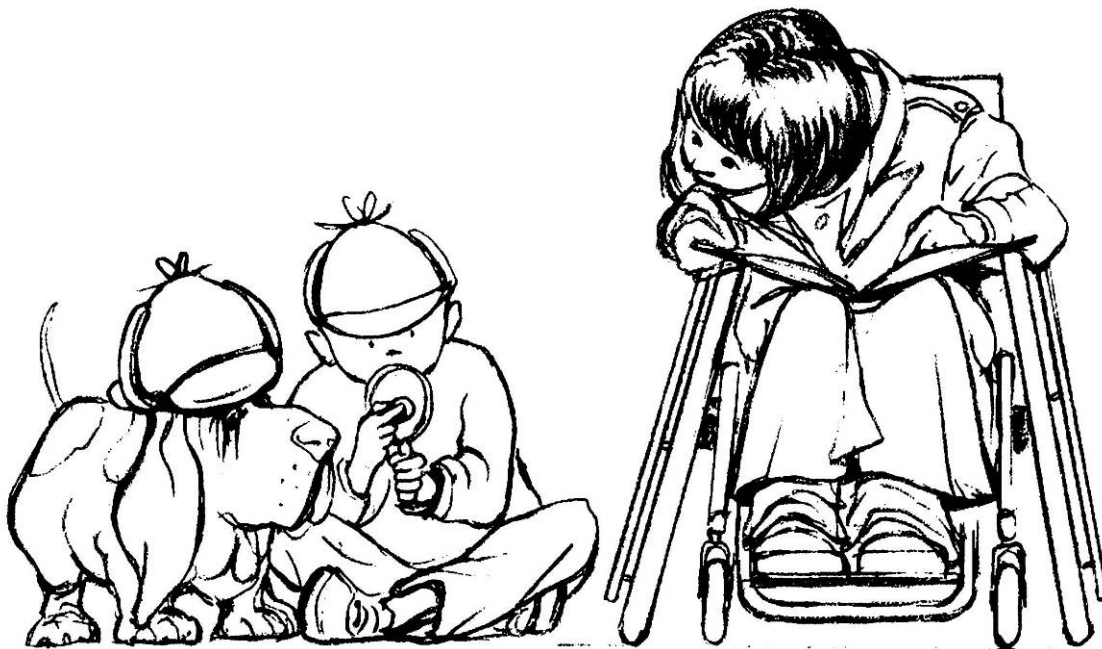


# TD Summer Reading Club 2009

## ***AGENT 009***

### Program for Preschoolers



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**TD Summer Reading Club 2009**  
**Agent 009**  
**Staff Manual**

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## 9. Program for Preschoolers

### Who Stole It?

(Target Audience: Preschool)

This well-known rhyme is the basis for a whole mystery program.

There are a variety of picture books based on this rhyme including:

*Who Took the Cookies from the Cookie Jar?* by Bonnie Lass

*Who Stole the Cookie from the Cookie Jar?* by Margaret Wang and Christine Schneider

Most of the books in the list of Picture Books (p 169) also involve mysteries.

#### Song:

"Cookie Jar" (Available on Sharon, Lois and Bram's CD *One Elephant, Deux Éléphants*)

#### Activity: Who Stole What?

##### Materials:

- 6 stuffed animals—if unavailable, use pictures of animals

Bear	Monkey
Cat	Mouse
Dog	Rabbit

- 7 objects or pictures of objects

Banana	Fish
Bone	Honey
Carrot	Cookies
Cheese	

##### Instructions:

Line the animals up. Hold up each object and have the kids guess which animal stole it. (Perhaps make some incorrect guesses yourself to get the kids involved.)

Cat	Fish
Dog	Bone
Rabbit	Carrot
Mouse	Cheese
Monkey	Banana
Bear	Honey

When you have finished matching the animals and the food, you still have the cookies. Hold up the cookies and ask “Who stole these?” and go into the song/rhyme.

**Rhyme:**

Who stole the cookies from the cookie jar?  
Rosemary stole the cookies from the cookie jar!  
Who me?  
Yes, you.  
Couldn't be.  
Then who?

Repeat the rhyme, going around the group and getting each child to say his/her name in the first line. (This rhyme would probably work better with a smaller group.)

**Craft:**

Cookie jar picture either on its own or cut out and placed on a piece of construction paper.

Have the kids draw cookies in the cookie jar.

Alternatively, cut out cookie shapes and have the kids decorate them with crayons, or with bits and pieces of coloured paper or foam bits, and glue them onto the cookie jar.

# Whose Shoes?

(Target Audience: Preschool or Ages 6–8)

It's a fashion disaster! Kids help to solve material mix-ups in this clothing-related mystery program. Choose whichever activities work best for the age and size of your audience—there are more here than you'll ever need!

## 1. Invite Children To Dress Up As Detectives

Let them pick from clothing such as a trench coat, dark glasses, hat, a camera to wear around their neck, etc. Discuss how clothing plays an important part in a detective's role and talk about the use of disguises.

## 2. Craft: In-A-Snap Camera (Preschool)

Help the smallest of detectives look the part with this decorative spy camera.

