

SENSEATIONAL STORYTIME MANUAL

A handbook containing storytime planning cards including songs, rhymes, group activities, sensory exploration, and crafts appropriate for children with sensory/special needs.



SENSORY STORYTIME MANUAL

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PRINTING

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**To the families of
El Dorado County
who read to their
children each and
every day**

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FOREWORD

It is the goal of our Library system to provide services for all young children, and we are passionate about meeting their needs. A very special group that needs libraries to help them have access to services is our children with sensory and/or special needs. It is very scary and challenging for these families to brave the trials and tribulations of public interaction and it is our responsibility to make these interactions as positive and rewarding as possible.

Therefore, we have created this storytime handbook for the libraries, schools, childcare sites and families who like to have an educated and developmentally-appropriate approach to doing storytime with these precious children. We hope you will find it as rewarding as we have, and we know your families will relish the opportunity to have a safe, appropriate community engagement with support, and without judgments. Please feel free to contact us with your comments, questions and experiences as you utilize this resource at carolyn.brooks@eldoradolibrary.org or visit our website at www.eldoradolibrary.org.

Carolyn Brooks
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CHAPTER ONE:

BACKGROUND & RESEARCH

BACKGROUND & RESEARCH

INTRODUCTION

SenseSational Storytime is an hour-long interactive storytime program for children with sensory needs or who are on the autism spectrum. Each element is specifically chosen to accommodate particular sensory needs while still educating and encouraging development of skills. The aim of SenseSational Storytime is to meet the needs of underserved members of the community by providing a safe, comfortable learning environment for children with SPD and their families. To achieve this, it is important to understand the nature of SPD and how it affects children and families.

SenseSational Storytime incorporates traditional storytime elements such as songs, rhymes, and read-alouds, as well as movement, group activities, and sensory exploration in order to create an ideal learning and playing environment for children with sensory needs.

WHAT IS SENSORY PROCESSING DISORDER?

Sensory Processing Disorder (SPD) is a complex disorder of the brain which affects the way sensations are experienced and organized. SPD is a blanket term referring to numerous different types of sensory processing disorders. Individuals with SPD may be easily overwhelmed by stimuli, seek out more sensory stimuli, or have difficulty understanding or discerning certain types of stimuli.

Sensory Modulation Disorder is a form of SPD which manifests as over- or under-responsivity to sensory stimuli. Individuals with SMD may cover their ears to avoid loud or unpleasant noises, or may be overwhelmed by strong smells. SMD may also cause some to be quiet and/or passive, with poor body awareness or control. Those with SMD may not react to temperature or to injuries. Some with Sensory Modulation Disorder may also have signs of **Sensory Craving**, or an insatiable desire for sensory input. Those with Sensory Craving are often in constant motion, crashing, bumping, and jumping. They may often invade personal space.

Sensory-Based Motor Disorder can manifest as **Dyspraxia** (a difficulty or inability to perform certain tasks, particularly goal-oriented tasks). Individuals with Dyspraxia may have difficulty forming ideas or goals, as well as planning a sequence of events. Dyspraxia can also affect a person's ability to perform new motor tasks.

Sensory-Based Motor Disorder can also affect posture, including the ability to stabilize the head or body during movement or at rest. This is known as **Postural Control Disorder**, which can also render some unable to maintain positions.

Sensory Discrimination Disorder is a poor ability to interpret or give meaning to specific qualities of stimuli. Individuals with sensory Discrimination Disorder may have difficulty discerning certain letters from one another (e.g., p and q) or similar sounds (e.g., cat and cap). People with Sensory Discrimination Disorder also have difficulty judging size and shape by feel (e.g., "do I feel a quarter or a dime in my pocket?"). They may also struggle with spatial/

SENSORY PROCESSING DISORDER (SPD) AFFECTS THE WAY SENSATIONS ARE EXPERIENCED AND ORGANIZED.

SENSORY MODULATION DISORDER:

- OVER- OR UNDER-SENSITIVITY TO SENSORY STIMULI
- LOUD NOISES, STRONG SMELLS CAN BE OVERWHELMING
- CAN CAUSE QUIETNESS/PASSIVITY
- POOR BODY AWARENESS/CONTROL
- MAY NOT REACT TO TEMPERATURE OR INJURY
- SENSORY CRAVING CAN CAUSE A NEED FOR CONSTANT MOTION
- OFTEN INVADE PERSONAL SPACE

SENSORY-BASED MOTOR DISORDER:

- DIFFICULTY PERFORMING GOAL-ORIENTED TASKS
- DIFFICULTY FORMING IDEAS OR PLANNING EVENTS IN SEQUENCE
- DIFFICULTY WITH NEW MOTOR TASKS
- AFFECTS POSTURE AND STABILITY

SENSORY DISCRIMINATION DISORDER:

- DIFFICULTY INTERPRETING OR IDENTIFYING STIMULI
- DIFFICULTY DISCERNING VISUALLY SIMILAR LETTERS
- DIFFICULTY JUDGING SIZE & SHAPE BY FEEL
- HARD TO DISCERN SIMILAR SOUNDS
- POOR SPATIAL AWARENESS

BACKGROUND & RESEARCH

1 IN 6 CHILDREN HAVE
SYMPTOMS OF SPD.

SOR CAN BE CAUSED BY
GENETIC OR ENVIRONMENTAL
FACTORS.

SPD OFTEN OCCURS
INDEPENDENTLY OF OTHER
MENTAL DISORDERS.

directional awareness (e.g., “Am I falling to the side or backwards?”).

PREVALENCE OF SPD

In a study of children born between July 1995 and September 1997 in the New Haven, CT area, 16% of 7 to 11 year olds have symptoms of SPD-SOR (Ben-Sasson et al., 2009). That is the same as 1 in 6 children. An earlier study in younger children (Ahn et al., 2004) found a prevalence of 5%, which is 1 in 20 children.

RISK FACTORS

Several groups (Ben-Sasson et al., 2009; Keuler et al., 2011; May-Benson et al., 2009; Schneider et al., 2007, 2008, 2009; Wickremasinghe et al. in press) suggest the following are possible risk factors associated with SPD:

- Low birth weight (less than 2200 grams)
- Prematurity (less than 36 weeks gestation)
- Prenatal complications
- Maternal stress
- Maternal illness
- Maternal use of medications
- Delivery complications
- Assisted delivery methods
- Ethnic minority
- Living with a single parent
- Lower socioeconomic status

Schneider’s group (Schneider et al., 2007, 2008, 2009; Moore et al., 2008) working with non-human primates provided corroborating evidence. They found that SPD-SOR was associated with maternal stress during gestation, drug and/or alcohol use by mothers during pregnancy, and postnatal lead exposure. PET scans revealed up-regulation of D2-receptor binding that correlated with increased behavioral withdrawal responses to tactile stimuli. This supported the hypothesis that neurophysiologic factors contribute to the expression of SOR behavior. Studies also suggest a possible genetic susceptibility for tactile and auditory SOR (Goldsmith et al., 2006).

SPD AND OTHER MENTAL DISORDERS

SPD, like other DSM-IV recognized disorders such as ADHD and depression, can occur together with other mental disorders, but SPD quite often occurs alone, in the absence of other disorders.

Separate research groups, in different areas of the USA, have reported that many individuals with SPD-Sensory Over-Responsive (SOR) symptoms do not have other disorders:

- 75% of individuals with SPD-SOR evaluated in CT (Carter et al., 2011)
- 58% of individuals with SPD-SOR evaluated in WI (Van Hulle et al., 2012)
- 37 to 67% of preschoolers with SPD-SOR in IL (Gouze et al., 2012)
- 80% of those with SPD-SOR in CT do not meet DSM criteria for ADHD (Ben-Sasson et al., in preparation).

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CHALLENGES FOR INDIVIDUALS WITH SPD

Individuals with SPD-Sensory Over-Responsivity (SOR) have been reported to be 4 times more likely to also have internalizing problems (e.g., anxiety) and 3 times more likely to have externalizing problems (e.g., aggression; Ben-Sasson et al., 2009).

Children with SPD-SOR have been reported to have impaired participation in daily life activities (e.g., lower levels of activities, reduced frequency of activities, less enjoyment of activities) with a direct relationship between severity of sensory symptoms and degree of activity impairment (Bar-Shalita et al., 2008).

Additionally, adults with SPD demonstrate social-emotional difficulties and impairments in quality of life (e.g., increased symptoms of anxiety, decreased sense of vitality, decreased social functioning, decreased general health, and increased bodily pain; Kinnealey et al., 2011).

DIFFERENTIATING SPD FROM OTHER CONDITIONS

Several studies have shown that children with SPD-SOR have different physiological (i.e., electro dermal) responses to sensory stimuli compared to typically developing control children (McIntosh et al., 1999; Miller et al., 2012; Schoen et al., 2009) as well as children with autism spectrum disorders (Schoen et al., 2009) and ADHD (Miller et al., 2001). In particular, children with SPD-SOR were reported to have an increased number of and larger electro dermal responses to sensory stimuli as well as slower rates of habituation compared to typically developing control children (McIntosh et al., 1999). Additionally, children with SPD-SOR had greater levels of baseline arousal and higher reactivity in response to sensory stimuli than children with autism spectrum disorders (Schoen et al., 2009).

THE PHYSIOLOGICAL BASIS OF SPD

Studies suggest that children with SPD-SOR have different neurophysiological (i.e., brain) responses to sensory stimuli than controls (Brett-Green et al., 2010; Davies & Gavin, 2007; Davies et al., 2009, 2010; Gavin et al., 2011).

- Initial studies demonstrated that multisensory integration (i.e., information from different sensory modalities combining in the nervous system) can be reliably measured in typically developing children and children with SPD (Brett-Green et al., 2008, 2010). Additional findings suggest that the spatial-temporal pattern of both unisensory and multisensory nervous system processing of sensory stimuli is different in children with SPD-SOR than typically developing children (Brett-Green et al., 2010).
- Neurophysiological studies suggest that children with SPD demonstrate less sensory gating and more within-group variability than typically developing control children (Davies, Chang & Gavin, 2009; Davies & Gavin, 2007). Moreover, while sensory gating improves with age in typically developing children, the developmental trajectory in children with SPD is significantly different from the typically developing controls (Davies and Gavin, 2007;

SPD AFFECTS MANY AREAS OF LIFE, INCLUDING SOCIALIZATION AND PARTICIPATION IN ACTIVITIES.

PHYSIOLOGICAL SIGNS OF SPD CAN BE RELIABLY MEASURED AND USED FOR DIAGNOSIS.

BACKGROUND & RESEARCH

PARENT EDUCATION IS AN IMPORTANT ELEMENT OF SPD TREATMENT.

THE GOAL OF TREATMENT IS NOT TO “REPAIR,” BUT TO INSTILL JOIE DE VIVRE (JOY IN LIFE).

