
Teddy Bear Sleepover Storytime Program Proposal

INFO 649: Library
Programming

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- This paper is entirely my own work.
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- I have not submitted this paper to satisfy the requirements of any other course.

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Date: December 7, 2010

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Abstract

Harford County, Maryland contains eleven community branches within their county-based public library system, including the Joppa branch. The library within Joppa functions as the community center and offers a variety of programming options in addition to the print and nonprint resources. However, the library wishes to expand their current offerings of programming for preschool to include the techniques of early literacy. The proposed program of Teddy Bear Sleepover will act as a model for the future themed early literacy storytimes for the upcoming planning year of 2011.

Teddy Bear Sleepover Storytime

Community Profile

Harford County, Maryland located within 25 miles of Baltimore City, along the Interstate 95 corridor, contains eleven library branches, which operate as one library system under the title of Harford County Public Library (HCPL). According to the 2010 Annual Report, the system's collection size equals over 1,000,000 materials and has an annual circulation of close to five million each year (Harford County Public Library, 2010a). The Joppa branch represents 5.3% of the county's total circulation and has a collection size of approximately 65,000 library resources including a combination of print and nonprint materials (Harford County Public Library, 2010a).

Demographics

Harford County, a "bedroom community" for cities such as Baltimore, Washington DC, and Philadelphia has a total population of 218,000 citizens (U.S. Census Bureau, 2000). The Joppa branch service area includes a small percentage of these citizens especially in the surrounding areas of Joppatowne, which as of the 2000 Census has a population of 11,391 citizens (U.S. Census Bureau, 2000). The area of Joppatowne was originally a planned community developed in the 1960's to respond to the population growth of suburban Baltimore and contains a crosssection of individual and multifamily dwelling. In addition to residential housing, the town center includes several churches, a post office, shopping center, and the present location of the Joppa library branch. As of 2000 U.S. Census, the median household income was \$57,799. Local employment sectors include manufacturing, retail trade and education or health care. Many citizens of Joppatowne work for the Federal Government due to the proximity to the county's two Army bases, Aberdeen Proving Ground and Edgewood Arsenal, which accounts for the 17% of population who are civilian veterans (U.S. Census

Bureau, 2000). However, most citizens commute to their place of employment on average 40 minutes per day (U.S. Census Bureau, 2000). Joppa's overall demographical composition consist of 85% Caucasian and 10% African American with a small but growing population of Hispanics (U.S. Census Bureau, 2000).

Mission of the Harford County Public Library System

Harford County Public Library core purpose is "connecting people with information and promoting the love of reading within the community" (Harford County Public Library, 2010b). Joppa follows this core purpose by invoking the core values of customer service and commitment to the community. The branch's individual vision statement stresses a "lively and welcoming community center" as well as providing the "services, materials, and programs to attract and enrich the lives of the diverse population" (K. Lamis, personal communication, November 7, 2010). According to the Assistant Branch Manager, the branch strives to serve the whole population through a multitude of evening family programs during seasonal holidays and adult armchair travel programs (K. Lamis, personal communication, November 7, 2010).

Target Audience

Division of the county system's overall goals includes the areas of Library Services, Resource Development, and Advocacy. Within the goal area of Library Services, HCPL hopes to "improve services to targeted age segments of the population" (Harford County Public Library, 2010b). The Joppa branch hopes to achieve this objective during the Teddy Bear Sleepover program and future storytime endeavors by increasing the use of library resources by families and particularly families with children under the age of six.

Within the community of Joppatowne, 73.7% of households have at least one child living fulltime within the residence (U.S. Census Bureau, 2000). According to the 2000 U.S. Census,

6.8% of this population were children under the age of five (U.S. Census Bureau, 2000).

Harford County accounts for the same percentage of the population and given the increase population within the area, this percentage is expected to increase in the future.