### Materials:

- Clip-art camera template (included in this program)
- Coloured construction or other stiff paper
- Sparkles, beads, sequins, etc. for decoration
- String
- Hole punch
- Markers
- Glue
- Scissors

### Instructions:

- a. Using glue, paste the camera template onto the construction paper.
- b. Cut out the template with scissors.
- c. Using the hole punch, punch a hole at the top corner on each side of the camera.
- d. Cut a piece of string, and wind it through each hole, tying the ends together. This will form a camera strap so that children can wear the camera around their neck.
- e. Decorate the camera using markers, sparkles, etc.

## 3. Who Wears This? (Preschool)

There was a big mix-up at the laundromat, and everyone's clothes got mixed up together! Help everyone find their clothes so that they can go back to work on Monday!

### Materials:

- Items of clothing related to work (gardening gloves, baseball glove, rubber boots, police hat, magic hat, plaid jacket, etc.)

- Clip-art images of community workers (gardener, baseball player, firefighter, police officer, magician, farmer, etc.)
- Tape

**Instructions:**

- a. Using the tape, attach different clip-art images of community workers to a wall.
- b. Arrange the clothing items on a table or on the floor.
- c. Ask children to select a clip-art image, remove it from the wall, and place it next to or on top of the matching clothing item.

**4. Match The Socks (Preschool)**

Help solve the mystery of the missing socks by matching mates in this fun game!

**Materials:**

- Mate-less socks (make sure they are different from each other and from the paired socks)
- 5–10 pairs of socks (depending on the size of the group)
- Large box or bag

**Instructions:**

- a. Place all of the mate-less socks in the box or bag.
- b. Divide the paired socks, putting one sock in the box and the other in a line on a table.
- c. Allow children to root through the box to see if they can find a matching sock for the ones on the table.

**5. Clothing Mix-Up (Preschool)**

Uh-oh! This little girl and/or boy got all mixed-up this morning and put their clothes on backwards and upside down. Can you help solve this mystery?

**Materials:**

- Felt board
- Felt cut-outs (boy and/or girl, clothing pieces)

**Instructions:**

- a. Place the felt girl and/or boy on the felt board and put the items of clothing on the characters incorrectly (e.g. boots on hands, shirt on head, sock on nose, etc.).
- b. Ask the children to take turns helping the character to get dressed properly.
- c. Follow this activity with the song:

**“This Is The Way We Put On Our Pants”** (Tune: Mulberry Bush)  
This is the way we put on our pants

Put on our pants, put on our pants  
This is the way we put on our pants  
So early in the morning.  
This is the way we put on our... shirt, socks, shoes, etc.

## **6. What Doesn't Belong?** (Preschool or Ages 6–8)

I was packing my suitcase this morning to get ready for my trip, but I noticed that some sneak mixed up all of my clothes. Now I don't know what belongs with what! Can you help me find what doesn't belong?

### **Materials:**

- Items of clothing

### **Instructions:**

- a. Gather 3 or 4 like items in a pile, based on the body part they are designed for, colour, season, etc.
- b. Add an item to each pile that does not belong.
- c. Ask the children to pick out the item that doesn't belong.
- d. To add to the fun, sing this song:

### **One of These Things (Is Not Like The Others)**

(Words and Music by Joe Raposo and Joe Stone)

If you're unfamiliar with this song, it's from Sesame Street and a version can be found on YouTube at

<http://www.youtube.com/watch?v=tZlvqQ9ik48>

One of these things is not like the others,  
One of these things just doesn't belong,  
Can you tell which thing is not like the others  
By the time I finish my song?

Did you guess which thing was not like the others?  
Did you guess which thing just doesn't belong?  
If you guessed this one is not like the others,  
Then you're absolutely...right!

### **Another version:**

Three of these things belong together  
Three of these things are kind of the same  
Can you guess which one of these doesn't belong here?  
Now it's time to play our game (time to play our game).

## **7. Craft: Daring Disguise** (Ages 6–8)

Make this silly (and famous) moustache disguise!

**Materials:**

- Black pipe cleaners
- Stiff black paper
- Orange paper
- Black or brown felt or fake fur
- Glue
- Tape
- Scissors

**Instructions:**

- a. Using scissors, cut out an eyeglass shape from the black paper.
- b. Cut each black pipe cleaner in half to use as the “stems.”
- c. To attach the eyeglasses to the stems, tape a pipe cleaner to each side of the eyeglasses and bend the un-taped portion of the pipe cleaner around the child’s ear to fit.
- d. Cut out a nose shape from the orange paper and glue it to the centre of the eyeglasses.
- e. Cut two pieces of the felt or fur into rectangular shapes and glue one piece above the eyeglasses to serve as an eyebrow.
- f. Cut another piece of the felt or fur into a moustache shape and glue it beneath the nose.

**8. Whose Shoes? (Ages 6–8)**

Someone snuck into the library last night and made a real mess! They even left their dirty footprints all over the floor. Can you match the shoe to the print?

**Materials:**

- 10–15 shoes (with different treads or in different sizes)
- Packing paper (or large roll of paper)
- Washable paint
- Tape

**Instructions:**

- a. Paint the bottom of one of the shoes.
- b. Press the shoe onto the paper, making a shoe print.
- c. Continue this process with the same shoe, making a line of footprints.
- d. Repeat the process with 7–8 other pairs of shoes, painting each a different colour.
- e. Wash the paint off the soles.

- f. Post the paper on the wall and arrange all of the shoes, including the shoes that were not used to make prints, on the floor.
- g. Ask the children to match the shoes to the print on the wall until all are matched.

There are many books that will work with parts of this program. Choose from this list or look on your shelves for other favourites.