SENSORY AND MOTOR ACTIVITIES ARE A MEANS FOR SOCIAL PARTICIPATION, SELF-REGULATION, SELF-ESTEEM, SELF-CONFIDENCE.

SPD AFFECTS A FAMILY’S ABILITY TO SOCIALIZE, AS WELL AS STRESS LEVELS, AND REDUCED FEELINGS OF PARENTAL COMPETENCE.

Davies et al., 2009, 2010). Children with SPD were also found to have decreased ability to regulate sensitivity to changes in frequency and loudness of auditory tones compared to typically developing control children. In this listening task, measures of brain activity correctly classified children with SPD versus typically developing children with 77% accuracy when the sounds were presented while watching silent cartoons and 96% accuracy when no distraction was provided (Davies & Gavin, 2007; Davies et al., 2010; Gavin et al., 2011).

- Studies suggest that boys with SPD have decreased white matter connectivity, particularly in the parietal regions of the brain that distinguish them from typical boys (Owen J & Marco E, submitted).
- Research is also investigating neural mechanisms of normal and impaired sensory modulation and potential pharmacological therapeutic approaches using pre-pulse inhibition paradigms in rat models (Larrauri and Levin, 2010, 2012; Levin et al., 2007). Results suggest that sensory gating deficits may be related to activity of cholinergic glutamergic, and adrenergic receptors (Heath & Picciotto, 2009; Larrauri and Levin, 2010, 2012; Levin et al., 2007).

TREATMENT FOR SPD

Occupational therapy researchers and clinicians have developed effective behavioral treatments for SPD (Miller et al., 2007a, b, c). The most promising intervention that we know of is the STAR model. This model includes the following elements:

- Intensive model (3 to 5 times a week) for a set, relatively short time (e.g., 20 to 40 sessions)
- Priority on parent education (~1 of every 5 or 6 sessions is parents only)
- Multi-disciplinary approach with pediatrician, psychologist, speech/language therapist and occupational therapist
- Intervention model focuses on arousal regulation first, relationships and engagement second, and sensory integration third. The overall goal of treatment is *joie du vivre* (joy in life), not repairing sensory or motor functioning. Sensory and motor activities are a means to an end; the end is 1) social participation 2) self-regulation, and 3) self-esteem & self-confidence.

SPD AND FAMILY

SPD symptoms have been shown to affect individual relationships as well as family engagement in personal and social routines. Differences between families with a child who has SPD and those who have typically developing children include the following for families with SPD:

- Decreased frequency of taking a child with SPD to visit friends or family, to eat in a restaurant, to attend a community gathering
- Parent exhaustion and parenting stress
- Rates of family impairment are greater for families that have children with symptoms of SPD-SOR contributed to family life impairment above and

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beyond concurrent DSM-IV mental health diagnoses, and socioeconomic risk (Carter et al., 2011).

- Reduced feelings of competence in their parenting role (Cohen et al., 2011).

DISORDERS WITH COMORBID SPD

- Examining children with ADHD based on their response to sensory challenge, Lane and Reynolds (Reynolds, Lane & Grennings, 2009) found that cortisol responses to a sensory change differ. Children with ADHD and SOR respond in a manner commensurate with the response of typical children, whereas children with ADHD-only showed a blunted response. This blunted cortisol response had been identified by other investigators *for children with ADHD as a whole*. This finding suggests that the larger group of children with ADHD might be better understood by also examining sensory responsivity; sensory responsivity influenced the cortisol or stress response (HPA activity) to sensory challenge in this population of children.
- Children with both ADHD and SOR more often exhibit anxiety than do children with ADHD, but not SOR, and their level of anxiety was more likely to reach clinically significant levels, as determined by total scores on the Revised Children's Manifest Anxiety Scale (Reynolds & Lane, 2009).
- Links between SOR and anxiety are apparent in children without another diagnosis. Electro dermal children with ADHD if SOR is also apparent (Lane, Reynolds, & Thacker, 2010).
- Examining participation in children with ASD, children demonstrating more frequent Sensory Sensitivity and Sensory Avoiding (Sensory Profile) had significantly lower overall level of competence in activities, social, and school performance (Child Behavior Checklist) (Reynolds, Bendixen, Lawrence, & Lane, 2011).
- In examining the relationship between sleep and SOR in children with ASD and typical children, it was confirmed that children with ASD have a higher prevalence of atypical sensory behaviors and sleep disturbances than typical children. Overall, looking at all children in this study, behavioral and physiological measures were able to predict good sleepers versus poor sleepers with 85.7% accuracy, suggesting that atypical sensory behaviors are important to consider in relation to sleep deficits in children (Reynolds, Lane & Thacker, 2011).
- The relationship between SOR and anxiety was examined in children with ASD, ADHD, and typical development. Path analysis indicated that the magnitude of sensory responsivity mediates the relationship between baseline arousal and attention on one hand, and anxiety and physiologic recovery from sensory challenge on the other. Further, behavioral tools used to measure SOR were not reflective of physiological responsiveness, a mismatch that warrants further investigation (Lane, Reynolds & Dumenci, 2012).

CHILDREN WITH SOR AND ADHD OFTEN HAVE INCREASED ANXIETY LEVELS.

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CHAPTER TWO:

PROGRAMMING

SENSEsATIONAL STORYTIMES: READY TO GO!

INTRODUCTION BY ROBYN CHU MOT, OTR/L

These themed storytime plans are meant to help you jump in and host your own SenseSational Storytime for children with special needs. Each plan includes various books, songs, group activities, sensory exploration ideas, and arts and crafts projects. We chose these themes to help children engage, learn, and feel comfortable. We hope this is a launching point for you and that as you try out new ideas, you will share them with everyone- spreading the joy of learning with others!

Remember, you do not need a special education teaching credential in order to lead a SenseSational Storytime. Let your love of children guide you to connect with these families that have felt isolated and judged. Ask questions. Listen. Be flexible and responsive. Smile.

Sincerely,



Robyn Chu, OTR/L

Robyn Chu, MOT, OTR/L
*Growing Healthy Children
Therapy Services, Inc.*

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ABOUT SENSESATIONAL STORYTIME CARDS

Storytime Cards are designed to help guide childcare providers through storytimes, while allowing them to tailor and adapt each program to suit the individual needs of their personal storytime groups. No two children are the same, and neither are storytellers. Storytime Cards are made to be mixed, matched, and adapted to suit the needs of *your* storytime audience. If your audience seems restless or non-responsive to a certain activity, move past it and on to the next card. Likewise, if the children seem to particularly enjoy an activity, feel free to lengthen or build upon it. Storytime Cards are meant to act as guidelines, not rules.

Cards are color coded by activity type (songs, rhymes, crafts, etc.) for your convenience. Cards should be copied and cut in half at the white line (in the middle of the page), laminated, hole-punched in the upper left-hand corner, and compiled together with cards from the other categories to make an age-appropriate storytime flip guide bound together with a metal ring through the punched hole. You may mix and match the cards, adapting them as it suits your personal style.

SONGS

Turquoise cards contain song lyrics. Songs are an integral part of any preschool storytime. Listening to and participating in music early in life helps children learn rhythm and teaches them a life-long love of music. Rhyming songs aid in the development of phonemic recognition, which is a valuable pre-literacy and early literacy skill. The incorporation of movement into music time improves gross and fine motor development. Music has also been shown to help some children focus and/or relax. Teaching performance can also increase self-confidence in some children.

RHYMES & FINGERPLAYS

Red cards contain rhymes and fingerplays. Just like the rhyming patterns found in children's songs, the patterns in nursery rhymes help children with phonemic recognition. Fingerplays combine this skill with fine motor development. The repetitious nature of nursery rhymes and fingerplays is extremely conducive to the manner in which young children learn.

GROUP ACTIVITIES

Orange cards contain directions for group activities. Group activities engage children socially while helping them to develop valuable skills. Group activity cards incorporate gross or fine motor skills, sensory exploration, creative expression, and even problem solving, all while keeping the children entertained and engaged. Group activities place an emphasis on sharing, teamwork, and community.

SENSORY ACTIVITIES

Purple cards contain directions for sensory exploration activities. Sensory activities are means of play which stimulate one or more of the five senses: taste, touch, smell, hearing, or sight. Stimulation of the senses encourages children to use scientific thinking. Sensory play aids in physical, cognitive, and creative development, and discussing sensory experiences helps with linguistic development.

Sensory exploration is crucial to child development, particularly for children with sensory needs. Both sensory avoidant and sensory seeking children benefit greatly from sensory exploration in a safe, controlled environment. Remember, children should never be forced to take part in a sensory activity. If a child dislikes one sensory experience, make a note of it and try a different activity for your next storytime.

SENSEsATIONAL STORYTIME CARDS

CRAFT ACTIVITIES

Green cards contain directions and lists of materials for craft activities. Crafts and artistic exploration are an excellent means for encouraging creative expression in young children. Crafts can serve as an opportunity to develop fine motor skills, as well as to provide a source of sensory exploration.

Children benefit from learning to follow directions during more goal-oriented craft activities. Many children with sensory needs are more comfortable following directions toward a specific goal than they are participating in an open-ended art exploration activity. However, both are important to implement in a safe, controlled storytime environment.

BOOKS

Blue book cards contain lists of fun, developmentally appropriate read-aloud books great for sharing during storytime. Each storytime theme has a card full of relevant books which you and your storytime attendees will love. Some books are tied directly or indirectly to their relevant activity cards. However, Sensory Storytime is a program designed for customization and personalization, and any appropriate books you choose will be sufficient.

EXTENSIONS

Pink cards contain extension ideas. Extension cards are lists of activities and information meant to be shared with parents and caregivers. Storytime is not just for children; it is an opportunity for parents and childcare providers to share and to communicate with one another, and to improve the resources available to their children. Extension cards can be used to share ideas with the storytime audience as a whole, or to recommend tips to individual parents based on their child's needs and behavior.

ANIMAL FUN STORYTIME CARDS

WHAT IS ANIMAL FUN STORYTIME?

Animal Fun is a storytime theme which incorporates animal-themed play. Imaginary play is a large component of Animal Fun, encouraging children to identify and act out different animal characteristics.

THE DEVELOPMENTAL BENEFITS

- **Cognitive Development:** Activities such as Animal Guessing and Animal Sensory Exploration encourage children to think scientifically and to use problem-solving skills.
- **Fine Motor Development:** Craft activities for Animal Fun Storytime make use of scissor skills and other fine motor movement.
- **Social/Emotional Development:** Animal Fun incorporates imaginary play, which is instrumental to emotional and social development.

THE SENSORY BENEFITS

- **Sensory Discrimination:** Identifying and assigning meaning to different animal sounds will help children practice sensory discrimination.
- **Sensory Craving:** Children craving sensory input will benefit from sensory activities engaging all of the senses.

SKILLS LEARNED

- Activities incorporating animal sounds are helpful in teaching children to associate sounds with words, which is a valuable pre-literacy skill.
- The sensory exploration activities in this themed storytime engage all of the five senses and encourage children to think scientifically about animals.