Statement of Need

“Research on early literacy and brain development indicates that it is never too early to prepare children for success as readers. Libraries play a key role in their communities, disseminating early literacy information to parents, childcare providers, educator, and decision makers. Libraries make a major contribution to children’s path to reading, through both books and technology.” (American Library Association, 2009)

Early literacy has been defined as anything a child knows about reading and writing before the child even attempts the process of reading and writing independently (Multnomah County Library, 2010). According to the National Institute of Child Health and Human Development, children entering kindergarten need to develop six early literacy skills of vocabulary, print motivation, print awareness, narrative skills, letter knowledge and phonological sensitivity (Arnold, 2003, p. 48). The state of Maryland is on the forefront of preparing children for kindergarten, years before actually registration for school begins, with a state average of 78% children entering kindergarten classified as being school ready (Maryland State Department of Education, 2010). However, according to the *2009-2010 Maryland School Readiness Report*, Harford County rate for school readiness decreased 2% from the previous year, meaning an increase awareness needs to occur within the communities of the county (Maryland State Department of Education, 2010). In Arnold’s article entitled, *Coming Together for Children* (2002, p. 24), she states children who have had a limited exposure to literacy-related activities

are at the most risk for reading difficulties in the future.

Libraries are able to effect school readiness in a positive manner by modeling early literacy techniques during programs, such as the Teddy Bear Sleepover storytime. Since 1998, the state of Maryland has encouraged the 27 public libraries to develop language and early literacy skills in children's programming for their youngest patrons (Minkel, 2002, p. 38). Libraries are excellent locations to begin the efforts of early literacy due to "so much of a child's development takes place before the age of five, and the community's formal education structure has very little contact with the child during that time" (Minkel, 2002, p. 38). Research indicates the first five years of a child's life creates the basis for learning development, social interaction and general well being (Arnold, *Coming together for children: a guide to early childhood programming*, 2002). Community libraries, like the Joppa branch, can benefit from their positive relationship with parents and caregivers and demonstrate the skills needed to assist their child's development. "Our job is to help parents and caregivers become aware that talking, reading, observing, interacting, laughing, singing, questioning, and playing are the learning activities that will benefit their child" (Arnold, 2002, p. 30). Currently, the storytime programming contains elements of early literacy but fails to communicate the idea of early literacy techniques to the caregivers. The Teddy Bear Sleepover will establish modeling techniques and help the community understand the importance of the library in the development of a child.

Within Joppa the need for early literacy is necessary due to the large proportion of working families within the library's service area. Currently, 29.4% of Joppatowne's households include at least one child (U.S. Census Bureau, 2000). Of this population, three fourths of children under the age of six have all parents included within the workforce (U.S. Census Bureau, 2000). The need to assist parents and their children with early literacy skills is

especially critical since 12.8% of children below age five are considered within the poverty level for the area (U.S. Census Bureau, 2000). Although, research indicates any social or economic level benefit from the participation in early literacy programming, lower income families need extra efforts to assist child development (Arnold, 2003, p. 51). Storytimes which emphasis early literacy are also needed due to the large percentage of primary caregivers who are grandparents. In the Joppa community, almost one fourth of grandparents are solely responsible for raising of their grandchildren (U.S. Census Bureau, 2000). As a result, many grandparents may not be aware of the relativitly new concept of early literacy and school readiness initiatives.

Programs, like the Teddy Bear Sleepover storytime and future themed programs will emphasis early literacy and will help to improve for the targeted audience within the Joppa library's service area. Similar early literacy efforts in Oregon's Multnomah County Library have resulted in an increase appreciation for the library. The Oregon library system emphasizes programs for children under the age of six and provide sixty developmental appropriate storytimes per week (Arnold, 2002, p. 25). In addition to the benefits to the child's development, the library collection of books for babies and toddlers remains the highest circulated of all collection within the system (Arnold, 2002, p. 25).

Over the past decade, the American Library Association and the National Institute of Child Health and Human Development have stressed the need for libraries to "encourage parents and caregivers to actively participate in their children's literacy development" (Arnold, 2003, p. 48). The Joppa library's staff obligation to respond to the national effort for increasing school readiness for children under the age of six can no longer be ignored. Through programs such as the Teddy Bear Sleepover storytime and related future children's programming, the library will help develop the literacy needs of the children within the community.