*Daisy Gets Dressed* by Claire Beaton

*Jesse Bear, What Will You Wear?* by Nancy White Carlstrom

*Whose Hat Is This? A Look at Hats Workers Wear – Hard, Tall and Shiny* by  
Sharon Katz Cooper

*Where's My Sock?* by Joyce Dunbar

*Hide-and-Seek Clothes* by Kristin Eck

*Stop Those Pants!* by Mordicai Gerstein

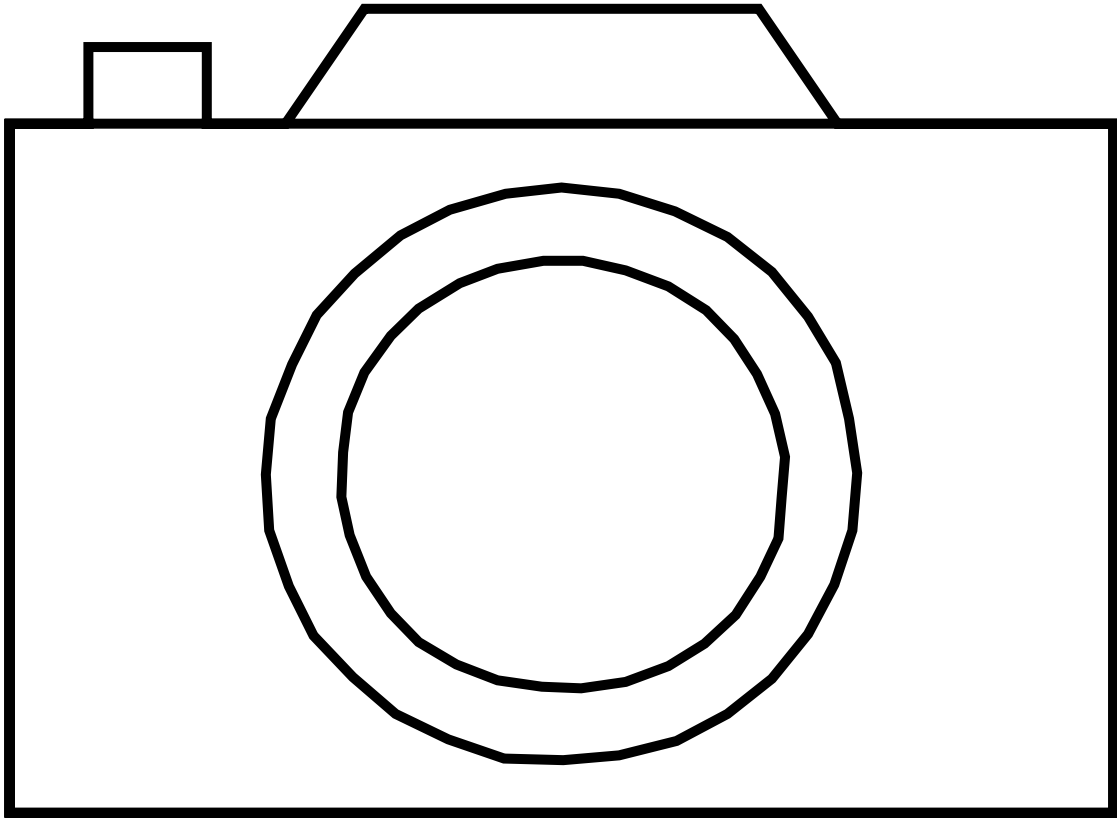
*The Sheep in Wolf's Clothing* by Helen Lester

*Froggy Gets Dressed* by Jonathan London

*Bare Bear* by Miriam Moss

*Whose Coat Is This? A Look at How Workers Cover Up – Jackets, Smocks, and  
Robes* by Laura Purdie Salas

*How Do I Put It On?* by Shigeo Watanabe



# Master of Disguise

(Target Audience: Preschool)

## Introduction

Children love to dress up in costumes or wear masks for a disguise. Invite preschoolers to dress up in a favourite costume or outfit they could use as a disguise.

1. Read them a story, e.g., a folk or fairy tale in which one of the main characters has a disguise of any form.
2. Have the children take turns guessing to determine each other's costume or disguise.
3. Craft: Make a mask.

There are many good books on this theme. Here are just a few suggestions. Check your shelves for other favourites.

*The Snow Queen* by Hans Christian Andersen

*Sleeping Beauty* by the Brothers Grimm

*Snow White and the Seven Dwarfs* by the Brothers Grimm

*Little Red Riding Hood* by various authors/illustrators

*The Dragon Prince: A Chinese Beauty and the Beast Tale* by Laurence Yep

## Craft: Make a Mask

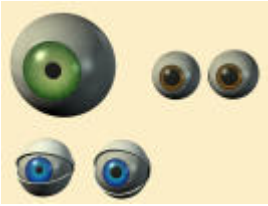
### Materials:

- Scissors
- Hole punch
- String
- Wide popsicle sticks (optional)
- Coloured markers or crayons
- Glue
- Sparkles or sparkle glue (optional)
- Scraps of tissue paper
- Bag of coloured feathers, pompoms (optional)
- Paper plates

### Instructions:

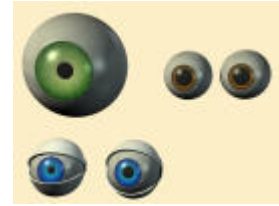
- a. Have the children hold the paper plate up to their face so that the holes for their eyes can be marked and cut out.
- b. Have children use their imagination to create and colour a unique design on their mask.

