



Running a **BETWEEN THE LIONS®** Read Aloud Book Club I

The following ideas will help you launch a BETWEEN THE LIONS Read Aloud Book Club in your community. Feel free to adapt any of these ideas to fit the needs of your ongoing children's programming.

Resources for You

The *BETWEEN THE LIONS Read Aloud Book Club I* was created for young children 3 to 5 years old and their families. Each book club card features discussion questions and suggested activities for one of six engaging, culturally diverse children's books:

- *Abiyoyo* by Pete Seeger
- *Click, Clack, Moo* by Doreen Cronin
- *Flower Garden* by Eve Bunting
- *Hats, Hats, Hats* by Ann Morris
- *One Duck Stuck* by Phyllis Root
- *New Shoes for Sylvia* by Johanna Hurwitz

Developing Local Partnerships

Use the *BETWEEN THE LIONS Read Aloud Book Club I* as an opportunity to initiate or enhance relationships with preschools, afterschool programs, community-based organizations, or library patrons. Contact these groups to discuss club recruitment and other possible collaborations. Work with local community groups to set up a Read Aloud Book Club where older kids read to younger kids. You can train the older kids to act as readers and to help lead discussions and activities.

Promoting the BETWEEN THE LIONS Read Aloud Book Club

To promote your BETWEEN THE LIONS Read Aloud Book Club and recruit members, post an announcement on your Web site.

Send email announcements about the book club

to local educational and children's organizations so they can forward the invitation to their email lists. Announce your Read Aloud Book Club in a local newspaper and school or community bulletins. Make flyers to send home with patrons at the library, encouraging them to join the book club with their children or grandchildren. Display flyers throughout your organization and community.



Facilitating a *BETWEEN THE LIONS* Read Aloud Book Club

- Select a group leader—you or a volunteer—who will organize meetings and contact participating families. Determine meeting logistics ahead of time. Where in the library will the *BETWEEN THE LIONS* Read Aloud Book Club meet, and how often? How long will meetings last? Which of the suggested activities will the group do together at the meeting? What will children take home with them after the meeting?
- The group leader can lead the discussion for each book and establish ground rules for the meeting. You can use the questions provided on the activity cards to start the discussion or make up your own. Pick an activity leader (the group leader or someone else). Pair the selected book with an activity suggested in the “Fun Things To Do” section or develop your own book-related activity.
- Before children leave the book club, help them choose a book to take home with them (if that is an option where your book club is meeting). If you can, check with the children’s librarian to see if multiple copies of the book club selection are available before the children come. Have those ready to be checked out at the end of the meeting.

Additional Resources

- The *BETWEEN THE LIONS* Read Aloud Book Club II features discussion and activity ideas for the following children’s books: *Action Jackson* by Jan Greenberg and Sandra Jordan, *Arthur’s TV Trouble* by Marc Brown, *Earl’s Too Cool for Me* by Leah Komaiko, *The Name Jar* by Yangsook Choi, *Once Upon a Time* by Niki Daly, and *Too Much Talk* by Angela Shelf Medearis.

To obtain an electronic version of the *BETWEEN THE LIONS* Read Aloud Book Club II, please contact Gay Mohrbacher, Outreach Coordinator, at gay_mohrbacher@wgbh.org

- To purchase *BETWEEN THE LIONS* videos, call WGBH Boston Video at 1-800-949-8670. *BETWEEN THE LIONS* videos are also available through major distributors of educational videos.
- Look for *The BETWEEN THE LIONS Book for Parents: Everything You Need to Know to Help Your Child Learn to Read* by Linda K. Rath, Ed. D., and Louise Kennedy (2004). This lively guide for parents of children ages 4 to 7 is full of information, activities, and tips for helping children learn to read.

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Abiyoyo

by Pete Seeger

On BETWEEN THE LIONS Episode #205, *Zoop! Zoop!*, the Lions bring the story of Abiyoyo to life and help Leona face her fear of monsters.