ANIMAL FUN: BAA BAA BLACK SHEEP

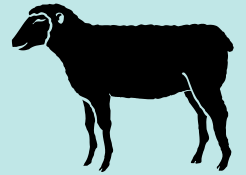
Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full.



Animal Song

SENSORY STORYTIME



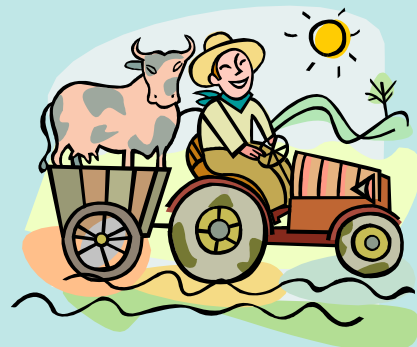
ANIMAL FUN: B-I-N-G-O

There was a farmer who had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

Repeat and clap instead of saying the letters.

Repeat and stomp instead of saying the letters.

Repeat chorus normally to finish.



Animal Song

SENSORY STORYTIME



ANIMAL FUN: OLD MACDONALD

Chorus

Old MacDonald had a farm
E-I-E-I-O
And on this farm he had a duck
E-I-E-I-O
With a quack quack here
And a quack quack there
Here a quack, there a quack,
Everywhere a quack quack
Old MacDonald had a farm
E-I-E-I-O

Verses

And on this farm he had a cow/with a moo moo here...

And on this farm he had a pig/with an oink oink here...

And on this farm he had a horse/with a neigh neigh here...

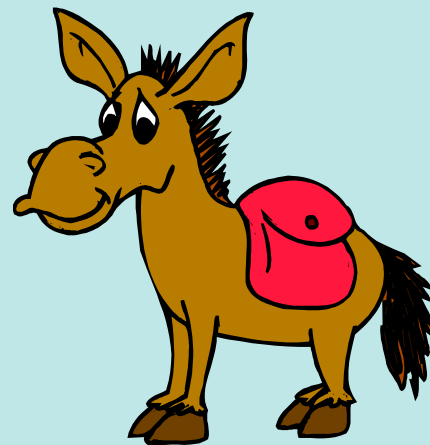
Animal Song

SENSORY STORYTIME



ANIMAL FUN: SWEETLY SINGS THE DONKEY

Sweetly sings the donkey at the break of day;
If you do not feed him, this is what he'll say,
"Hee Haw, Hee Haw, Hee Haw, Hee Haw!"



Animal Song

SENSORY STORYTIME



ANIMAL FUN: ANIMAL GUESSING

Fill a bag with animal puppets.

Select a puppet one at a time and give clues for the children to guess which animal it is.

Clues can include:

- **Describing it physically**
- **Describing the sound it makes**
- **Naming the food it eats**
- **Showing parts of the puppet (feet, ears, etc.)**



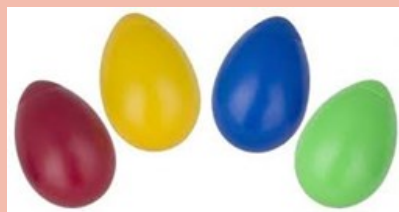
Animal Activity

SENSORY STORYTIME



ANIMAL FUN: EGG SHAKERS

Pass out egg shakers and shake them to the rhythm of different animal songs (see song cards).



Animal Activity

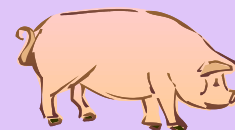
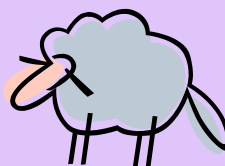
SENSORY STORYTIME



ANIMAL FUN: PLAY SAND

To Assemble:

- Mix flour and baby oil in plastic bin until thoroughly incorporated.
- Add plastic animals to the play sand.



Animal Sensory Activity

SENSORY STORYTIME



ANIMAL FUN: ANIMAL SENSORY EXPLORATION

Gather different animal-based materials for the children to experience with each sense:

Sight:

Show pictures of animals from online or books.

Smell:

Place hay, wood shavings (from a pet store), animal feed, deer corn, etc. in boxes for kids to smell.

Touch:

Use plush animals to create a touch activity.

Sound:

Play recordings of animal noises, such as a bird's mating call, a lion's roar, a bear's growl.

Animal Sensory Activity

SENSORY STORYTIME



ANIMAL FUN: ANIMAL PUPPETS

Materials:

Paper lunch bags	Scissors
Colored paper	Glue
Pens/markers/crayons	Googly eyes

To assemble:

- Using the bottom of the bag as the puppet's face and the point where it folds into the side as the mouth, decorate the bag to look like an animal.
- Cut out paper to make ears, noses, whiskers, spots, etc.
- Encourage children to cut their own pieces in order to exercise their fine motor skills.
- Provide examples of different animals children can make.
(There are many die-cut animal puppets that can be used as well.)

Animal Craft

SENSORY STORYTIME



ANIMAL FUN: CHICKEN & ROOSTER PUPPETS

Materials:

Colored paper	Craft Sticks
Pens/markers	Glue
Scissors	Googly eyes

To assemble:

- Have each child trace their hand onto a red piece of paper twice, then cut them out.
- Cut two small orange triangles and large white circle.
- Glue the handprints to the back of the circle, forming the rooster's comb and wattle (neck protrusion).
- Glue the triangles to the front to form a beak, and a googly eye to finish the face.
- Attach the craft stick to the back of the puppet to finish.

Animal Craft

SENSORY STORYTIME



ANIMAL FUN: ANIMAL MASKS

Materials:

Mask base (printouts, die cuts, or purchased masks)	Markers/Crayons
Colored paper	Glue
Feathers	Scissors
	String

To assemble:

- If necessary, have the children cut out their masks. Then have them choose an animal to make.
- Using paper, feathers, or markers, let them decorate the mask to their satisfaction.
- If necessary, measure out string and attach to make the mask wearable.

Animal Craft

SENSORY STORYTIME



SENSORY: ANIMAL FUN BOOKS

- *Ah Ha!* By Jeff Mack
- *Bark, George* by Jules Feiffer
- *Barnyard Banter* by Denise Fleming
- *Boo Hoo Bird* by Jeremy Tankard
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.
- *Chicken Cheeks* by Michael Ian Black
- *Dear Zoo* by Rod Campbell
- *Dog's Noisy Day* by Emma Dodd
- *Down By the Cool of the Pool* by Tony Mitton
- *Good Night, Gorilla* by Peggy Rathman
- *I Went Walking* by Sue Williams
- *I'm the Biggest Thing In the Ocean* by Kevin Sherry
- *Jump!* By Scott Fisher
- *My Friend, Bear* by Jez Alborough
- *Pete the Cat: I Love My White Shoes* by Eric Litwin
- *Rabbit!* By Rodrigo Folgueira
- *Rosie's Walk* by Pat Hutchins
- *Seven Blind Mice* by Ed Young
- *Stick!* By Andy Pritchett
- *The Cow Who Clucked* by Denise Fleming
- *The Seals on the Bus* by Lenny Hort

Animal Books

SENSORY STORYTIME



BEDTIME STORYTIME CARDS

WHAT IS BEDTIME STORYTIME?

Bedtime Storytime is a storytime theme focused on nighttime routines and bedtime stories.

THE DEVELOPMENTAL BENEFITS

- **Fine Motor Development:** Practicing scissor skills helps to exercise and develop fine motor ability.

THE SENSORY BENEFITS

- **Sensory-Based Motor Ability:** Asking children to describe or plan out their nighttime routines encourages sequential planning skills, which can be very helpful for children with Sensory-Based Motor Disorder.
- Children with sensory needs often have difficulty sleeping or settling for bed. A bedtime storytime can help to make bedtime fun, while teaching parents techniques to make bedtime easier.

SKILLS LEARNED

- Parents will take home new information and ideas about how help their children sleep.
- Activities like Washing Scarves model healthy hygiene habits.

BEDTIME: TWINKLE, TWINKLE, LITTLE STAR

**Twinkle, twinkle, little star
How I wonder what you are**

**Up above the world so high
Like a diamond in the sky**

**Twinkle, twinkle, little star
How I wonder what you are**



Bedtime Song

SENSORY STORYTIME



BEDTIME: TEN IN THE BED

**There were ten in the bed
And the little on said,
“Roll over, roll over”
So they all rolled over and one fell out.**

**Nine!
There were nine in the bed
And the little one said
“roll over, roll over”
So they all rolled over and one fell out.**

[continue counting down]

**One!
There was on in the bed
And the little one said
“Alone at last!”**

Hold up 10 fingers
Hold your hands together to show “little”
Roll hands around each other
Hold up 9 fingers

Hold up 9 fingers

Hold your hands together to show “little”
Roll hands around each other
Hold up 8 fingers

[continue]

Hold up 1 finger

Hold your hands together to show “little”

Bedtime Song

SENSORY STORYTIME

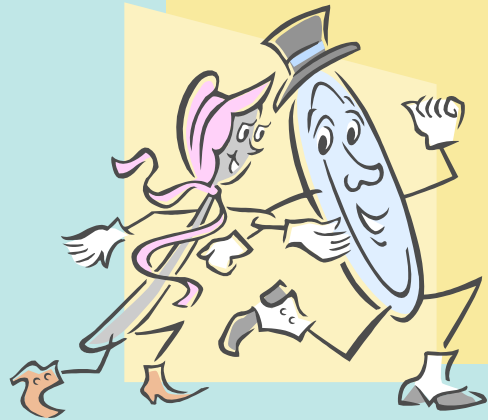


BEDTIME: HEY DIDDLE DIDDLE

Hey Diddle Diddle

The cat and the fiddle
The cow jumped over the moon

The little dog laughed to see such sport
And the dish ran away with the spoon.



Bedtime Song

SENSORY STORYTIME



BEDTIME: TEDDY BEAR, TEDDY BEAR

Teddy Bear, Teddy Bear, turn around!
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, jump 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, turn off the light.

Everybody say, shh!

Teddy Bear, Teddy Bear, say goodnight.

Turn in a circle
Touch the ground
Jump in place
Reach up high
Bend down
Touch your toes
Cover your eyes

Hold up a finger to say "shh!"

Fold hands and pretend to use them as a pillow.

Bedtime Song

SENSORY STORYTIME



BEDTIME: WASHING SCARVES GROUP ACTIVITY

Crumple a scarf in your hands and pretend it's a wash rag. Use this to "wash" different body parts. While you wash, sing:

**This is the way we wash our _____,
wash our _____, wash our _____,
This is the way we wash our _____,
each and every night.**

Ask children for suggestions on different body parts to wash (e.g., hair, arms, toes, etc.). Remind parents that crumpling things like fabric and paper is an excellent fine motor exercise.