- c. Children can either use a wide popsicle/craft stick to hold up the mask (masquerade style) or have holes punched on either side and attach string to hold it around their head.



## I Spy With My Little Eye

(Target Audience: Preschool)



Even the smallest of spies can learn how important observation is to sleuthing! Develop their understanding of the sense of sight with these fun activities.

### 1. Spyglass Craft

Make your very own spyglass to keep an eye on your surroundings!

#### Materials:

- Empty paper towel rolls
- Glue
- Beads
- Sparkles
- Stickers
- Markers or crayons

#### Instructions:

- a. Using the markers or crayons, let children colour the outside of the paper towel roll.
- b. Children can decorate their spyglass with sparkles, beads or any other decorative materials.
- c. Once the glue is dry, children can use their spyglass to look around.
- d. Follow this activity with a song, using the spyglasses.

### The Spy Went Undercover

(To the tune of For He's a Jolly Good Fellow)

The spy went undercover  
The spy went undercover  
The spy went undercover  
To try and catch a thief

To try and catch a thief  
To try and catch a thief

But he forgot his spyglass  
But he forgot his spyglass  
But he forgot his spyglass  
And so he lost the thief

And so he lost the thief  
And so he lost the thief

The spy forgot his spyglass  
And so he lost the thief!

## 2. I Spy Game

I Spy is a well-known visual guessing game. Try these variations to teach shapes, colours and the letters of the alphabet.

### Materials:

- Items to spy (clip-art images or actual items—should be different colours and shapes. Items should also begin with a different letter of the alphabet.) Put them up around the room and make them clearly visible.

### Instructions:

- a. The leader picks an object beginning with a letter of the alphabet and says, “I spy with my little eye, something that begins with the letter...”
- b. The children look around and try to guess which object the person has selected.
- c. To vary the game, the leader can choose items based on colour or shape.
- d. Children can be invited to act as the leader.

## 3. Here Are My Eyes

Read a story about eyes or eyesight, such as:

*The Eye* by Theo LeSieg

*I Can Read With My Eyes Shut!* by Dr. Seuss

*One-Eye! Two-Eyes! Three-Eyes! A Very Grimm Fairy Tale* by Aaron Shepard

Follow up with this rhyme:

### Here Are My Eyes

Here are my eyes (*point to eyes*)

One and two

I can wink (*wink*)

And so can you

When my eyes are open (*open eyes wide*)

I can see the light

When they are closed (*close eyes*)

It's dark as night

#### 4. E is for Eyes

##### Materials:

- Letter E—upper- and lowercase (template attached)
- Googly eyes (optional)
- White paper
- Markers
- Glue
- Scissors

##### Instructions:

- a. Colour the upper- and lowercase letters with markers.
- b. Using the scissors, cut out circles from the white paper.
- c. If you have them, glue the googly eyes inside the letters.
- d. Glue the white circles inside the letters, and use the markers to turn the circles into eyes with eyelashes (and eye shadow!).

There are many good books on this theme. Below are a few suggestions but check your shelves for other favourites.