Intended Results

The Teddy Bear Sleepover's first goal is much the same as any related storytime program's goal of encouraging the appreciation for reading in the life of young patrons. By creating fun and entertaining programs related to books, the library hopes the "love" of reading is ingrained into the program participant's future. In addition, the library hopes this appreciation results in the increase of circulation of library materials and specifically materials within the picture book collection.

However, the most important goal is to introduce caregivers and their children to early literacy techniques, which will help in overall development of the child. In conjunction with the appreciation of reading, the library hopes to address the lack of educational resources for the very young and create programs to enrich their learning environment. The branch already contains the unique collection of puppets, storybook pals, and educational toys called the Learning and Sharing Collection, which assist with the development of the preschoolers. However, Teddy Bear Sleepover program will increase caregiver's knowledge of this resource and provide information on additional resources to practice early literacy techniques outside of the library environment.

Furthermore, by offering such programs the library hopes to establish positive relationships between the library and families within the community. The library anticipates families will recognize the many benefits the library has to offer, including resources beyond books, and routinely visit the library as a family. This will also help to meet the goal of increased attendance during the branch's programming. The Joppa library has the optimistic goal of creating a lifelong partnership with their youngest patrons, which will continue for years to come.

Teddy Bear Sleepover Storytime Goals and Objectives

Goals/Outcomes	Objectives	Activities that Foster the Goal/Outcome	Resources/Input Needed
1. Encourage appreciation of reading by preschool age patrons and their caregivers.	Increase circulation of picture books and participation during children storytime programming by families with preschoolers in 2011.	Librarian will create a display featuring stuffed animals and corresponding sleepover and/or bear themed book bundles for patrons to check out.	Librarian Books Identifying Tags for Bundles, Ribbon
		Librarian will incorporate a variety of activities to encourage participation by preschoolers and caregivers including Flannel board rhymes, songs and entertaining read aloud books during program.	Librarian Books Flannel board and Flannel board Props Copy of Rhymes and Songs
		Librarian will provide age appropriate booklist with related titles at storytime featuring future events.	Librarian Paper, Book Titles
2. Provide caregivers and children under the age of six located within the	Incorporate early literacy education to caregivers of	Information staff will demonstrate	Information Staff Librarians Books and Related Library Resources

<p>community with library resources in preparation for kindergarten.</p>	<p>children below the age of six during all storytime programming over the next year (starting in January 2011).</p>	<p>early literacy techniques of print motivation, vocabulary, print awareness, letter knowledge, narrative skills, and phonological awareness during Teddy Bear Sleepover storytime, including the use of repetitive rhymes and songs.</p>	<p>(puppets, flannel boards, etc.)</p>
		<p>Librarians will provide additional handouts outlining Early Literacy techniques to incorporate while reading to children for caregivers outside of the library.</p>	<p>Librarians Marketing Personnel Paper Printing</p>
<p>3. Establish positive relationship between library staff and families within the community.</p>	<p>Increase library presence within the surrounding service area in regards to families with children under the age</p>	<p>Information staff will identify potential participants of Teddy Bear Sleepover and offer promotional bookmark to</p>	<p>Information Staff Promotional Bookmark Teddy Bear Stickers Printing</p>

	of six during the year (2011).	the caregiver and sticker to child.	
		Library Associate will prepare nametags for participants and call on children by name during event.	Library Associate Construction Paper, Ribbon Markers
		Library Associate will photograph stuffed animal by the participants favorite book and present to child upon retrieval of stuffed animal the following day.	Library Associate Camera Stuffed Animals (Participants)
4. Enhance attendance of Library programs for the Joppa branch.	Increase promotion of library events within the branch and community for the next six months.	Librarian will post Marketing Department created flyer for event on upcoming event board and throughout library.	Librarian Marketing Department Promotional Flyer
		Information staff will promote upcoming program during all branch events.	Information Staff Monthly Newsletter
		Children's Librarian will visit area daycares and preschools two weeks before	Children's Librarian Marketing Personnel Monthly newsletter

		the Teddy Bear Sleepover storytime to distribute programming flyer and HCPL newsletters to staff and caregivers.	
		Circulation staff will actively promote registration of programming at check out with branch-produced bookmarks.	Library Associate Bookmarks/Postcards

