "YIKES!" "The new baby... is... a... CROCODILE!" Discuss why the author uses these text features and how they affect the way we read the page. Practice reading the pages aloud with expression. Then have the children write their own sentences or stories using these text features to convey their own feelings and expressions.





# PENGUIN & TINY SHRIMP DON'T DO BEDTIME!

BY CATE BERRY

ILLUSTRATED BY CHARLES SANTOSO

## ABOUT THE BOOK

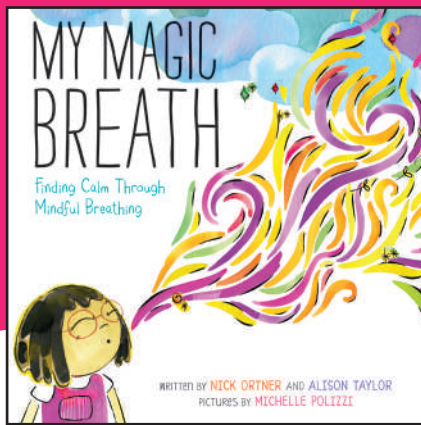
Penguin and Tiny Shrimp DO NOT have a bedtime story to share with you. There are no soft beds or cozy covers here. There are fireworks! And shark-infested waters!! This book will never make you sleepy. Not at all. Not even a little . . .

## STORYTIME ACTIVITIES

- **BEDTIME!:** Ask the children about their bedtime routines. What time do they go to bed? How do they get ready for bed? What do they do to fall asleep? Do they have a favorite book to read at bedtime? Then you can plan a pajama party during which the children wear their pajamas, share their favorite bedtime book, and eat refreshments.
- **JUST JOKING AROUND:** Ask the children to explain Tiny Shrimp's joke. Then let them share other jokes that they know. Finally, have the children write down a joke (either one they already know or an original joke they make up) and illustrate it. Collate the pages into a joke book.
- **CAN WE TALK?:** In this story, the author uses speech bubbles to convey Penguin and Tiny Shrimp's dialogue. Have the children create their own story using speech bubbles to show the dialogue between two characters. Their story can feature Penguin and Tiny Shrimp, or they can create two original characters.
- **LET'S GO ON AN ADVENTURE!:** Penguin and Tiny Shrimp imagine going on adventures such as running through the Serengeti, swinging through the rain forest, sailing through the shark-infested sea, and flying in a hot air balloon. Ask the children to choose one of these adventures, and have them write and illustrate a story about it. The children might need to do some research before writing their story, such as finding out which animals live in the Serengeti or the jungle, or how a hot air balloon operates.
- **SING A SONG:** Penguin and Tiny Shrimp sing songs to avoid bedtime. Ask the children to compose their own song (using a tune they know or they can make one up) and then perform it for the group. Set up a stage area and use a microphone (real or pretend) to add to the fun.







# MY MAGIC BREATH

BY NICK ORTNER AND ALISON TAYLOR  
ILLUSTRATED BY MICHELLE POLIZZI

## ABOUT THE BOOK

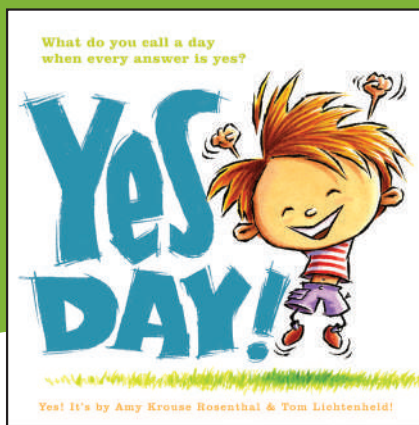
Do YOU have the magic breath?

Let's see . . . Take a deeeeeep breath in . . . and BLOW it out . . . and like magic, you can feel better just by breathing! Sometimes it's hard to feel happy. But with this interactive picture book, children breathe along as they learn how to make angry or sad thoughts disappear.

## STORYTIME ACTIVITIES

- **BREATHE EASY:** As you read the story, have the children take deep breaths and follow the author's suggestions. Pause to discuss how they are feeling before and after their mindful breathing. Do deep breaths help them relax? Why or why not?
- **CAN YOU FEEL IT?:** This story mentions many emotions (sad, worried, nervous, mad, happy). Make a chart of feelings with the children. Then ask them each to choose a feeling and write about and illustrate a time when they felt this emotion. Collate the pages to create a "Feelings Book" for the children to read and discuss.
- **MY HAPPY PLACE:** Ask the children to think about one of their happiest experiences. Where were they? Who were they with? What did they do there? Have the children write about it and illustrate it in bright colors using paint, pastels, or collage materials.
- **I'M LISTENING:** Have the children meet in pairs. Ask them to discuss with their partner a problem that they have had or are currently experiencing. Ask the partner to be an active listener and offer suggestions to help, such as deep breathing in a stressful situation.
- **YES, YOGA!:** Research has shown that yoga and deep breathing are very beneficial for children. They provide them with skills to handle emotions and cope with stress. After reading this book and practicing deep breathing, introduce simple yoga poses or stretches to offer the children some alternative strategies for dealing with stress and anxiety.