*I See Animals Hiding* by Jim Arnosky

*Rooster's Off To See The World* by Eric Carle

*Fish Eyes: A Book You Can Count On* by Lois Ehlert

*Take Another Look* by Tana Hoban

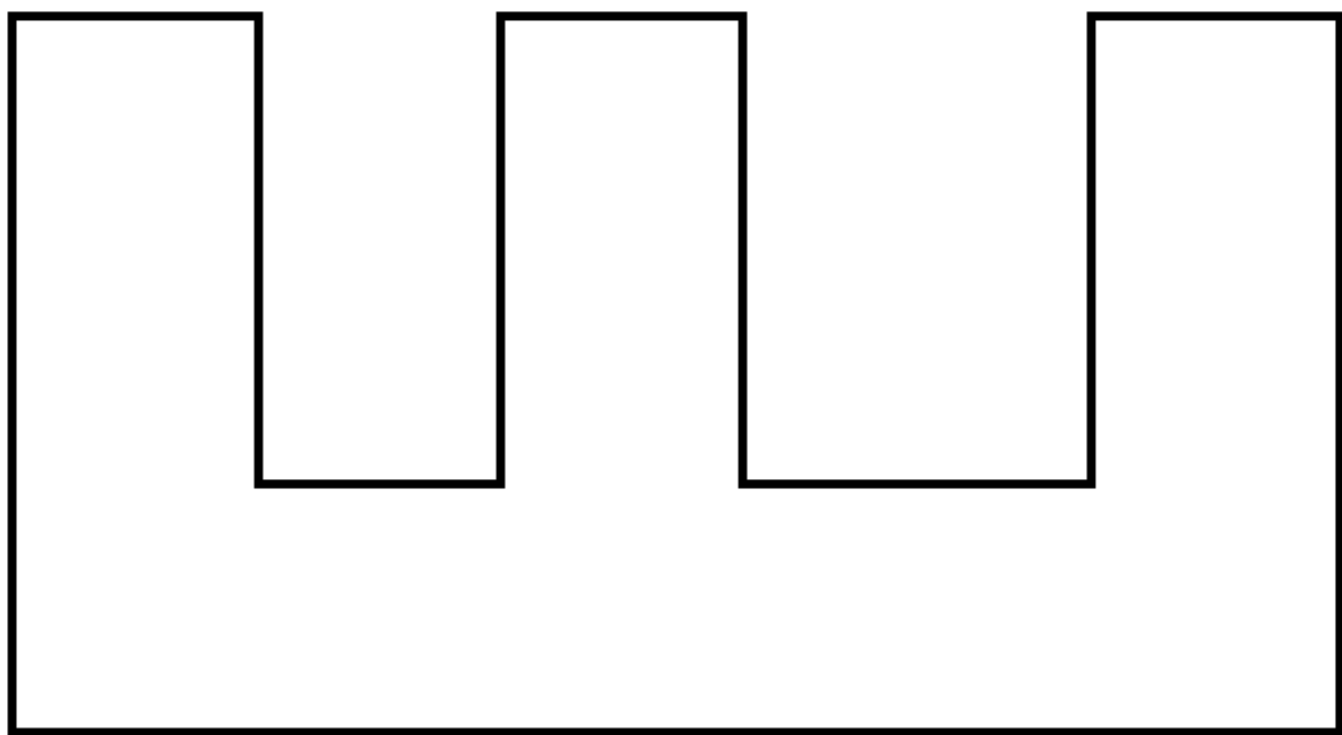
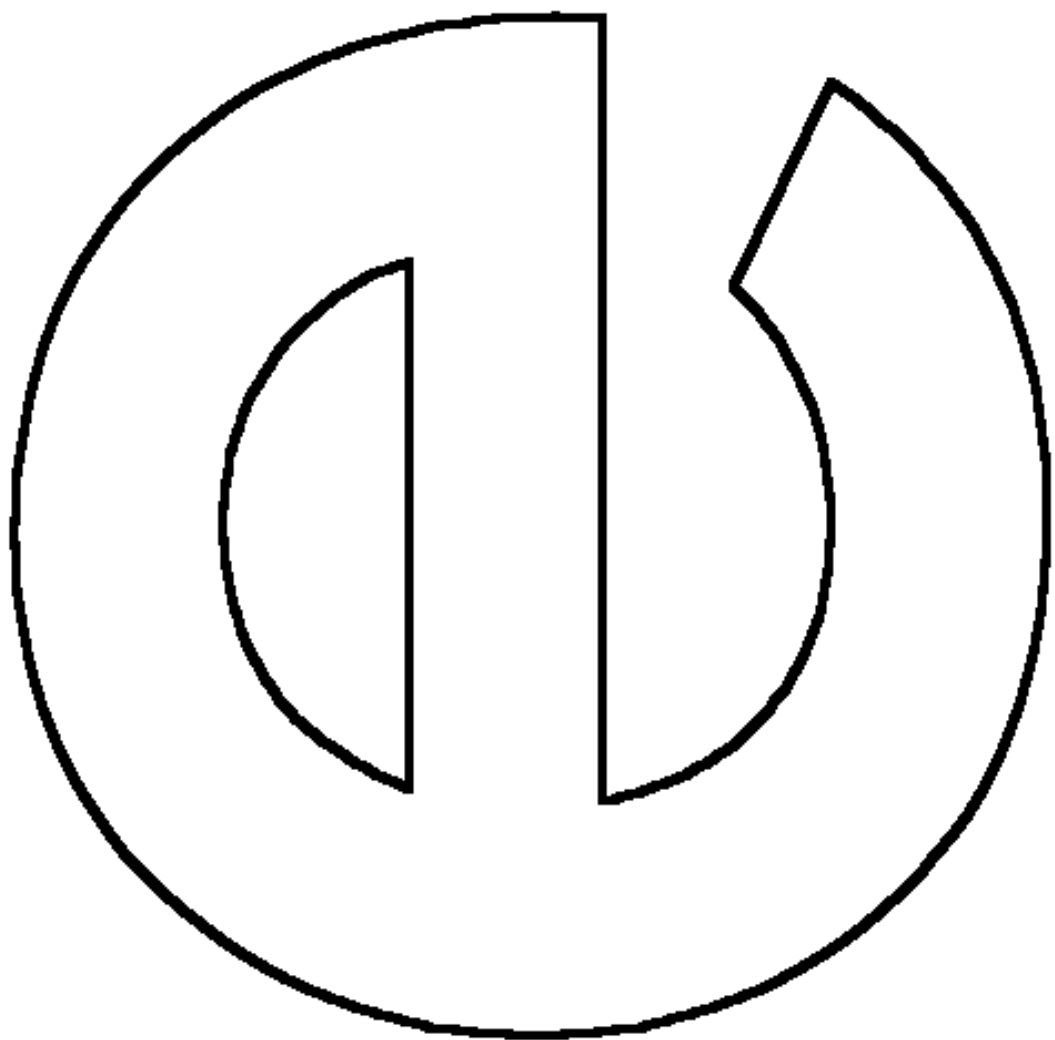
*I See, You Saw* by Nurit Karlin

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin

*It Looked Like Spilt Milk* by Charles G. Shaw

*Tiny's Big Adventure* by Martin Waddell

*Can You See What I See? Once Upon a Time: Picture Puzzles to Search and Solve* by Walter Wick



# Insect Investigator's ABCs

(Target Audience: Preschool and Ages 6–8)

## Introduction:

An insect investigator's job is to learn one unusual fact about the insects we see all around us.