Project Activities

In order to meet the goals and objectives for the Teddy Bear Sleepover program the completion of several activities need to occur prior to the actual day of the event. Division of activities includes the following stages: Development, Planning, Execution, and Evaluation. The timeline of events primarily follows the following list of activities.

Development Stage

1. Determine date within the parameters of branch's programming calendar
 - a. This includes receiving approval by Branch Manager and accessing of the meeting room calendar to ensure the date is not filled.
 - b. Be aware of holidays and branch closures

2. Submit program details to Systemwide Online Event Calendar
 - a. Include details such as date, time, and description of event, registration information, and intended audience
3. Establish goals and objectives according to branch and library system mission statement
4. Organize Publicity for Event
 - a. Submit promotional material request to Marketing Department for Joppa Branch Headlines and Happenings program newsletter, promotional flyer, and bookmarks
 - b. Arrange times for visitation of area daycares and Good Shepherd Preschool
 - c. Request extra copies of Headlines and Happenings for daycares and preschool distribution form Marketing Department
 - d. Inform branch staff of program details including information on registration details and internal promotion efforts

Planning Stage

1. Develop rough outline of program activities
 - a. Pay special attention to the inclusion of Early Literacy techniques
2. Search professional resources for program ideas including ideas that emphasis Early Literacy
 - a. Includes internet searches, accessing storytime collection resources and consulting Early Literacy Manual

3. Request Early Literacy handouts from Marketing Department
4. Create age appropriate booklist with suggested titles from display and day of program
5. Develop book display in Children's Department incorporating promotional materials
 - a. Program Flyers, Early Literacy Handouts, Themed Book Bundles
6. Finalize Program outline including rhymes, songs, flannel board, craft, and book selection
7. Create rhymes and song handout for caregivers
8. Prepare Registration signup sheet
 - a. Include column for participants name, age and phone number and where participant found out about event
9. Purchase materials for program's craft
 - a. Construction Paper, Stickers, Glue Sticks
10. Create Certificates of Competition for photograph
11. Create nametags for participants
12. Ensure camera is in working order and has sufficient memory for photographs

Execution Stage

1. Day before the event, reminder call to caregivers /participants

- a. Remember to state stuffed animals will remain in library overnight
2. Prepare meeting room for program
 - a. Includes setting up of chairs, tables, flannel board, and display of handouts (Early Literacy and booklist)
 - b. Place blanket on floor for children
 3. Review final outline of activities and selection of books
 4. Begin PROGRAM
 - a. Greet children and follow outline (Appendix A)
 5. After PROGRAM
 - a. Take photographs of each stuffed animal reading participants favorite book(s)
 - b. Gather stuffed animals and place in meeting room
 6. Print Photographs and attach to certificate with stuffed animal
 7. Disassemble display and clean meeting room
 8. Prepare stuffed animals for retrieval
 - a. Call participants who do not retrieve animal the following day

Evaluation Stage

1. Informally survey caregivers about the success of the program when they return to

retrieve stuffed animals

2. Record caregiver and personal reflection in information file for future events
3. Discuss branch reflections during Branch Information Services Meeting and Branch Meeting
4. Collect Registration signup sheets for file
5. Create formal survey about Early Literacy techniques and send to participants via email or mail after 6 months
6. Compare statistical data in regards to Picture Book Circulation, Registration Information, and Survey Results