BOOK TALK

Before you read *Abiyoyo*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *This story is about a boy and father who help save their village from a monster*. Asking questions is a great way to get children involved. Try these to get started:

- Do you know anyone who plays piano, guitar, saxophone, or any other musical instrument? Which one?
- If you had a magic wand, what special power would it have?

As you read *Abiyoyo*

Encourage children to ask questions, predict what will happen next in the story, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *ostracize*: to purposely leave people out of a group
- *ukelele*: a small wooden instrument with strings

After you read *Abiyoyo*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- Why did the townspeople ask the boy and his father to leave?
- Why were the boy and his father not afraid of Abiyoyo?
- How would you scare away a monster?



FUN THINGS TO DO

Doing a hands-on activity after reading a book aloud gives children a chance to be creative and makes the story experience more personal and memorable. Each of these activities is easy and uses common materials. You can try one or more, adapt them, or make up your own!

Idea #1: Have children make magic wands. Use cardboard tubes, craft sticks, or a sheet of rolled up paper for the wand. Decorate with stickers, glitter glue, markers, crayons, stamps, or ribbon. If you wish, pre-cut a cardboard star for each child to attach to the top of the wand. Then ask kids to make up their own magical words (the sillier the better!) to say while waving their wands.

Idea #2: Help children make their own musical instruments, such as a shaker or maraca. Fill plastic tubs (or other containers with lids) or paper towel tubes with pebbles, beans, buttons, or rice. Then put on the lids or cover the tube openings with paper and secure with tape or rubber bands. Have kids play their instruments in a homemade band while they sing the Abiyoyo song, which you can find at the end of the book.

Idea #3: *Abiyoyo* is a great story to re-enact. Use a tissue box or shoebox and rubber bands to create a make-believe ukelele. A baton or a roll of cardboard could be the magic wand. A paper bag with a scary face drawn on it (cut out the holes to see through) makes a good monster mask. Have children take turns playing the father, the boy, or Abiyoyo. The others can play the townspeople.

Bonus Ideas

- From the library or bookstore, get a tape or CD of Pete Seeger singing “Abiyoyo.” Learn the music on the piano, guitar, or kazoo. Sing it loud!
- Have kids draw a picture of a monster. What is its name? What can it do?
- Read the sequel, *Abiyoyo Returns*, or other fun monster books, such as Laura Numeroff’s *Ten-Step Guide to Living with Your Monster*, or *Monster Cake* by Rebecca Dickinson.

Click, Clack, Moo

by Doreen Cronin

On Episode #206 of BETWEEN THE LIONS, *Clickety-clack, Clickety-clack!*, Theo rediscovers his old typewriter and uses it to type a letter, just as the cows and hens do in the story.

BOOK TALK

Before you read *Click, Clack, Moo*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *The animals in this story can not only talk, they can type!* Asking questions is a great way to get children involved. Try these to get started:

- Have you ever seen a typewriter? What did it look like? What other machines help people write or talk to each other?
- What are some animals that live on a farm?

As you read *Click, Clack, Moo*

Encourage children to ask questions, predict what will happen next in the story, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *ultimatum*: a demand
- *diving board*: a platform for jumping or diving into water

After you read *Click, Clack, Moo*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- What was funny in the story?
Why did you think so?
- How do you think Farmer Brown was feeling in the book?
- What else might farm animals ask for?



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Idea #1: Have children write a letter. First let them choose who they want to be—one of the characters in the story (farmer, cows, sheep, pigs), or even a household pet. Then let them think of an unusual request (e.g., *Dear Mom, Please stop giving me baths. It's more fun being dirty. Sincerely, Buster the Dog*), dictating to you what they want to write in the letter. Have children sign their names.

Idea #2: Let each child choose an animal and practice the sound it makes. (It could be *roar, quack, moo, oink*, etc.) Then help direct all the children in an animal chorus. Instead of having a violin section, group together all the ducks, for instance. A good song to try is “Old McDonald Had a Farm.”