## Instructions:

Leaders should prepare three poster-size pictures—ant, butterfly, caterpillar—which can be put at the front of the room for all the children to see. Also prepare a picture of a chrysalis to show later in the program.

## A is for Ant

Ask questions to get the children thinking about ants.

Questions for children include:

Which of these insects is an ant?

How many legs does an ant have? (six)

How many body parts do they have? (three)

What do you know about the lives of ants?

Ants are very small, but they are hard workers and can carry very heavy loads.

**One unusual fact—Some ants can carry 10–20 times their body weight.**

That would be like you being able to carry a refrigerator and a dishwasher too!

Teach children this song:

### **The Ants Go Marching Two by Two**

The ants go marching two by two, hurrah, hurrah, (2x)

The ants go marching two by two

The last one stopped to pick up a shoe, and they all went marching down, to the ground, to get out of the rain

Boom, boom, boom.

*(Continue numbers up to 10)*

three – climb up a tree

four – close the door

five – take a dive

six – pick up sticks

seven – go to heaven

eight – shut the gate

nine – check the time

ten – to say THE END!

(Once children learn how the song goes, spend some time marching around the room, acting out the words.)

## B is for Butterfly, C is for Caterpillar (and Chrysalis)

What other pictures do you see at the front? Do you know that butterflies and caterpillars are related? How?

A butterfly starts out as a very small egg, then becomes a caterpillar. The caterpillar eats a lot and turns into a chrysalis. (Leaders show a picture of a chrysalis.) Finally, it turns into a beautiful butterfly. Caterpillars eat a lot in order to grow.

**One unusual fact about a butterfly is that it tastes its food by standing on it! An unusual fact about caterpillars is that they have been called eating machines!** They may split and shed their skins four to five times as they grow larger.

Read a story about a caterpillar and how much he eats. For example:

*The Very Hungry Caterpillar* by Eric Carle

Teach children the following finger play (they can practise on themselves and each other).

### **Little Arabella Miller**

Little Arabella Miller had a fuzzy caterpillar.

First it climbed upon her mother (fingers tip tap up your arm)

Then upon her baby brother (fingers tip tap up the other arm)

All cried, "Arabella Miller (wag your finger)

Take away that caterpillar!"

Craft – Butterfly Life Cycle Poster

Children make their own posters

(Leaders can prepare a poster themselves ahead of time for illustration.)

### **Materials:**

- Markers or crayons
- Construction paper (large size; one per child)
- Cotton balls
- Scissors
- White glue
- Many smaller pieces of multicoloured construction paper. Cut out 5-cm (2-inch) squares in different colours. Children will trim seven of these each to create small circles. They will also cut one small, thin oval to create a butterfly body.
- Trace two 7.5-cm (3-inch) hearts on lighter coloured paper. One piece of paper (with two hearts) per child.

**Instructions:**

- a. Each child gets a large piece of construction paper that they can fold into quarters.
- b. In each quarter of the paper, children illustrate a life cycle.
- c. An egg (draw a dot or circle).
- d. A chrysalis (glue on a pulled-out cotton ball).
- e. A caterpillar. Children cut out seven 5-cm (2-inch) circles and paste them down in a row. Legs, face and antennae can be added using markers.
- f. A butterfly. Children cut out two heart shapes and one long skinny oval from construction paper and glue them down — one heart glued sideways on each side of the body as wings. Wings can be decorated with markers, and antennae and face added.

Teach children a “Butterfly Song” (Sung to the tune “Twinkle, Twinkle Little Star”)

Flutter, flutter butterfly  
Floating in the summer sky  
Floating by for all to see  
Floating by so merrily  
Flutter, flutter butterfly  
Floating in the summer sky.

There are many books on insects. One good title for this program is:

*Backyard Detective: Critters Up Close* by Nic Bishop (Its illustrations are almost like the *I Spy* books.)

## **Guess! Guess! Guess!** (Target Audience: Preschool)

There are many good books on this theme. Some of them are listed below.  
Check your library for other favourites.

*It Does Not Say Meow: And Other Animal Riddle Rhymes* by Beatrice Schenk De  
Regniers

*What am I?* by Linda Granfield

*Can You Guess?* by Margaret Miller

*Guess Who?* by Margaret Miller

*Whose Feet?* by Jeannette Rowe

*Do Lions Live on Lily Pads?* by Melanie Walsh

*Do Zebras Bloom in Spring?* by Viki Woodworth

### **Activity:**

Use props, pictures or stuffed animals to help kids “solve the mystery.”

### **Activity:**

Have the kids pretend to be different characters.

### **Rhymes:**

#### **Fuzzy Wuzzy**

Fuzzy Wuzzy was a bear  
Fuzzy Wuzzy had no hair  
Fuzzy Wuzzy wasn't fuzzy  
Was he?

#### **Can You Hop, Hop, Hop Like a Bunny?**

Can you hop, hop, hop, like a bunny?  
And run, run, run like a dog?  
Can you walk, walk, walk like an elephant?  
And jump, jump, jump like a frog?  
Can you swim, swim, swim like a goldfish?  
And fly, fly, fly like a bird?  
Can you sit right down and fold your hands,  
And say not a single word.

### **Song:**

Alice the Camel

You can find the words and music here:

<http://kids.niehs.nih.gov/lyrics/sally.htm>

### **Craft:**

Take an idea from one of the books, i.e. *Do Lions Live on Lily Pads?* Photocopy and cut out a picture of a lion and a lily pad, or if there aren't too many kids and you have the time, cut out construction paper lions and lily pads. Have the kids glue the lion to the lily pad and colour the picture.