Scheduling and Resources

Deadline	Activity	Resources
September 2010	Determine date within the parameters of branch's programming calendar	Librarians Branch Manager Programming Calendar
September 7, 2010	Submit program details to Systemwide Online Event Calendar	Librarian Computer
October 2010	Establish goals and objectives according to branch and library system mission statement	Librarian
October 2010	Submit request for Promotional materials	Librarian Marketing Department Marketing Request Form Printing

December 2010	Arrange times for visitation of area daycares and Good Shepherd Preschool	Librarian Telephone
January 6, 2011	Send email explaining program details to branch staff	Librarian Branch Staff Computer Email
November 2010	Develop rough outline of program activities	Librarian
November 2010	Search professional resources for program ideas including ideas that emphasis Early Literacy	Librarian Books Computer Internet
November 2010	Request Early Literacy handouts from Marketing Department	Librarian Marketing Department Early Literacy Handouts
December 2010	Create age appropriate booklist with suggested titles from display and day of program	Librarian Books Computer Paper Printing
December 28, 2010	Develop book display in Children's Department incorporating promotional materials	Librarian Display Materials Books Handouts
December 2010	Finalize Program outline including rhymes, songs, flannel board, craft, and book selection	Librarian Books Computer Paper Printing
January 2011	Create rhymes and song handout for caregivers	Librarian Computer Printing
January 10, 2011	Prepare Registration signup sheet	Librarian Computer Printing

mid January	Purchase materials for program's craft	Librarian Construction Paper Yarn Stickers Crayons Glue Sticks
mid January	Create Certificates of Completion	Librarian Computer Printing
mid January	Create nametags for participants	Librarian Tags Markers Ribbon
January 2011	Ensure camera is in working order and has sufficient memory for photographs	Librarian Camera Memory Card
January 24, 2011	Place reminder call to caregivers /participants	Librarian Telephone Registration Sheet
January 25, 2011	Prepare meeting room for program	Librarian Meeting Room Chairs Tables Books Craft Materials Blanket
January 25, 2011	Review final outline of activities and selection of books	Librarian Program Outline Flannel board/Props Handouts Books
January 25, 2011	Complete program according to outline	Librarian Participants Program Outline Flannel board/Props Handouts Books

January 25, 2011	Take photographs of each stuffed animal reading participants favorite book(s)	Librarian Participant's Stuffed Animals Books Camera Memory Card
After program	Gather stuffed animals and place in meeting room	Librarian Participant's Stuffed Animals Meeting Room
January 26, 2011	Print Photographs and attach to certificate with stuffed animal	Librarian Certificate of Completion Photographs Photo Mount Stickers
January 26, 2011	Disassemble display and clean meeting room	Librarian Meeting Room Display Materials Handouts Books
January 26, 2011	Prepare stuffed animals for retrieval	Librarian Information Staff Participant's Stuffed Animals Certificate of Completion Nametags
January 26, 2011	Informally survey caregivers about the success of the program	Librarian Caregivers Paper
January 26, 2011	Collect Registration signup sheets for file	Librarian Registration Sheets
February 2011	Record caregiver and personal reflection in information file for future events	Librarian Program File Paper

February 2011	Discuss event at branch meeting	Librarian Branch Staff Program File Paper
February 2011	Create formal survey about Early Literacy techniques	Librarian Branch Manager Computer Paper Program File Registration Sheets
January 2012	Compare statistical data in regards to Picture Book Circulation, Registration Information, and Survey Results	Librarian Circulation Statistic Reports Survey Results Registration Sheets

Outcomes-Based Evaluation Planning Table for Teddy Bear Sleepover Program

Goals/Outcomes	Inputs	Activities	Outputs	Outcome Targets	Outcome Indicators
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Encourage appreciation of reading while increasing picture book circulation by preschool age patrons and their caregivers.

Librarian
 Display Materials
 Books
 Flannel board
 Flannel board Props
 Song Handouts
 Booklist

Librarian will create a display to promote event including book bundles

Librarian will incorporate a variety of activities to encourage participation by preschoolers and caregivers including Flannel board rhymes, songs and entertaining read aloud books during program.