# YES DAY!

BY AMY KROUSE ROSENTHAL  
ILLUSTRATED BY TOM LICHTENHELD

## ABOUT THE BOOK

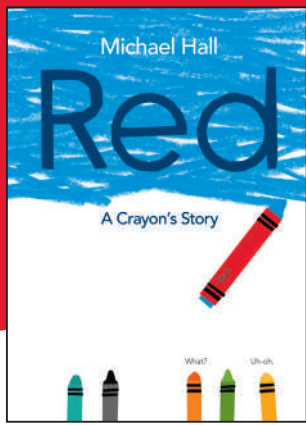
No matter how silly the request, there is one day a year when kids always receive a positive response: Can I have pizza for breakfast? YES! Can we have a food fight? YES! Can I stay up really late? YES!

## STORYTIME ACTIVITIES

- **PRETTY PLEASE?:** Read some of the phrases on the end pages (e.g., “Maybe tomorrow,” “Don’t even ask,” and “I don’t care what the other kids are doing”). Then ask the children to think of something they would love to do. Have them imagine that they are asking their parents for permission to do this activity. Will their parents say yes? Or will they need to convince them to say yes? Have them record the dialogue they imagine on a comic strip template.
- **WHAT DAY IS IT?:** Point out the first three pages of the book. Review the days of the week and the months of the year with the children. Then give them a calendar template (younger children can make a calendar for the current month, while older children can create a calendar for the year) and have them label it with the name of the month, the days of the week, and the dates. Then have them illustrate it to match that month (e.g., a beach picture for August, or a Halloween picture for October).
- **BEST DAY EVER:** Ask the children, “What is your favorite day of the year? Why? What would you do on your best day?” Have the children tell a partner about their best day ever, and have them compare ideas. Would they also enjoy their partner’s best day ever? Why or why not?
- **A FEW OF OUR FAVORITE THINGS:** Have the children create surveys to collect data about their favorite things. Suggest ideas from the story (e.g., favorite breakfast, favorite ice cream flavor, favorite game) and have them ask each other to choose their favorite ones. Children then record the responses with tallies. After they have asked all their peers, they should complete a graph to represent the results.
- **ALL NIGHT LONG:** The little boy in this story wants to stay up late. Ask the children what they would do if they could stay up all night long. Who would they want to be with? What would they do together? Have the children write a story about this and illustrate it.







# RED: A CRAYON'S STORY

BY MICHAEL HALL

## ABOUT THE BOOK

A blue crayon mistakenly labeled as “red” suffers an identity crisis in this picture book by the *New York Times*–bestselling author Michael Hall. Funny, insightful, and colorful, *Red: A Crayon's Story* is about being true to your inner self and following your own path despite obstacles that may come your way.

## STORYTIME ACTIVITIES

- **CREATIVE COLORS.** Make a color chart listing different shades of each color. For example, under “red,” you can also write “scarlet” and “vermillion”; under “green,” you can include “olive” and “jade”; and under “purple,” you can write “violet” and “magenta.” Children will likely learn some new color words. Then ask children to write a story or a poem in which they use some of the color words listed on the chart. For younger kids, list the names of basic colors and have kids make drawings using each of the colors on the chart.
- **REDUCE, REUSE, RECYCLE.** Have children use the internet to research how to recycle crayons. If you have access to an oven, gather the necessary materials (ovenproof molds, old crayons) and recycle the crayons to make new multicolored, shaped crayons. Then have children create an art project using the new recycled crayons.
- **SOMEWHERE OVER THE RAINBOW.** Have children choose one color from the rainbow and list as many things as they can of that color. Then ask them to design a crayon drawing of a world that contains things of only that color. Children should also write a narrative about living in this world. What would it be like? How would you live? What would you have in that world, and what would you need that you didn't already have? How could you solve those problems with the items you have? Younger kids can simply choose or be assigned one color with which to create their picture.
- **COLOR CONCENTRATION.** Using the list of colors from the Creative Colors activity, have the group create a color concentration (or memory) game. Assign pairs of children a color and give them two index cards; one partner writes the name of the color on his/her card, while the other draws the color on his/her card. When the cards are ready, mix them together into a deck and have kids place them facedown in rows of 5 or 6 cards. If there are more than 24 cards, you might split the cards in half and play two separate games. To play, children take turns flipping over cards, trying to find matches (the color and the name of the color). If the cards match, the child keeps the cards. If the cards don't match, the child turns them back over. All players must “concentrate” to remember where the cards are. At the end of the game, the person with the most matches wins. For younger children, the group leader can prepare the cards for the game using basic colors.
- **FRUITFUL FUN.** Divide the group into small teams and assign each team a color. Have each team create a poster depicting fruits and vegetables of that color. Children might need to do some research to complete this task. They should label each item on their poster. Display the posters and have the group choose their favorite fruits and vegetables from each poster. As an extension, ask the children and their families to cut and prepare at home one fruit or vegetable to bring, so that the group can make a fruit salad and/or vegetable salad. For younger children, bring in fruits or vegetables (or use photographs) and have kids sort the items by color.