Bedtime Activity

SENSORY STORYTIME



BEDTIME: DRAW YOUR DAY

Hand out paper and coloring implements. Ask the children to draw pictures of their day.

As they work, ask them about their day and what their favorite part of the day was. Ask about what they will do or what they want to happen tomorrow.

Encourage the whole family to discuss, as well as children to converse with one another.

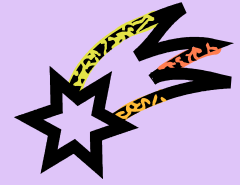


Bedtime Activity

SENSORY STORYTIME



BEDTIME: STAR PLAY DOUGH SENSORY EXPLORATION



In a plastic bin, mix blue play dough with glitter to give it a starry night look.

To engage the children, ask them about how they are experiencing the play dough, and ask them to describe how it feels or smells.

Bedtime Sensory Activity

SENSORY STORYTIME



BEDTIME: GOODNIGHT, MOON FLANNEL BOARD

- Create flannel pieces based off of *Goodnight, Moon* by Margaret Wise Brown.
- Pass flannel pieces out to the children.
- As you read the story, encourage the children to place the flannel pieces accordingly (e.g., when you read “goodnight bears,” ask the child with the bear flannel piece to bring it up to the flannel board).



Bedtime Sensory Activity

SENSORY STORYTIME



BEDTIME: MOVING DIGGER CRAFT

Materials:

Photocopies of digger Crayons/Markers
Brads

To assemble:

- Read *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker.
- Let the children color their diggers as desired. When they are finished, ask them to cut all of the pieces out (younger children may need help from an adult, but remind parents that using scissors is an important skill for children to practice on their own)
- Assemble the digger by using brads to connect each piece at the marked dots.

Bedtime Craft

SENSORY STORYTIME



BEDTIME: NIGHT SKY CRAFT

Materials:

Black or blue paper Glue
Yellow or white paper Scissors
Paper stars (any colors) Glitter (optional)



To assemble:

- Ask the children to cut out a moon from the yellow/white paper. It can be any shape they want (crescent, full, half, etc.)
- Glue the moon to the dark paper, which will function as the sky.
- Add stars and glitter as desired.

Bedtime Craft

SENSORY STORYTIME



SENSORY: BEDTIME BOOKS

- *Chugga-Chugga Choo-Choo* by Kevin Williams
- *Cornelius P. Mud, Are You Ready for Bed?* by Barney Saltzberg
- *Good Night, Gorilla* by Peggy Rathman
- *Goodnight, Goodnight, Construction Site* by Sherri Duskey Rinker
- *Goodnight, Moon* by Margaret Wise Brown
- *How Do Dinosaurs Say Goodnight?* by Jane Yolen
- *Kitten's First Full Moon* by Kevin Henkes
- *Llama Llama Red Pajama* by Anna Dewdney
- *Pajamas Anytime* by Marsha Hayle
- *Papa, Please Get the Moon for Me* by Eric Carle
- *Race You to Bed* by Bob Shea
- *The House in the Night* by Susan Marie Swanson
- *The Napping House* by Audrey Wood

Body Books

SENSORY STORYTIME



BEDTIME: EXTENSIONS

Tips for Parents:

Some children with sensory needs have difficulty sleeping or going to bed at night. Some helpful tips to share with parents:

- Establish a routine for bedtime. Allow transition time that your child can predict each night.
- Participate in quiet activities each night before bed, e.g., a relaxing bath. This will help prepare children for reading a bedtime story together.
- Give your child a massage, with or without lotion.
- Try different textures for sheets and pillows.
- Provide your child with a body pillow for sleeping.

For Sensory Seeking Children:

- Tuck in sheets/blankets tightly.
- Cover him/her with a heavy weighted blanket.
- Use a white noise machine or fan (avoid pointing the fan directly at the child)
- Put a tight T-shirt under your child's pajamas.

For Sensory Avoidant Children:

- Build a tent over the bed to provide isolation/escape from sensory distractions.
- Use a white noise machine or fan (avoid pointing the fan directly at the child)
- Be careful of itchy tags or clothing seams.
- Use loose sleepwear. Try pajamas one size too large.

Chasnoff, Ira J., M.D. "Aristotle's Child: To Sleep... A Parent's Dream." *Psychology Today*. 23 July 2011.

Bedtime Craft

SENSORY STORYTIME



Activities to try at home:

- **Bubble Bath Painting** (see sensory activity card)
- **Scavenger Hunt** (see group activity card)
- **Have a picnic day.** Eat your meals out on the grass. Do this in your backyard, at a park, or multiple parks. Have sensory exploration with the grass, and play by looking for different animals or plants: ants, birds, dandelions, etc.



BODY AWARENESS STORYTIME CARDS

WHAT IS BODY AWARENESS STORYTIME?

Body Awareness Storytime teaches children about their bodies and how to better control and understand them.

THE DEVELOPMENTAL BENEFITS

- **Gross Motor:** Body Awareness Storytime incorporates many body movement activities which exercise gross motor ability.
- **Fine Motor:** The sensory and craft activities included in Body Awareness Storytime are designed to practice fine motor skills through hand exercises such as cutting, scooping, and squishing.

THE SENSORY BENEFITS

- **Postural Control:** Children with Sensory-Based Motor Disorder often struggle with body awareness, which can affect their ability to sit still or to keep their heads stable (known as Postural Control Disorder).
- **Vestibular Stimulation:** Vestibular Sensory Processing is associated with movements affecting a child's inner ear and balance. Movements such as spinning, rolling, or rocking provide vestibular stimulation. Many children crave such stimulation, although some will find too much overwhelming and will avoid it.
- **Olfactory Stimulation:** The Scent Station activity engages the olfactory senses, which are tied to memory.

BODY AWARENESS: HEAD, SHOULDERS, KNEES AND TOES

**Head and shoulders, knees and toes,
Knees and toes.
Head and shoulders, knees and toes,
Knees and toes,
And eyes and ears,
And mouth and nose.
Head and shoulders, knees and toes,
Knees and toes.**

Repeat faster and faster.



Touch each body part as it is named.

Body Song

SENSORY STORYTIME



BODY AWARENESS: HOKEY POKEY

**You put your right foot in
You take your right foot out
You put your right foot in in
And you shake it all about
You do the hokey pokey
And you turn yourself around
That's what it's all about.**

Repeat with different body parts, asking kids for suggestions on what to put in next.

Body Song

SENSORY STORYTIME



BODY AWARENESS: I LIKE ME

To the tune of "Three Blind Mice"

I like me (x2)

So very much (x2)

I can jump up high and touch the sky (x2)

I like me (x2)

Repeat as many times as desired, replacing third stanza with different actions (e.g., I can run faster than a tiger, I can dance and twist).

Point to self

Hug self

Jump in place while reaching up

Body Song

SENSORY STORYTIME



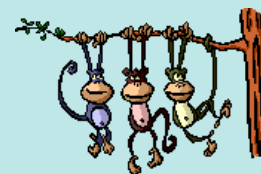
BODY AWARENESS: 3 LITTLE MONKEYS SWINGING

**Three little monkeys swinging in a tree,
Teasing Mr. Alligator can't catch me!
Along came Mr. Alligator quiet as can be,
And snapped that monkey out that tree!**

Two little monkeys swinging in a tree...

**Oh no, watch out little monkey,
For the hungry alligator,
Where can he be?**

One little monkey swinging in a tree...



**No more monkeys swinging in the tree,
They all got away, they're fast as can be.
Along came Mr. Alligator so hungry,
'cause there's no more monkeys in that tree.**



Body Song

SENSORY STORYTIME



BODY AWARENESS: MY TOOTHBRUSH

**I have a little toothbrush
I hold it very tight
I brush my teeth each morning
And then again at night**

Hold hands close together to show “little”
Wrap your arms tightly around yourself
Mime brushing your teeth with one hand
Switch hands

Body Rhyme

SENSORY STORYTIME



BODY AWARENESS: HANDS

**My hands upon my head I'll place,
Upon my shoulders, on my face
At my waist and by my side,
Then behind me they will hide.
Then I'll raise them way up high,
And let my fingers fly, fly, fly,
Then clap, clap, clap them—
One, Two, Three!
How see how quiet they can be.**

Place your hands on your head
Place your hands on you shoulders and face
Place your hands on your waist
Put your hands behind your
back
Raise hands in the air
Wiggle your fingers

Clap on each number
Fold your hands.



Body Rhyme

SENSORY STORYTIME



BODY AWARENESS: MY HEAD

**This is the circle that is my head
This is my mouth with which words are said
These are my eyes with which I see
This is my nose that's a part of me
This is my hat all pretty and red**

Make a large circle with both hands
Point to mouth
Point to eyes
Point to nose
Point to hair
Place hands on head, fingers pointing up and touching

Body Rhyme

SENSORY STORYTIME



BODY AWARENESS: BODY PARTS

Repeat this multiple times, using a different child's name in the blank each time.

**Body parts, body parts,
We've got more than a few.
We even have a few
I bet you never knew.
We can touch the ceiling,
Or even touch your shoe.
Now, _____, show us something we
can try and do.**



Body Rhyme

SENSORY STORYTIME



BODY AWARENESS: MIRROR, MIRROR

- Gather reflective items. Be sure to bring mirrors, but other examples of reflective items include spoons, a toaster, glass items, foil, and water. Station these items around the room.
- Start children out by looking at their reflections in the regular mirrors. Once they have done this, take them around the room to look at their reflections in the other objects.
- Allow the children to explore the reflective items— what happens when they move closer to or further from the object? What happens when they change the angle? What happens when they breathe on it? Let them examine different parts of their reflection: inside of their mouths, their ears, their eyes, etc.
- Ask them questions about how the different reflections compare to one another.

Body Activity

SENSORY STORYTIME



BODY AWARENESS: SCENT STATIONS

- Gather multiple small containers (e.g., film canisters, baby food jars, 8 oz. water bottles, etc.) If the containers are clear, cover with paper and tape. Puncture the lids with a push pin or nail.
- Put a different scented item in each container (e.g., onions, vanilla extract, perfume, coffee grounds, cinnamon, banana, etc.). Use cotton balls for the liquid scents.
- Pass around one container at a time and have the children smell it. Ask them to describe the scent. Ask them if they can identify what each item is by scent. After everyone has had a chance to guess, open the container and show them what it is.

Body Activity

SENSORY STORYTIME



BODY AWARENESS: TEXTURE BOOKS

- On a low table, gather items with different textures (e.g., cotton balls, pipe cleaners, fabric scraps, plastic wrap, foil, bubble wrap, etc.).
- Allow the children to investigate the textures and discuss with them which textures are most similar or most different. Ask them to group similar textures together. Ask questions about their reasoning and encourage the children to work together throughout this process.
- Be sure to encourage the children to talk about the textures. Use texture specific words such as rough, smooth, bumpy, etc.
- After the textures are sorted into groups, help the children to glue, staple, or tape them onto pages. Label each texture type (e.g., rough, smooth, soft, etc.).
- Bind the pages together with a stapler or string and a hole punch. Praise everyone for working together and share the finished product.