## Fingerprint Creatures

(Target Audience: Preschool or Ages 6–8)



**Approximate Time:** 45 minutes (this may vary according to how long of an introduction you do. You would want to do a more detailed intro for six- to eight-year-olds.)

### Materials:

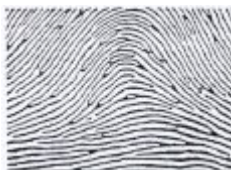
- Small magnifying glasses (not necessary for the program but would definitely be an asset)
- Non-toxic, washable ink pads
- Paper for each child
- Markers
- Enlarged images of fingerprints (see the different patterns below)
- Samples of fingerprint animals/people that you have made ahead of time (see examples below)

### Introduction:

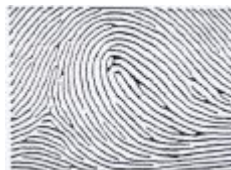
Have the children examine their fingertips and look at the loops and swirls that make them up. Then have them examine a friend's fingertips (or those of a child sitting next to them). Are their friend's fingerprints the same as theirs? Explain that everyone has unique fingerprints—nobody has the same fingerprints as they do!

Talk about how fingerprints are left on objects that we touch even if we can't see them (e.g. touching a doorknob to open a door). Explain how detectives can use a special powder to make fingerprints show up. Then they match the fingerprints they see to a person's fingerprints that have been stamped on a paper. By matching up the fingerprints, they can see who has been there and who has touched the objects in the room. For example, if detectives wanted to know "who stole the cookies from the cookie jar," they could dust the top of the cookie jar for fingerprints to tell them who has touched the jar.

For an older group, you can also show pictures of these three types of fingerprint patterns and explain them:



ARCH



LOOP



WHORL

Many fingerprint images can be found on the Internet or in books and enlarged to show children. Children can try to find out what type of fingerprint patterns they have and what type their friends have.

**Craft Description:**

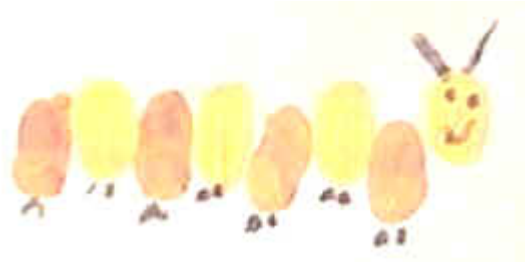
Have some samples prepared to show the children how they can create animals or people with their fingerprints (by forming the animal bodies with different fingerprints and adding details with markers.)

Using the ink pads, have the children stamp their thumbprints or fingerprints on a sheet of paper. The children can clean their fingers at this point while waiting for the fingerprint marks to dry, and you won't end up with little fingerprints all over the place!

Then they can use markers to create animals or people, and create a scene (e.g. a farm scene, a zoo) or just make a random assortment of different favourite animals.

Take a look at Ed Emberley's books for inspiration or check out his website:

<http://www.edemberley.com/pages/main.aspx?section=db&subSection=thumbPrintPages>



## Fairy Tale Detective

(Target Audience: Preschool or Ages 6–8)

Here are two suggested books for the preschool program, but feel free to choose similar books if you don't have either of these.

*Each Peach Pear Plum* by Janet Ahlberg  
*One Two Guess Who* by Colin Hawkins

### Felt Board or Storytelling:

Tell *Little Red Riding Hood* and/or *The Three Bears* using a mystery twist as in the program for 6–8 year olds, below.

### Activity:

#### Little Red Rhyme

Little Red, Little Red put on your hood	(pretend to put on hood)
Little Red, Little Red walk through the wood	(walk on the spot)
Little Red, Little Red meet a Wolf who's bad	(make wolf ears with hands)
Little Red, Little Red run away like mad	(run quickly on the spot)
Little Red, Little Red knock on Grandma's door	(pretend to knock on door)
Little Red, Little Red do that knock once more	(pretend to knock again)
Little Red, Little Red look in Grandma's eyes	(put hands over eyes and stare)
Little Red, Little Red, now there's a surprise	(make a "surprised" face)
Little Red, Little Red pull off her night cap	(pretend to pull off hat)
"That's the Big Bad Wolf! Now imagine that!"	(pretend to be wolf again)

### Craft:

Make paper bag puppets of one of the characters from any of the books listed above.

The program for children ages 6–8 is loosely based on the book *Jake Gander Storyville Detective: The Case of the Greedy Granny* by George McClements. The book is not necessary for the program.

### Introduction:

Play "Fairy Tale Match Up" (pg. 147)

To make this more challenging, scramble the letters in one or both columns.

### Activity:

Detective

### Materials:

- Flipchart or chalkboard
- Postcard

**Story:**

Put on your “detective hat” and pick up a magnifying glass or some other prop. Tell the kids about a recent case you solved, i.e. “Early one morning a little girl wearing a red jacket with a hood came into my office. She had gone to visit her grandmother and was very upset — Granny had a strange new look. So I went with the Little Red Riding Hood to her grandmother’s house to take a look. As soon as I saw Granny I knew something wasn’t right. I started to look for clues.”

At this point, use a flipchart (or chalkboard) to illustrate the differences.

“What did Granny’s ears look like?”

Draw a picture of a wolf ear and a picture of a human ear beside it.