Librarian will provide age appropriate booklist with related titles at storytime featuring future events.

Increased number of preschoolers and caregivers checking out picture books.

15 % increase in picture book circulation for the year.

Librarian will compare picture book circulation statistics for the previous year to current statistics using circulation reports for the branch.

<p>Provide caregivers and children under the age of six located within the community with library resources in preparation for kindergarten.</p>	<p>Librarian Books Handouts</p>	<p>Information staff will demonstrate early literacy techniques during Teddy Bear Sleepover storytime, including the use of repetitive rhymes and songs.</p> <p>Librarians will provide additional handouts outlining Early Literacy techniques to incorporate while reading to children for caregivers outside of the library.</p>	<p>25 children and 20 adults program attendees at Teddy Bear Sleepover per quarter (20 themed storytimes per year)</p>	<p>10% increased awareness of Early Literacy techniques.</p>	<p>Librarians will email/mail survey evaluations to all participants from throughout the year asking to name Early Literacy techniques used outside the library.</p>
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Establish positive relationship between library staff and families within the community.

Information Personnel
Promotional Bookmarks
Stickers
Nametags
Camera

Information staff will identify potential participants of Teddy Bear Sleepover and offer promotional bookmark to the caregiver and sticker to child.

Librarian will prepare nametags for participants and call on children by name during event.

Librarian will photograph stuffed animal by the participants favorite book and present to child upon retrieval of stuffed animal the following day.

25 children and 20 adults program attendees at Teddy Bear Sleepover per quarter (20 themed storytime programs per year)

50% of storytime participants will return for an additional storytime event each quarter.

Librarians will monitor registration signup sheets and note repeat participants during each quarter.

Enhance attendance at library children's programs for the Joppa branch.	Marketing Personnel Library Staff Hours HCPL Newsletters Program Flyers and Bookmarks	Promote upcoming programs during all branch events Visits to area daycare and preschool centers two weeks prior to event Circulation promotion of programming at check out	25 children and 20 adults program attendees at Teddy Bear Sleepover per quarter (20 themed storytime programs per year)	25% increase in attendance per quarter.	Librarians will track registration signup sheets, noting attendance per session and how the participant found out about the event.
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Program Budget

Teddy Bear Sleepover Expense Budget

HCPL-Joppa Branch: January 25, 2011

Expense	Budget	Notes
Office Supplies (paper, pens, adhesive, etc.)	\$25.00	
Cardstock	\$10.00	
Craft Supplies (construction paper, glue sticks, ribbon, etc.)	\$20.50	
Flannelboard/Props	\$40.95	\$21.00 for Flannelboard/\$19.95 for Teddy Bear Flannelboard Set
Certificates of Completion	\$3.99	\$3.99/package of 25
Photographs	\$2.50	\$.20/photograph @ 25 participants
Photocopies/Printing	\$13.50	\$.09/photocopy @ 150 copies
Phone, Fax, Postage	\$20.00	
Subtotal	\$136.44	
Librarian Salaries	\$3,600.00	\$36,000 Base Salary @ 10%
Fringe Benefits @ 38%	\$1,368.00	Fringe Benefits equal 38% of Base Salary @ \$36,000
Subtotal	\$4,968.00	
Organizational Overhead @ 21%	\$28.65	Overhead equals 21% of Non Salary Expenses
TOTAL	\$5,133.09	

Recommended Resources for Storytime Development

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Appendix A: Teddy Bear Sleepover Storytime Plan

Ages: 3-Pre K

Featured Early Literacy Skills to Model During Storytime:

- Print Motivation (making reading fun by using funny voices or expressions)
- Print Awareness (opportunities to run a finger under the print in books – especially when introducing the title);
- Vocabulary (being aware of unusual words used in books and rhymes that you may need to explain);
- Narrative Skills (asking the children questions);
- Phonological Awareness (rhymes and songs);
- Letter Knowledge (point out any large letters in books or prominent sounds in rhymes).