Body Activity

SENSORY STORYTIME



BODY AWARENESS: TASTE TESTING

- Gather various foods of different flavors including sour, sweet, salty, and bitter. Possible foods include lemons or lemon juice, candy, chips or trail mix, and cocoa powder*. You will also need cups, paper plates, and hand mirrors. You may also want to print out taste-mapping diagrams from the internet to show which parts of the tongue taste which flavors.
- Put together plates with samples of each food on it. Make one for each child, along with a cup of water.
- Ask the children about their favorite foods and what they like about them. Encourage them to use words related to taste (e.g., sweet, salty, bitter, sour).
- Explain taste buds to the children, and let them use the mirrors to examine their tongues.
- Have the children taste the food samples. Ask them to describe the flavors. With older children, ask them what they think the foods will taste like before they taste.
- After, ask which tastes the children least and most liked.

**Be sure to ask about any allergies before planning this activity.*

Body Activity

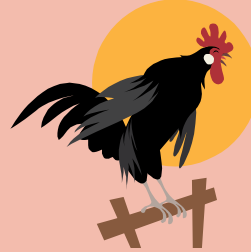
SENSORY STORYTIME



BODY AWARENESS: WASHING WITH SCARVES ACTIVITY

Crumple a scarf in your hands and pretend it's a wash rag. Use this to "wash" different body parts. While you wash, sing:

**This is the way we wash our _____,
wash our _____, wash our _____,
This is the way we wash our _____,
so early in the morning.**



Ask children for suggestions on different body parts to wash (e.g., hair, arms, toes, etc.). Remind parents that crumpling things like fabric and paper is an excellent fine motor exercise.

Body Activity

SENSORY STORYTIME



BODY AWARENESS: SIMON SAYS

Pass out ribbon wands and tell the children to follow instructions, but only when "Simon says." For example, if you tell them "Simon says shake your ribbons," they should do so. If you say "Shake your ribbons," they should not.

Ask them to do different movements, such as Simon Says:

- Shake your ribbons high
- Shake your ribbons low
- Move your ribbons in a circle
- Move your ribbons side to side
- Etc.



Body Activity

SENSORY STORYTIME



BODY AWARENESS: BIRDSEED SENSORY BIN



Fill a plastic bin with birdseed. Scooping items such as paper/plastic cups, spoons, or trowels may also be added.

Let the children explore the birdseed while asking them questions about the experience.

Body Sensory Activity

SENSORY STORYTIME



BODY AWARENESS: SQUISHY FUN

Fill a sensory bin with materials that kids can squish their hands in.

Examples:

- Slime
- Water beads*
- Play dough
- Etc.



**Not recommended for children who still put things in their mouths.*

Body Sensory Activity

SENSORY STORYTIME



BODY AWARENESS: FOOTPRINT WALK

Washable paint
Large sheets/
rolls of paper

Paintbrushes
Shallow dishes/plates
Wet wipes

- Lay out the paper on the floor and fill the dishes with paint.
- Either ask children to step in the paint, or use the paintbrushes to apply paint to the bottoms of their feet.
- Ask the children to walk around on the paper. Ask them to try different movements (e.g., walking, running, hopping, etc.)
- When they are done, help them clean their feet with the wipes.

Body Sensory Activity

SENSORY STORYTIME



BODY AWARENESS: SANDPAPER EXPLORATION

- Take sandpaper in multiple grades and cut out squares. Glue the squares to cardboard or cardstock and make cards.
- Cut smaller pieces from the sandpaper sheets.
- Place the cards and the small strips on a table. Ask the children to explore the textures and to match/compare them.

Body Sensory Activity

SENSORY STORYTIME



BODY AWARENESS: SELF-PORTRAIT CRAFT

Materials:

Paper
Pens/markers/

crayons/colored
pencils

To assemble:

- Ask the children to draw a full-body picture of themselves.
- Ask them questions about their choices as they work.

Body Craft

SENSORY STORYTIME



BODY AWARENESS: MIRROR CRAFT



Materials:

Paper/Cardstock
Aluminum Foil
Glue

Scissors
Markers

To assemble:

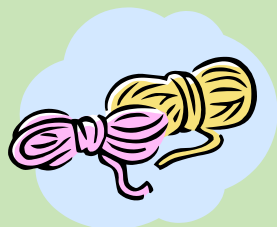
- Make a handheld mirror shape using the cardstock, and use the aluminum foil where the mirror would be.
- Ask the children to draw their faces in the mirror with markers.

Body Craft

SENSORY STORYTIME



BODY AWARENESS: DOLL CRAFT



Materials:

Cutouts of body
shapes
Crayons/Markers
Colored Paper

Yarn
Glue
Googly Eyes
Scissors



To assemble:

- Have each child decorate their cutout to look like themselves. Let them use whichever tools they prefer to decorate it. It does not need to be an accurate depiction of themselves, let them be as creative as they like.

Body Craft

SENSORY STORYTIME



SENSORY: BODY AWARENESS BOOKS

- *Faces* by Shelley Rotner
- *The Five Senses Series* by Maria Rius
- *From Head to Toe* by Eric Carle
- *Giraffes Can't Dance* by Giles Andreae
- *Head, Shoulders, Knees and Toes* by Mike Wohnoutka
- *I Am Me* by Alexa Brandenburg
- *I Like Me* by Nancy Carlson
- *I Like Myself* by Karen Beaumont
- *If You're Happy and You Know It* by Jane Cabrera
- *Inside Your Outside: All About the Human Body* by Tish Rabe
- *Me and My Amazing Body* by Joan Sweeney
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *My Two Feet* by Alice Schertle
- *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
- *Whistle For Willie* by Ezra Jack Keats
- *You Are a Lion! And Other Fun Yoga Poses* by Tae-Eun Yoo

Body Books

SENSORY STORYTIME



EMOTIONS STORYTIME CARDS

WHAT IS EMOTIONS STORYTIME?

Emotions Storytime focuses on identifying, exploring, and explaining different emotions.

THE DEVELOPMENTAL BENEFITS

- **Social/emotional development:** Learning about and acting out different emotions encourages emotional development. This also encourages empathy towards their peers as they learn to understand what different emotions mean.

THE SENSORY BENEFITS

- **Social participation:** Children with SPD often struggle to engage socially or to participate with others. Encouraging social/emotional development helps to decrease these struggles.

EMOTIONS: IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands (*clap clap*)

If you're happy and you know it, clap your hands (*clap clap*)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, clap your hands (*clap clap*)

If you're sad and you know it, say "Boohoo" (*boohoo*)...

If you're mad and you know it, stomp your feet (*stomp stomp*)...

If you're happy and you know it, shout "hooray!" (*hooray!*)...

Emotions Song

SENSORY STORYTIME



EMOTIONS: BOOM, BOOM, AIN'T IT GREAT TO BE CRAZY?

Chorus:

Boom, boom, ain't it great to be crazy?

Boom, boom, ain't it great to be nuts?

Giddy and foolish the whole day through

Boom, boom, ain't it great to be crazy?

Way down South where Bananas grow,

A flea stepped on an elephant's toe

The elephant cried, with tears in his eyes

"Why don't you pick on someone your own size?"

[Chorus]



Emotions Song

SENSORY STORYTIME



EMOTIONS: SCARVES GROUP ACTIVITY

Hold a scarf in front of your face and then ask for/show an emotion:

- “Show me sad”
- “Show me happy”
- “Show me angry”
- “Show me silly”
- Etc.

Ask the children to give suggestions for different emotions.



Emotions Activity

SENSORY STORYTIME



EMOTIONS: MARCHING GROUP ACTIVITY

March in a circle with different feelings:

- Stomp your feet like you are mad
- Dance like you are happy
- Walk slow like you are sad
- Etc.

Ask the children to give suggestions for different emotions.



Emotions Activity

SENSORY STORYTIME



EMOTIONS: BUBBLE SNAKE

Materials:

Plastic bottles	Plastic Tablecloth
Scissors	Cookie Tray
Socks	Bubble Solution
Rubber bands	

To assemble:

- Cut the bottom off of a plastic bottle
- Cut the end off of a sock, and secure it around the exposed bottom of the bottle with a rubber band
- Dip the secured sock in bubble solution
- Blow through the mouth-piece of the bottle
- Be sure to caution children against inhaling/drinking the bubble solution.

Emotions Sensory Activity

SENSORY STORYTIME



EMOTIONS: PING PONG WATER PLAY

Materials:

Plastic bins/buckets	Permanent markers
Ping pong balls	Water

To assemble:

- With a permanent marker, draw faces expressing different emotions on your ping pong balls (e.g., happy, sad, angry, scared, etc.)
- Fill the plastic bin with water and add your decorated ping pong balls
- Allow the children to explore with the water and the ping pong balls. Ask them about the faces they find and what they mean.

Emotions Sensory Activity

SENSORY STORYTIME



EMOTIONS: EMOTIONAL ANIMALS GAME CRAFT ACTIVITY

Materials:

Die cut paper cubes Animal stickers
Markers/pens Scissors

To assemble:

- Take one die-cut cube and decorate each side with pictures of animals (cow, monkey, dog, mouse, bird, cat, etc.). Use stickers, print-outs, or draw each animal by hand. Label each animal and fold the cube.
- On another cube, using the same methods, decorate each side with a different emotion (happy face, sad, angry, shy, etc.). Label each face and fold.
- Roll one of each die, and ask the children to make a face and/or sound expressing that animal and emotion (e.g. happy monkey, sleepy cow, etc.)

Emotions Craft

SENSORY STORYTIME



EMOTIONS: PLAY DOUGH BALLOON CRAFT ACTIVITY

Materials:

Balloons Play Dough*
Markers

To assemble:

- Fill balloons with play dough
- Using a permanent marker, draw faces on them (sad, angry, happy, scared, shy, etc.)
- Let children exercise their finger muscles by squishing, pulling, and playing with the dough in the balloons.

**If using homemade play dough, non-cook play dough is best for this activity.*

Emotions Craft

SENSORY STORYTIME



SENSORY: EMOTIONS BOOKS

- *Brave Potatoes* by Toby Speed
- *Chrysanthemum* by Kevin Henkes
- *Duck & Goose: How Are You Feeling?* by Tad Hills
- *Finn Throws a Fit* by David Elliott
- *Glad Monster, Sad Monster* by Ed Emberley
- *Grumpy Bird* by Jeremy Tankard
- *How Do Dinosaurs Say I'm Mad?* By Jane Yolen
- *If You're Happy and You Know It* by Jane Cabrera
- *Llama Llama Mad at Mama* by Anna Dewdney
- *My Many Colored Days* by Dr. Seuss
- *Smile!* by Leigh Hodgkinson
- *The Mouse Was Mad* by Linda Urban
- *The Pout-Pout Fish* by Deborah Diesen



FAMILY STORYTIME CARDS

WHAT IS FAMILY STORYTIME?