Idea #3: Help children create a pretend farmstand or restaurant complete with signs and prices. Set aside a corner of the room and give it a name, like Moo Cow Café. Using paper or props (e.g., clean milk cartons), make some food items and some pretend money, so that “customers” can pay the person behind the counter for the food or drinks. Create big signs or checklist menus with the name of the item, a picture, and the price.

Bonus Ideas

- Have children make stick or bag puppets of the characters and then interview the characters or act out the story.
- Using a keyboard (computer or typewriter), help children find and type the letters in their name.
- Brainstorm other sound words such as noises that machines or animals make (e.g., *whir, meow*, etc.). They can be made-up sound words, too.
- Read the sequel, *Giggle, Giggle, Quack*, to find out what funny things happen when Farmer Brown goes on vacation, or the Spanish version of the original, *Clic, Clac, Muu*. You might also enjoy *Two Cool Cows* by Toby Speed.

Flower Garden

by Eve Bunting

On *Between the Lions*, in Episode #203, *The Good Seed*, Cleo and Leona enjoy spending time together gardening, just as the characters do in *Flower Garden*.

BOOK TALK

Before you read *Flower Garden*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *This story is told in the form of a poem, with words that rhyme*. Asking questions is a great way to get children involved. Try these to get started:

- What are your favorite flowers?
- What would you plant in your garden?

As you read *Flower Garden*

Encourage children to ask questions, predict what will happen next in the story, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *trowel*: a tool that helps scoop dirt
- *geraniums*: red, pink, or white flowers that grow in clusters

After you read *Flower Garden*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- Why did the people on the bus smile at the girl and her father?
- Where are flowers planted in your neighborhood?
- How many flowers can you name?



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Idea #1: Help children make their own “Plant Pal.” Use clear plastic cups, soil, grass seeds, colored paper, crayons, scissors, and glue. First have them draw and cut out a mouth, nose, and eyes for their Plant Pal and glue the pieces onto one side of the cup to make a face. Then fill each cup three quarters full of soil, and let children plant grass seeds in the soil. Add a little more dirt on top and water them. A few days later when the grass grows it will look like green hair!

Idea #2: Explain that seeds, plants, and flowers need sun and rain to grow. Choose a poem about flowers to read aloud, such as “Tommy” by Gwendolyn Brooks. Have children act like a seed growing into a flower while listening to the poem. They can wiggle their roots, fan their petals, pretend there is bright sunshine or cold rain, be tiny or tall, attract bees, etc.

Idea #3: If the weather permits, take a community walk to a garden or park. Point out the names of any plants, flowers, or trees that you recognize, or ask children which ones they know. Talk about how plants grow. Ask parent volunteers to help with a Planting Day to beautify a school or other public place.

Bonus Ideas

- Bring in magazine pictures of flowers or empty flower seed packets and let children choose flowers for their paper garden. They can cut and then glue the pictures and names of the flowers on a sheet of paper to make a garden collage. Read the flowers’ names out loud for them.
- Let children glue colorful pieces of shredded tissue paper onto a piece of paper. Cover their collage with clear contact paper and cut it out into the shape of a bouquet of flowers, a single flower, or a butterfly for them to bring home to someone special.
- Read other books about plants and gardens, such as *The Carrot Seed* by Ruth Krauss, *How a Seed Grows* by Helene J. Jordan, *Inch By Inch: The Garden Song* by David Mallett, or *The Ugly Vegetables* by Grace Lin.

Hats Hats Hats

by Ann Morris

Leona's new red and green hat causes havoc at the library in Episode #122 of BETWEEN THE LIONS, *Red Hat, Green Hat*. Hats come in many styles and colors, as you will see in this book by Ann Morris.

BOOK TALK

Before you read *Hats Hats Hats*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *This is a book about hats around the world*. Asking questions is a great way to get children involved. Try these to get started:

- What kinds of hats do you like to wear?
- Name as many different hats as you can. What do they look like?