Welcoming Statement:

Welcome to storytime! Tonight is a very special night at the Joppa library, as we are going to have a TEDDY BEAR SLEEPOVER! I hope all your friends are ready for their adventures later tonight but first we will have some fun with a few bedtime stories, rhymes and a craft to help your friend be comfortable tonight. So let's get in the mood for our Teddy Bear adventure by singing the BEAR SONG.

Opening Song:

Bear Song

Sung to: "Row, row, row your boat"

Hug, hug, hug your bear
 Squeeze him very tight
 Hold him high
 Help him fly
 Then hug him once more.

Introduce Teddy Bears:

Now that our friends are ready for our storytime, let's go around the room and see who we have with us tonight. I will start with my friend Snoopy who has been with me for many, many years. Let us start with...

(Ask child to stand up and tell his/her name and his/her friend's name)

Well, it looks like we have a great group of friends tonight, let us sit back down, and we can read our first story.

Book: *Sleepover Larry* by Daniel Pinkwater

Has anyone ever been to a sleepover before? Well, we will read Daniel Pinkwater's tale of how Larry, the polar bear planned for his very first sleepover!

❖ READ BOOK

Maybe tomorrow night when you return to pick up your friend, he will tell YOU how to host a sleepover, just as Larry did in this book.

Flannel board Rhyme:

Ten Little Teddy Bears Sleeping in a Bed

Next, we are going to recite a rhyme and I need help from our parents in the back. The handout has the rhyme and I hope you will join in on the fun as I tell you about the Ten Little Teddy Bears Sleeping in a Bed!

Ten little teddy bears sleeping in the bed,
Five at the foot and five at the head.
One little teddy said, "This bed is TOO full!"
So he grabbed the blanket and started to pull.
He pulled and he pulled and he pulled some more,
Until two little teddies went BOOM to the floor!

(Make pulling motions with PULL and clap with the BOOM)

Eight little teddy bears sleeping in the bed,
Five at the foot and three at the head.
One little teddy said, "This bed is TOO full!"
So he grabbed the blanket and started to pull.

He pulled and he pulled and he pulled some more,
Until one little teddy went BOOM to the floor!
Seven little teddy bears sleeping in the bed,
Four at the foot and three at the head.
One little teddy said, "This bed is TOO full!"
So he grabbed the blanket and started to pull.
He pulled and he pulled and he pulled some more,
Until two little teddies went Boom to the floor!

Five little teddy bears sleeping in the bed,
Four at the foot and one at the head.
One little teddy said, "This bed is TOO full!"
So he grabbed the blanket and started to pull.
He pulled and he pulled and he pulled some more,
Until four little teddies went Boom to the floor!

One little teddy bear sleeping in the bed,
Zero at the foot and one at the head.
This little teddy said, "This is not right!
I don't want to sleep alone tonight!"

So...

One little teddy bear sleeping in the bed,
Zero at the foot and one at the head.
This teddy said, "This bed is NOT full!"
So he put out his paw and started to pull.
He pulled and he pulled and he pulled some more,
Until four little teddies climbed up from the floor!

Five little teddy bears sleeping in the bed,
Four at the foot and one at the head.
One little teddy said, "This bed is NOT full!"
So he put out his paw and started to pull.
He pulled and he pulled and he pulled some more,
Until one more teddy climbed up from the floor!

Six little teddy bears sleeping in the bed,
Four at the foot and two at the head.
One little teddy said, "This bed is NOT full!"

So he put out his paw and started to pull.
 He pulled and he pulled and he pulled some more,
 Until one little teddy climbed up from the floor!

Seven little teddy bears sleeping in the bed,
 Four at the foot and three at the head.
 One little teddy said, "This bed is NOT full!"
 So he put out his paw and started to pull.
 He pulled and he pulled and he pulled some more,
 Until three little teddies climbed up from the floor!

Ten little teddy bears sleeping in the bed,
 Five at the foot and five at the head.
 One little teddy said, "This is JUST right!"
 So ten little teddy bears said, "Good Night!"