Family Storytime focuses on stories about families of all shapes and sizes. SPD has a large impact on families and how they relate to one another, so it is important to discuss the importance of family, particularly showcasing non-typical families.

THE DEVELOPMENTAL BENEFITS

- **Social/Emotional Development:** Family storytime models healthy, loving, and fun family relationships. It also encourages family-oriented activities.

THE SENSORY BENEFITS

- **Family Participation:** An important component of SPD treatment is parent education. Family Storytime models appropriate behavior for both children and parents, and gives parents ideas for activities to try at home.

FAMILY: 5 LITTLE DUCKS

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But only four little ducks came back.

Four little ducks...
Five little ducks...
Three little ducks...
Two little ducks...

One little duck
Went out one day
Over the hill and far away
The sad mother duck said
“Quack, quack, quack.”
And all of the five little ducks came back.



Family Song

SENSORY STORYTIME



FAMILY: SHE'LL BE COMING ROUND THE MOUNTAIN

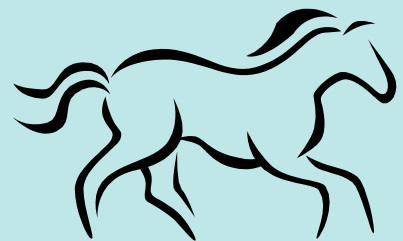
Chorus

She'll be comin' round the mountain when
she comes.
She'll be comin' round the mountain when
she comes.
She'll be comin' round the mountain,
She'll be comin' round the mountain,
She'll be comin' round the mountain when
she comes.

Verses

She'll be driving six white horses when she
comes...

Oh, we'll all go to meet her when she comes...



Family Song

SENSORY STORYTIME



FAMILY: MY FAMILY FINGERPLAY

**This is mama, kind and dear.
This is papa, standing near.
This is brother, see how tall!
This is sister, not so tall.
This is baby, sweet and small.
This is the family, one and all!**

(point to thumb)
(point to pointer finger)
(point to middle finger)
(point to ring finger)
(point to pinky finger)
(wiggle all fingers)



Family Rhyme

SENSORY STORYTIME



FAMILY: FAMILY ITEMS FINGERPLAY

**These are Mother's knives and forks
And this is our dining table
This is Sister's looking glass
And this is the baby's cradle.**

Interlock your fingers and lift them slightly

Lower your fingers, keeping them interlocked, and
straighten your wrist to form a flat surface
Form a circle by touching your thumbs and index
fingers
Cup your hands together to form a cradle

Family Rhyme

SENSORY STORYTIME



FAMILY: I LOVE MY FAMILY BEST OF ALL

**Some families are large.
Some families are small.
But I love my family
Best of all!**

Spread arms out wide
Bring arms close together
Cross arms over chest

Family Rhyme

SENSORY STORYTIME



FAMILY: GRANDMOTHER'S GLASSES FINGERPLAY



**These are grandmother's glasses
This is grandmother's cap
This is the way she folds her hands
And lays them in her lap.**

Make circles around your eyes with your fingers
Hold hands over your head
Fold your hands
Place them in your lap.



Family Rhyme

SENSORY STORYTIME



FAMILY: PARACHUTE ACTIVITIES

With a large parachute, try:

- Making waves: tell children they can make small, medium, or large movements with the parachute, creating a rippling effect.
- Popcorn: put beanbags or small stuffed animals and watch them bounce.
- Place a ball on the parachute and work together to tilt the parachute and roll the ball in different directions.
- Start with the parachute on the ground, then lift together and run underneath. Inside the parachute, sit on the edges to keep it up.

Talk about family and teamwork.

Family Activity

SENSORY STORYTIME



FAMILY: HULA HOOP ACTIVITIES

Hula Hoop Driving:

- Pass out hula hoops to each child.
- Play music. While the music is playing, tell the children to “drive” with their hula hoops, using them as steering wheels or holding them around their waists.
- Intermittently stop the music. When the music stops, tell them to stop, drop their hoops on the floor, and stand in them. Resume the music and tell them to drive again.

Hula Hoop Sharing:

- Lay out hula hoops on the floor, one for each child.
- Play music. While the music is playing, the

children should be moving around the room. Give them different instructions for movement (e.g., walk, run, fly, dance, etc.)

- When the music stops, tell them to stop and stand in a hoop.
- Each time you resume the music, remove one hoop. As the number of hoops decreases, encourage the children to share the hoops. If there isn't enough room to stand in a hoop, children may be “connected” to a hoop by touching another child who is in the hoop. This activity encourages teamwork, sharing, and social skills.

Taken from Sharron Krull (www.sharronkrull.com)

Family Activity

SENSORY STORYTIME



FAMILY: SCAVENGER HUNT

- Gather several “special items” (e.g., a bookmark, a stuffed animal, a sticker, a book, etc.) and make lists of them. Hide the items around the storytime room (take care not to hide them *too* well).
- Depending on the size of your storytime group, either divide the children into teams or pass out a list to each individual. Tell them to try to find all of the items on their list.
- At the end of the scavenger hunt, have the teams come together and share the items they found.

Family Activity

SENSORY STORYTIME



FAMILY: BUBBLE BATH PAINTING

Materials:

Bubble bath	Liquid Watercolor
Spray bottles	Plastic tubs or bins

To assemble:

- Fill tubs with bubbles.
- Fill spray bottles with liquid watercolor.
- Let children spray the watercolors on the bubbles. This is an excellent fine motor exercise that parents can try at home in the bath, as well.



Family Sensory Activity

SENSORY STORYTIME



FAMILY: FOAM DOUGH

- Place foam dough in plastic bins and let the children play.
- Ask the children to describe how the foam dough feels, smells, etc.

Family Sensory Activity

SENSORY STORYTIME



FAMILY: CALMING JARS

Materials:

Water bottles	Glitter
Hot glue gun	Liquid Watercolor
Small sea shells	Oil
Small ocean animal toys	

To assemble:

- Pour a small amount of water out from each bottle. Give each child a bottle.
- Instruct children to add materials to the water bottles as desired. They can combine sea shells and ocean animals, or watercolor and glitter and oil.
- When the materials have been added, have an adult glue the cap shut.
- Shake the finished bottles and watch them settle to produce a calming effect.

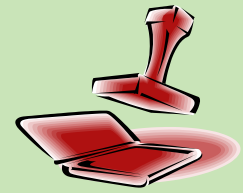
Family Sensory Activity

SENSORY STORYTIME



FAMILY: FINGERPRINT TREE CRAFT

Materials:
Paper
Markers/Crayons
Stamp Pads



To assemble:

- Ask the children to draw trees (without leaves!) on their paper. (Alternatively, pass out paper with trees already printed/drawn on).
- Ask the children to make leaves out of their fingerprints, using the stamp pads. Leaves can be whatever color they like.

Family Craft

SENSORY STORYTIME



FAMILY: FAMILY PORTRAIT CRAFT

Materials:
Paper
Glue
Fabric
Yarn
Beads
Sequins
Buttons
Bolts, Screws,
Washers, etc.

To assemble:

- On a blank piece of paper, ask the children to make spaces for each member of their family (*bear in mind that not all families are the same— asking them to make space for “Mom and Dad” may not be appropriate*).
- Using the materials provided, ask them to make portraits of their family (e.g. use buttons for eyes and yarn for a mouth). Allow them to explore the different textures and decide which pieces they would like to use for which features.

Family Craft

SENSORY STORYTIME



FAMILY: FAMILY TREE CRAFT

Materials:

Paper
Markers/Crayons

Die-cut leaves

To assemble:

- Ask the children to draw trees on their paper.
- Ask them to draw the members of their family on the leaves (one person per leaf). This can be just immediate family, it can be extended family, and it can include pets. Let them decide, and discuss what family means.

Family Craft

SENSORY STORYTIME



SENSORY: FAMILY BOOKS

- *Are You My Mother* by P. D. Eastman
- *Has Anyone Seen My Emily Greene?* by Norma Fox Mazer
- *Hello Bicycle* by Ella Boyd
- *I Love My Mommy* by Giles Andreae & Emma Dodd
- *I'm Going to Grandma's* by Mary Ann Hoberman
- *Is Your Mama a Llama?* by Deborah Guarino
- *Kisses* by Nanda Roep
- *Love You Forever* by Robert Munsch
- *No Matter What* by Debi Gliori
- *Spoon* by Amy Krouse Rosenthal
- *Stellaluna* by Janell Cannon
- *The Baby Goes Beep* by Rebecca O'Connell
- *The Family* by Todd Parr
- *The Kissing Hand* by Audrey Penn
- *The Loch Mess Monster* by Helen Lester
- *The Ugly Duckling* by Jerry Pinkney
- *What I Like About Me* by Allia Zobel Nolan

Family Books

SENSORY STORYTIME



FRIENDSHIP STORYTIME CARDS

WHAT IS FRIENDSHIP STORYTIME?

Friendship Storytime models healthy and satisfying relationships through friendship – themed stories and team/group-oriented activities.

THE DEVELOPMENTAL BENEFITS

- **Social/Emotional Development:** Friendship storytime encourages teamwork, sharing, and socialization with peers.
-

THE SENSORY BENEFITS

- **Joie de Vivre:** Crafts such as “Bucket Fillers” encourage children to think positively about life and pursue what makes them and others most happy.

FRIENDSHIP: THE MORE WE GET TOGETHER

Chorus

The more we get together
Together, together
The more we get together
The happier we'll be
Cause your friends are my friends
And my friends are your friends
The more we get together
The happier we'll be

Verses

The more we play together...

The more we dance together...

The more we get together...

Friendship Song

SENSORY STORYTIME



FRIENDSHIP: 3 LITTLE MONKEYS SWINGING

Three little monkeys swinging in a tree,
Teasing Mr. Alligator can't catch me!
Along came Mr. Alligator quiet as can be,
And snapped that monkey out that tree!

Two little monkeys swinging in a tree...

Oh no, watch out little monkey,
For the hungry alligator,
Where can he be?

One little monkey swinging in a tree...



No more monkeys swinging in the tree,
They all got away, they're fast as can be.
Along came Mr. Alligator so hungry,
'cause there's no more monkeys in that tree.

Friendship Song

SENSORY STORYTIME



FRIENDSHIP: RIBBON DANCING GROUP ACTIVITY

Pass out ribbon sticks and turn on some music. Ask the children to dance, and encourage them to dance together. This will help with social and communication skills.



Friendship Activity

SENSORY STORYTIME



FRIENDSHIP: BEAN BAG TOSS ACTIVITY

Pass out bean bags and ask the children to toss the bean bags to one another. If they seem unreceptive to this, ask them first to try with a parent/guardian.

Intermittently ask them to change partners, forming a “friendship trail.”