As you read *Hats Hats Hats*

Encourage children to ask questions, predict what they will see next, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *hard hats*: hats construction workers use to protect their heads
- *scarves*: pieces of cloth that can be used for decoration or as hats

After you read *Hats Hats Hats*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- Which of the hats in the book was your favorite? Why?
- Do you know anyone who wears a hat to work? What kind of hat?
- Do you have any hats? What do they look like?



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Idea #1: Have children make their own red hat/green hat. Show them how to fold a hat out of newspaper. Take a sheet of newspaper and fold it in half from top to bottom. With the folded edge away from you, take the upper corners and fold them in to the center so they form a point. Then fold the bottom edges up, one on each side. Then have children color the hat red on one side, green on the other. Children can also tape or glue red and green paper onto the hat. Have them take turns leading the game “Red Light, Green Light” using their “red hat/green hat” as traffic signals for the other children.

Idea #2: Play a memory game with children using pairs of cards with pictures of different types of hats. You could photocopy pictures from the book or draw your own. Write the name of each hat underneath its picture. See the index for some hats with distinctive names, like *bowler*, *kaffiyeh*, and *yarmulke*. Shuffle the cards around and turn them upside down. Then have children take turns trying to pair up a hat picture with its match. Ask children whether they know any words for hats in other languages.

Idea #3: Write a poem about hats with children. To make it interesting, try an acrostic in which each line begins with a letter in the word HATS. The lines don’t need to rhyme unless you want them to. Or let children help you think of a poem, then write the words down for them in the shape of a big hat. Once you’re done, read the hat poem back to the children with lots of dramatic expression. You can also have each child learn to recite one line of a poem and have a group poetry reading.

Bonus Ideas

- Sing a song about hats, such as “My Hat It Has Three Corners” or “Mary Had a Red Dress” (the hat verse). You might have the children wear hats or pretend to be wearing hats while they sing along.
- Assemble enough interesting hats so that each child can wear one. Have a hat fashion show or hat parade.
- Read other stories about hats, such as *Aunt Flossie’s Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard, *Caps for Sale* by Esphyr Slobodkina, or *A Hat for Minerva Louise* by Janet Morgan Stoeke.

New Shoes for Silvia

by Johanna Hurwitz

On BETWEEN THE LIONS Episode #127, *Piggyback, Piggyback*, King Zack hesitates to get his new shoes dirty, because he likes them so much. This book tells the story of a little girl named Silvia who is equally fond of her new shoes.

BOOK TALK

Before you read *New Shoes for Silvia*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *The little girl in this story receives a present from a relative who lives in another country.* Asking questions is a great way to get children involved. Try these to get started:

- Do you have any relatives who live in a different country than you?
- Did you ever receive a gift you took with you everywhere? What was it?
- What is your favorite piece of clothing? Why?

As you read *New Shoes for Silvia*

Encourage children to ask questions, predict what will happen next in the story, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *tía*: a Spanish word meaning aunt
- *oxen*: large farm animals with horns often used to pull heavy wagons

After you read *New Shoes for Silvia*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- Does the street shown in the book look like the main street in your town or city? What's the same? What's different?
- What is your favorite pair of shoes? What do they look like?



FUN THINGS TO DO

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Idea #1: Play a game with shoes. Have all the children take off their shoes and pile them up in the center of the room. Then have the children line up on one side of the room. Give the signal for them to go to the pile, find their own shoes, and put them back on. See who is the fastest at putting their shoes back on correctly. (The right shoe must be on the right foot!)

Idea #2: Draw an outline of a shoe and make copies for each child to decorate. They can draw laces and use stickers, crayons, and markers to personalize their shoe. Ask children to tell you about their special shoes. Help them write their name on their picture.

Idea #3: Walk in someone else's shoes! Collect distinctive pairs of shoes in various sizes and let kids try them on and imagine what it would be like to be the person who walks in them. Choices might include red shoes, dancing or gymnastic slippers, bowling shoes, firefighter boots, snorkeling or scuba diving shoes, soccer cleats, nurses' white shoes, or baby shoes.