(Lightly draw the outline beforehand and go over it with a marker if you have trouble drawing.)

“What did Granny’s eyes look like?”

“What did Granny’s teeth look like?”

Continue to draw the pictures.

“How did Granny feel?”

She seemed to be wearing furry pyjamas that shed instead of her nice, soft cotton ones.

Draw a picture of fur (just lines) and of something soft (cloud or glue a cotton ball to the paper).

“How did Granny sound?”

She had a deep “growly” voice instead of her soft musical voice.

Write “Grrr” or “growl” on one side and a few musical notes beside it.

“So I put it all together and this is what I discovered!”

On the next sheet of paper, go over the clues as you draw the picture of the wolf.

“We took the wolf down to the police station but we were left with one more question.” (Get the kids to guess what the question is.)

“That’s right—Where was Granny? The answer to that riddle arrived in the mail the next day. Granny was on vacation.”

Hold up a post card of some lovely place.

**Activity:**

Challenge your senses—encourage the kids to combine their knowledge with their imagination to figure out what they are seeing, hearing, etc.

**Touch:**

- Have a box covered with a cloth.
- Put an object in the box (i.e. a stuffed animal)
- Have a volunteer feel inside the box and figure out what is in it

**Smell:**

- Put a small cup of water beside one of vinegar and have the volunteer guess what they are.

**Hear:**

- Play some sound effects and have the kids guess what they are.

**Taste:**

- Put a small cup of sugar beside one of salt (use a craft stick for tasting) and have a volunteer guess what they are.

**Observing:**

- Present a couple of optical illusions and have the kids guess what they are seeing.

Other stories that work well or that can be incorporated into this theme might be *The Three Bears* (any version). Same idea—the Bears come to see the detective because someone has been in their home!

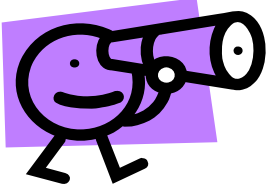
*The True Story of the Three Little Pigs* by Jon Scieszka

This is great for illustrating that there is always “another side to the story.”

*Falling For Rapunzel* by Leah Wilcox

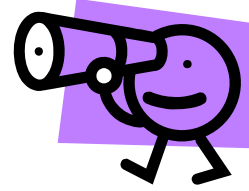
A fun mystery—What will it take for Rapunzel to finally figure out what the Prince wants?

(This is a lot of fun to act out.)



## Extreme Close-Up

(Target Audience: Preschool and Ages 6–8)



**Approximate Time:** 30–45 minutes

This program is inspired by the Tana Hoban “look books” (such as *Take a Closer Look* and *Take Another Look*). These books are not necessary for this program, but would be an asset for children to look at and check out after the program.

### **Materials:**

- Paper towel or toilet paper tubes
- Markers or crayons
- Any decorative items (e.g. sparkles) – optional
- Hole punch
- Yarn
- Pictures of various objects (e.g. fruits and vegetables, animals, etc.)

### **Before the program:**

The children will create and decorate a “spy scope” for themselves to use in the program. Before the program begins, punch a couple of holes into one end of the tubes and attach the yarn so that it creates a neck strap (like binoculars).

### **Instructions:**

Children will create a spy scope for themselves. For more details, see the spyglass craft in “I Spy With My Little Eye” on pg. 39.

Demonstrate how to use the spy scope to the children (show them that they have to close one eye and look through the scope with the other).

Divide the children into pairs (if there is an uneven number of kids, there can be one group of three children).

The children will take turns being the picture spy. One child in the pair looks through the spy scope, while the other child holds up a picture very close to the end of the scope (so that the spying child can see only a tiny portion of the object in the picture). The spying child will have to guess what object is in the picture based on the small portion visible through the spy scope. The children can give each other clues to identify the objects.

### **Program Addition/Alternative:**

This can also be done as a group activity. If you have the means, you can take some extreme close-up photos and display them for the children. You can either

show pictures on a screen or use hard copies of photos if a screen/projector is not available to you.

Have extreme close-up pictures of everyday objects (e.g. a sponge, bar of soap, pine cone, etc.) to show the children. Have them guess what the objects are. Follow the extreme close-up picture with a picture of the entire object (so that the children can see what the object actually is). They may be very surprised to find out what some of the objects are!



## Box of Mystery!

(Target Audience: Preschool or Ages 6–8)



**Approximate Time:** 45 minutes

### Materials:

- Small cardboard boxes with lids/tops. The lids should have a hole cut in the top just big enough for children to put their hands through.
- Items to decorate box (such as):
  - Paint/construction paper to cover the box
  - Markers
  - Stickers
  - Cut-out question marks (optional)
  - Any decorative bits and pieces that you have around
  - White craft glue or glue sticks
- Various small objects to put in the boxes (e.g. shells, buttons, etc.)

### Instructions:

Children will decorate their mystery boxes and then be divided into pairs. Each child will have a few “secret items” to put in their box (one at a time). Each child can keep their secret items in an envelope or bag to hide them from their partner. One child will then close their eyes while the other child selects a secret item to place in their mystery box. The other child will then open their eyes, and place their hand through the hole in the box. They will have to guess what the item is by using their sense of touch, as well as some clues provided by their partner. Then they switch so that the other child becomes the guesser.

## Stick Puppets

(Target Audience: Preschool or Ages 6–8)



Colour the character, cut it out and tape a popsicle stick to the back.