Explain the importance of sharing, both to children and to parents. Practicing sharing is a valuable skill and helps with social development.

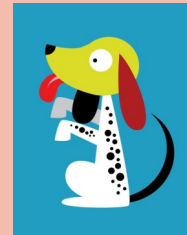
Friendship Activity

SENSORY STORYTIME



FRIENDSHIP: FLANNEL BOARDS

- Make flannel pieces for *Dog's Colorful Day* by Emma Dodd, *Pete the Cat and His White Shoes* by Eric Litwin, or *I Went Walking* by Sue Williams.
- Pass out the pieces to the children. Ask them to place them on the flannel board at appropriate times during the story.



(Friendship Activity)

SENSORY STORYTIME

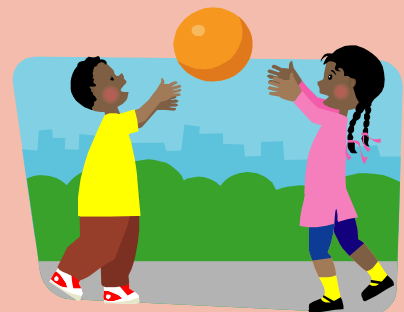


FRIENDSHIP: FLANNEL FUN

Make flannel pieces displaying examples of friendship/fun.

Examples:

- Pushing a friend on a swing
- Playing catch with a friend
- Building a tower together
- Etc.



After placing each flannel piece on the board, open a discussion about it.
Read your favorite friendship story (see recommended reading).

(Friendship Activity)

SENSORY STORYTIME



FRIENDSHIP: RAINBOW OOBLEK SENSORY EXPLORATION

Materials

Cornstarch Water
Food Coloring Plastic Bin

To assemble:

- Mix 2 parts cornstarch with 1 part water in a plastic bin. Add in food coloring as desired.
- Allow children to interact with the ooblek, but remember that children who do not want to touch should not be forced to have sensory experiences that they do not want. Engage with them by showing how to interact with the ooblek and asking them questions about the appearance, rather than the texture.

Friendship Sensory Activity

SENSORY STORYTIME



FRIENDSHIP: FRIENDSHIP BRACELETS

- Have the children create friendship bracelets using yarn or any stringing material.
- Provide colorful beads or any other lacing objects.
- This will aid in tactile and fine motor development.



Friendship Sensory Activity

SENSORY STORYTIME



FRIENDSHIP: BUCKET FILLERS CRAFT

Materials:

Plain paper	Glue
Patterned/colored paper	Markers/Pens/Crayons
Scissors	

To assemble:

- In whichever color/pattern of paper they like, ask the children to cut out bucket shapes and a handle.
- On the blank paper, write out good actions (e.g., be friendly, share with others, help people, include others, follow rules, compliment others, etc.)
- Ask them to glue down their bucket fillers on the bucket.
- Ask adults to help with any steps if necessary.

Friendship Craft

SENSORY STORYTIME



FRIENDSHIP: FRIENDSHIP WREATH CRAFT

Materials:

Paper	Pen/Pencil
Scissors	Ink pads

To assemble:

- On a large piece of paper, draw a circle.
- Help children make ink hand prints in the circle to form a wreath.
- When finished, cut out the wreath and display.

During this craft, have a discussion about making new friends and treating each other with kindness. Explain how the wreath is a team effort and shows the friendship of everyone involved.

Friendship Craft

SENSORY STORYTIME



FRIENDSHIP: FRIENDSHIP DOLLS

Materials:

Paper body outlines	Pencils
Crayons/Markers	Glue
Tissue paper squares	Paper hearts
Yarn	

To assemble:

- Have each child decorate two of the body outlines. Use yarn for hair and crayons/markers to draw faces.
- For the clothes, put a thin layer of glue on the dolls. Take a tissue paper square and wrap it over the end of the pencil. From there, apply to the glue. Repeat until the doll is covered. This is an excellent fine motor exercise.
- Attach the hands of the two dolls by gluing their hands to the heart.

Friendship Craft

SENSORY STORYTIME



SENSORY: FRIENDSHIP BOOKS

- | | |
|---|--|
| <ul style="list-style-type: none">• <i>A Rainbow of Friends</i> by P. K. Hallinan• <i>A Splendid Friend, Indeed</i> by Suzanne Bloom• <i>Bad Apple: A Tale of Friendship</i> by Edward Hemingway• <i>Bear's New Friend</i> by Karma Wilson• <i>Duck & Goose: Goose Needs a Hug</i> by Tad Hills• <i>Have You Filled a Bucket Today?</i> By Carol McCloud• <i>How Do Dinosaurs Play With Their Friends?</i> by Jane Yolen• <i>How Full Is Your Bucket? For Kids</i> by Tom Rath | <ul style="list-style-type: none">• <i>I Can Help</i> by David Hyde Costello• <i>Katie Loves the Kittens</i> by John Himelman• <i>Let's Do Nothing</i> by Tony Fucile• <i>Making Friends is an Art!</i> By Julia Cook• <i>Pepo and Lolo Are Friends</i> by Ana Martín Larrañaga• <i>Should I Share My Ice Cream?</i> By Mo Willems• <i>Tumble Bumble</i> by Felicia Bond• <i>Will You Be My Friend?</i> By Nancy Tafuri |
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Friendship Books

SENSORY STORYTIME



MOVE YOUR BODY STORYTIME CARDS

WHAT IS MOVE YOUR BODY STORYTIME?

Move Your Body Storytime encourages healthy movement habits while practicing different motor exercises important to development and SPD treatment.

THE DEVELOPMENTAL BENEFITS

- **Gross Motor:** Move Your Body Storytime includes several movement activities which exercise gross motor ability and encourage further development.
- **Fine Motor:** Sensory and craft activities practice fine motor skills and exercise hand muscles through movements such as scooping and squishing.

THE SENSORY BENEFITS

- **Vestibular Stimulation:** Vestibular Sensory Processing is associated with movements affecting a child's inner ear and balance. Movements such as spinning, rolling, or rocking provide vestibular stimulation. Many children crave such stimulation, although some will find too much overwhelming and will avoid it.

MOVE YOUR BODY: HOKEY POKEY

**You put your right foot in
You take your right foot out
You put your right foot in in
And you shake it all about
You do the hokey pokey
And you turn yourself around
That's what it's all about.**

Repeat with different body parts, asking kids for suggestions on what to put in next.

Move Song

SENSORY STORYTIME



MOVE YOUR BODY: SKIP TO MY LOU

Chorus:

**Skip, skip, skip to my Lou.
Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip to my Lou, my darlin'!**

**Lost my partner what'll I do?...
Skip to my Lou, my darlin'!**

[chorus]

**I'll find a partner, I'm looking at you...
Skip to my Lou, my darlin'!**

[chorus]

Move Song

SENSORY STORYTIME



MOVE YOUR BODY: HEAD, SHOULERS, KNEES AND TOES

**Head and shoulders, knees and toes,
Knees and toes.
Head and shoulders, knees and toes,
Knees and toes,
Eyes and ears,
And mouth and nose.
Head and shoulders, knees and toes,
Knees and toes.**

Repeat faster and faster.

Touch each body part as it is named.

Move Song

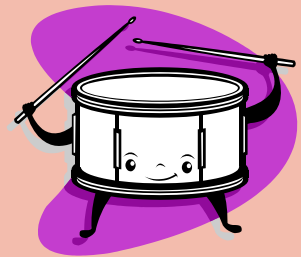
SENSORY STORYTIME



MOVE YOUR BODY: MARCHING TO THE DRUM

With a drum, lead the children around the room in a circle, singing:

**We're marching to the drum,
Marching to the drum,
Heigh-ho the derry o
We're marching to the drum
And the drum says stop.**



Make sure that everyone stops when you say "stop." Give plenty of praise for good listening.

Ask for suggestions on what motions to do instead of marching (e.g., running, stomping, 'flying', etc.).

Move Activity

SENSORY STORYTIME



MOVE YOUR BODY: SIMON SAYS

Pass out bells and tell the children to follow instructions, but only when “Simon says.” For example, if you tell them “Simon says shake your bells,” they should do so. If you say “Shake your bells,” they should not.

Ask them to do different movements, such as Simon Says:

- Shake your bells high
- Shake your bells low
- Shake your bells fast
- Shake your bells quietly
- Etc.



Move Activity

SENSORY STORYTIME



MOVE YOUR BODY: 3 LITTLE MONKEYS

- Recite “3 Little Monkeys Jumping on the Bed” and ask the children to act it out as you go.
- If possible, pass out stuffed monkeys or monkey puppets for them to act with.



Move Activity

SENSORY STORYTIME



MOVE YOUR BODY: VESTIBULAR PLAY

- Place four cones in a square.
- Ask the children to move to each cone and then back to the center.
- Each time they do this, ask them to move in a different way. Examples:
 - Bear crawl
 - Sideways shuffle
 - Hop or jump (one foot or two)
 - Move backwards
 - Let them choose their own movement style
 - Etc.

Vestibular sensory processing is integral to gross motor movements affecting balance, as it affects the inner ear. Vestibular activities include jumping, spinning, and rolling.

Gross motor play is important for the development of balance and body awareness, as well as general health. However, different children require different levels of gross motor play.

Where some children require near-constant vestibular stimulation, others are very easily over-stimulated and overwhelmed.

Move Activity

SENSORY STORYTIME



MOVE YOUR BODY: OLFACTORY PLAY

- Fill sensory bins with materials that will engage the olfactory senses.
- Examples:
 - Use scented shampoo to make bubbles for water play.*
 - Flavored gelatin (this can be frozen or chilled, and glitter or confetti can be added)
 - Scented/flavored whipped cream (taste safe)
 - Add scented extract to play dough.

**Be sure to check for allergies beforehand.*

Move Sensory Activity

SENSORY STORYTIME



MOVE YOUR BODY: SENSORY WALK

Materials:

Copy paper box lids (or any shallow, disposable container)
Textured items (bubble wrap, moss, foil, tissue paper, cotton balls, etc.)
Glue

To assemble:

- Fill each lid with a different textured item (using glue when necessary).
- Place lids around the storytime area in a circle.
- Have the kids walk through each box with their shoes off.

Move Sensory Activity

SENSORY STORYTIME



MOVE YOUR BODY: ZEBRA HANDPRINT CRAFT

Materials:

White Paint	Paper
Black Paint	Black marker/pen

To assemble:

- Have the children coat one hand in white paint (do this by applying with a paint brush, or by filling a plate or shallow dish with paint and having them dip their hands).
- Make a handprint on the paper. This will form the body of the zebra, with the thumb as the tail. From the heel of the hand, paint a neck, head, and ears with your fingers. Let dry.
- When dry, use the brown paint and clean fingers to make stripes and mane. Use the marker to add an eye and mouth.