Bonus Ideas

- Help children write a thank-you letter from Silvia or for a gift they received. Have children dictate to you what they want to write. Then they can illustrate it and you can help them write their name.
- Bring in shoeboxes and let children choose what they want to make with them. They might like to create a pretend shoe store; build a train; stack shoeboxes like building blocks; make and decorate a diorama, dollhouse, or baby bed; or construct an entire miniature town.
- Sing a song about shoes, such as "Deedle, Deedle, Dumpling."
- Read other stories about shoes, such as *What Can You Do with a Shoe?* by Beatrice Schenk de Regniers, *Flip-Flops* by Nancy Cote, *Shoe Magic* by Nikki Grimes, or *If the Shoe Fits* by Gary Soto.

One Duck Stuck

by Phyllis Root

Lionel helps a cute duck in BETWEEN THE LIONSs Episode #123, *The Lucky Duck*. In this book, another duck needs help—from all the animals.

BOOK TALK

Before you read *One Duck Stuck*

Start a conversation that will help prepare children to enjoy the story with you. You may want to provide a simple introduction, such as, *In this story one unlucky duck gets stuck in the muck and asks its animal friends for help.* Asking questions is a great way to get children involved. Try these to get started:

- Tell about a time when you helped someone. What did you do?
- Teach children the refrain, “Help! Help! Who can help?” so they can call it out before you turn each page.

As you read *One Duck Stuck*

Encourage children to ask questions, predict what will happen next in the story, or laugh out loud. Point out interesting pictures or words as you read. If a word seems unfamiliar, help children think about its meaning in the story, then define it for them using simple terms.

Word Watch:

- *muck*: deep, sticky, mud
- *muggy*: warm and damp weather

After you read *One Duck Stuck*

Ask children whether or not they liked the story and find out why. Help them make personal connections with the characters or plot by asking questions, such as:

- What were some of the funny sounds the animals made in this story?
- How did the duck get unstuck?
- Have you (or someone you know) ever gotten stuck somewhere? How did you (or the person you know) get out?



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Idea #1: Make duckprints. Draw a webbed duck foot and make copies. Ask each child to think of one specific helpful deed they have done in the past week, such as “I helped my Dad go food shopping.” Help them write that deed on a duckprint. Then they can color or decorate their duckprint with crayons or stickers and write their name. Collect all these duckprints and attach them to the floor or wall in a trail. Show the children how far their helping has gone!

Idea #2: Have each child choose one of the fun, silly noises the animals make in the story, like *clomp*, *splish*, *pleep*, or *zing*. Then re-enact the story by having each child (or group of children) in turn act and sound like the animal they chose (clomping like a moose, splishing like a fish, etc.). At the end, have everyone join hands to pull the duck (you or a child volunteer) out of the muck.

Idea #3: On *BETWEEN THE LIONS*, Cleo sometimes goes “Between the Covers” of a book and interviews book characters. Make a pretend microphone (out of cardboard and tin foil). Have the children imagine they are reporters like Cleo and take turns interviewing the duck. (You can use a hand puppet to play the duck, or let someone pretend to be the duck.) Have fun with the questions, and play with rhymes and silly sounds whenever possible. Ask questions such as, *Duck, duck, did you like the muck?* or *What kind of thing is a zing zing?*

Bonus Ideas

- Have children make their own duck using a yellow paper plate folded in half for the body. Staple colorful feathers to the plate for wings, and staple or glue a cardboard duck’s head to the paper plate (cut out in advance). Let children color their ducks as they wish.
- Brainstorm a poem with the children using silly nonsense words and sounds that rhyme, such as *muggy* and *buggy*, or *soggy* and *loggy*.
- Play a number game or sing a song about numbers, such as “This Old Man” or “One, Two, Buckle My Shoe.”
- Read other books about numbers, such as *Ten, Nine, Eight* by Molly Bang, or about ducks, such as *Duck in the Truck* by Jez Alborough or *Five Little Ducks* by Raffi.