Book: *A Bedtime for Bear* by Bonnie Becker

Now that was certainly a funny way to go to bed with lots of moving around, right?
 In our next book called *A Bedtime for Bear* by Bonnie Becker we will see how Bear likes
 to have total quiet when he goes to bed, that is until Mouse shows up for a Sleepover.

❖ READ BOOK

So in the end, everything worked out for Bear and his friend Mouse.

Book: *Hush Little Polar Bear* by Jeff Mack

We have one more book, which will allow our friends to prepare for their night in the library.
 The title of this book is *Hush Little Polar Bear* by Jeff Mack.

❖ READ BOOK

Since our friends are ready for bed, we need a place for them to sleep tonight. Let us
 stand up and walk slowly over to the tables in the back of the room.

Craft:

Make and Decorate "Sleeping Bags" out of construction paper for our stuffed animals

Does anyone know what a sleeping bag is? (Discuss directions to make bag)

Tuck Our Friends into Bed:

Okay, it is now time to put our friends to bed out in the Children's Department. I would like you to think of your favorite book and keep this in mind as we head out into the library.

Now, if everyone has a book in mind, let's try to place our friend near this author or book. We might need our parents/grandparents to assist.

Once you have found your spot and have tucked him or her in, place your nametag on your friend and gather around me in a circle, so we can say good night to our friends.

Closing Action Rhyme:

Please follow along with my motions of the Teddy Bear Song and parents as always, please join in!

Teddy Bear Song

Teddy bear, teddy bear, turn around
 Teddy bear, teddy bear, touch the ground
 Teddy bear, teddy bear, reach up high
 Teddy bear, teddy bear, touch the sky
 Teddy bear, teddy bear, bend down low
 Teddy bear, teddy bear, touch your toes
 Teddy bear, teddy bear, go upstairs
 Teddy bear, teddy bear, turn out the light
 Teddy bear, teddy bear, say goodnight

Now we will say goodnight! Remember to return tomorrow, so you can hear ALL about what happens at the library when we turn out the lights from your friend. He or she may just have something for you when you return tomorrow.

(Remind parents to return between 10 am- 8pm to pick up their child's friend.)

Teddy Bear Bedtime Stories book. Read reviews from world's largest community for readers. Perfect for reading together, here's a series of stories and rh... Goodreads helps you keep track of books you want to read. Start by marking "Teddy Bear Bedtime Stories (Storytime Books)" as Want to Read: Want to Read saving... | Want to Read. Currently Reading. Read. Teddy Bear Bedtime Sto by Cass Hollander. Other editions. So, this week's storytime theme was "Stuffed Animal Storytime & Sleepover". At last week's storytime (and on the library's website, Facebook, and Twitter accounts) I alerted the parents/caregivers about the twist on our regular storytime to make sure their child brought a stuffed animal with them. It drew quite the crowd, and almost every single child brought a stuffed friend. The children sat with their stuffed animals and listened to stories about sleepovers and bedtime, they made a Sleepy Star Mobile craft together, and then when it was time to go, made a tag with their name and their s Storytime Schedule. Teddy Bear Sleepover. July 17, 2014 at 6:00 pm Becky Leave a comment. Thursday, July 17, 2014. Books. Found by Salina Yoon If You Were a Panda Bear by Wendell & Florence Minor One More Hug for Madison by Caroline Jayne Church Polly's Pink Pajamas by Vivian French, illus. by Sue Heap. Music. Movement Rhyme: Teddy Bear, Teddy Bear Teddy bear, teddy bear wake up now. (Stretch arms) Teddy bear, teddy bear take a bow. (Bow) Teddy bear, teddy bear dance on your toes. (Dance on your tip toes) Teddy bear, teddy bear touch your nose. (Touch your nose) Teddy bear, teddy bear turn around. (Turn around in a circle) Teddy bear, teddy bear touch the ground. (Bend over and touch floor) Teddy bear, teddy bear touch your shoe.