Move Craft

SENSORY STORYTIME



MOVE YOUR BODY: GIRAFFE PLATE CRAFT

Materials:

Yellow paint	Googly eyes
Brown paint	Glue
Yellow paper	Pens/markers
Paper plates	Brown pom poms

To assemble:

- Paint the paper plates yellow. Allow to dry.
- Add brown spots to the plate (paint dotters can be very convenient here).
- While the plates are drying, cut out ears and ossicones (horn/antler like protrusions on the head). Glue one brown pompom to the end of each ossicone. Cut out a circle and draw a mouth and nostrils.
- With glue, attach all of the paper pieces. Finish with googly eyes.

Move Craft

SENSORY STORYTIME



SENSORY: MOVE YOUR BODY BOOKS

- *Barn Dance!* by Bill Martin Jr.
- *Giraffes Can't Dance* by Giles Andreae
- *Here Are My Hands* by Bill Martin Jr.
- *Hop, Hop, Jump!* by Laura Thompson
- *Hop, Skip, and Jump, Maisy!* by Lucy Cousins
- *If You're Happy and You Know It* by Jane Cabera
- *Jazz Baby* by Lisa Wheeler
- *Snowmen All Year* by Caralyn Buehner
- *The Busy Body Book* by Lizzy Rockwell
- *Toddlerobics* by Zita Newcome
- *We've All Got Bellybuttons* by David Martin
- *Wiggle* by Doreen Cronin
- *Wiggle Waggle* by Jonathan London
- *You Are a Lion! And Other Fun Yoga Poses* by Tae-Eun Yoo

Move Books

SENSORY STORYTIME



CHAPTER THREE:

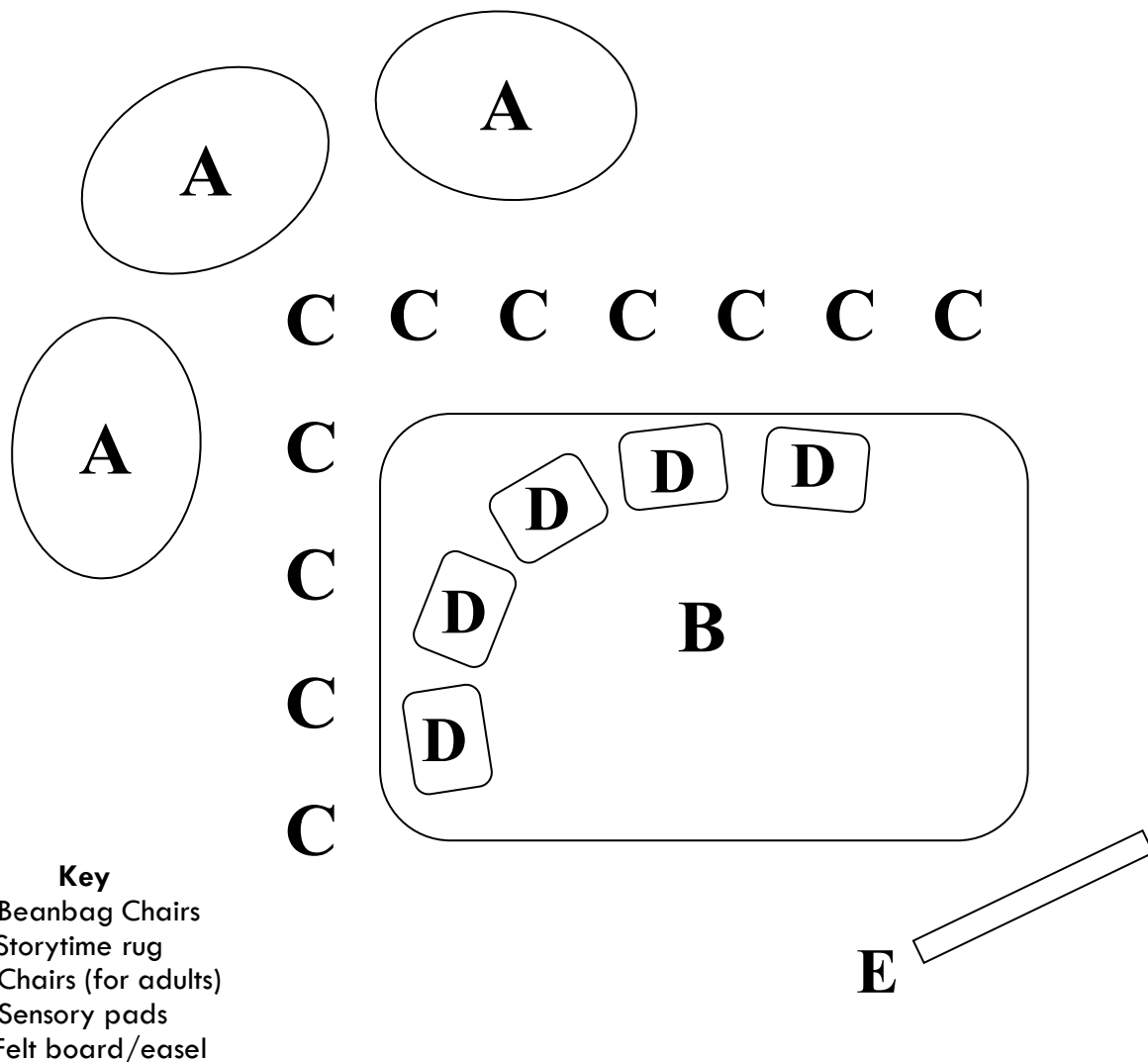
PLANNING & MATERIALS

STORYTIME LAYOUT

SenseSational Storytimes require slightly different layouts than traditional storytimes. For example, if SenseSational Storytime is being held in a large space, it is important to create the illusion of a smaller space to avoid overwhelming the children. This can be achieved through blocking off the storytime area with tables or other large furniture.

Storytime space can also be defined with a rug for the children to sit on, as well as the strategic placement of chairs for parents. Spaces for SenseSational Storytime should also include materials such as sensory pads and large bean bags for sensory-seeking children, as well as space for sensory-seeking children to move around. Space should also be reserved for any sensory or craft activities that will be held during storytime.

Below is an example of a storytime layout.



STORYTIME PREPARATION

There are many important steps necessary to a successful storytime apart from songs and activities. Planning and preparation are key to a smoothly running program. Below are some important factors to keep in mind.

ORGANIZING MATERIALS

It is extremely important to have your materials organized and ready to go before storytime starts. To do this:

1. Select all of the storytime cards you will be using for the program
2. Look at all of the materials you will require. Do you need instruments? Are you doing a craft that requires preparation? Do you have all of the items necessary for your sensory activity?
3. Store any instruments/scarves/bean bags in tote bags or small boxes and leave them where they are easy for you or any helpers to access, but out of reach of the children. Under your chair or under the storytime easel are both good options.
4. Set up any craft activities on a table(s), with materials distributed at each seat. This will save time when the craft activity starts.
5. Prepare any sensory activity in advance and keep out of reach and site of the children. Some children might be distracted by sensory tubs and as a result will not focus or participate in the rest of storytime.

PASSING OUT & COLLECTING MATERIALS

Passing out and collecting materials can be an unexpectedly complex process. Some children will struggle to wait their turn to receive an instrument, or may have a hard time giving one back. Passing out and collecting materials can also be time consuming, which can be problematic in a brief, 30-minute program like SenseSational Storytime. Taking too much time can also cause a child's attention to wander, and it may be difficult to get them to focus again. Some tips for streamlining this process:

1. Keep any materials you will be passing out close at hand. If you know you are going to be passing out the bells first, keep them closest.
2. If a child seems unreceptive to taking an instrument or movement toy, feel free to hand it to their parent instead. The child may be more comfortable accepting items from someone familiar.
3. You may want to have a storytime assistant to make things run as smoothly as possible. An assistant can take half of the materials, thus halving the time spent passing things out.
4. When collecting materials, it is a good idea to immediately follow one material-based activity with another. For example, if you are starting with a bells activity, follow it up with a scarves activity. This way, when you take the bells away from the children, they will be able to trade for a scarf, thus keeping tantrums to a minimum.
5. Make collecting materials fun and rewarding for the children. Sing a clean-up song while you collect, or stick with the simple "scarves away, scarves away, time to put our scarves away." Turning collecting into another fun activity will show children that you are not simply trying to take their toys away from them.
6. Affirm children for returning materials. Be sure to thank them and congratulate them for being good helpers. Not only does this keep collection from feeling like a punishment, but it teaches good behavior through positive reinforcement.

KEEPING STORYTIME MATERIALS SANITARY

It is extremely important to keep materials clean, sanitary, and safe for children to use. Not only is this a safety issue, but parents are likely to ask about the cleanliness of materials. If they are not satisfied by your answer, they are not likely to come back. Children will chew, sneeze on, and handle materials with dirty hands. Therefore, materials should be cleaned after each use.

While it is possible to wash items by hand, it is easier and more effective to use a washing machine or dishwasher on most materials. Scarves and ribbons can go through a washing machine, while hard items like bells and shakers should be washed in the dish washer.

If you do not want to wash your entire set of materials after each storytime, simply collect used materials in an empty bag or container, leaving unused materials available for further use.

ADVERTISING FOR SENSESATIONAL STORYTIME

Advertising is an essential storytime tool because it ensures that the community is aware of all available programming. Advertising is particularly important to a sensory storytime, because the target audience is made up of largely underserved members of the community. However, this also means that advertising for a sensory storytime is more complex than for traditional storytime programming.

Parents of children with sensory needs are less likely to pay attention to typical sources of information regarding library programming, because typical library programming does not cater to their needs. On top of this, sharing sensory storytime information with the general public may draw children without sensory needs, which can lead to overcrowding. Overcrowding can be overwhelming to both the children and the storytime leader, and undermines the sensory storytime mission of creating a safe, welcoming environment.

It is important that advertising for your sensory storytime be targeted and clear. But how is this best achieved?

HOW TO ADVERTISE FOR YOUR SENSESATIONAL STORYTIME

- **Be selective of how and where you advertise.** Not all libraries or childcare centers will attract unintended guests. This will vary on a case by case basis. However, be mindful of who shows interest in the program. You may decide not to advertise on your website or your normal calendar so as to avoid confusion.
- **Contact occupational therapy centers and other resources for families of children with sensory needs.** Parents of children with special needs are far less likely to pay attention to advertisements for traditional storytimes, because traditional storytimes are not appropriate for their children. Families living with sensory needs remain underserved members of the community. Therefore, it is crucial to bring resources to them. Ask your local occupational therapists *and special education centers* if they will share your flyers or discuss your program with patients/students and their parents.
- **Be sensitive and clear.** It is important that any and all language used in relation to a program for children with sensory needs be sensitive to the children's feelings. Take care not to use words that are condemning, demeaning, or patronizing. Still, clearly address that the program is intended for children with sensory processing needs and explain how the program is suited to them. Failing to address the difficulties these children live with may seem like the more sensitive option, but it will only lead to confusion about who the program is for.

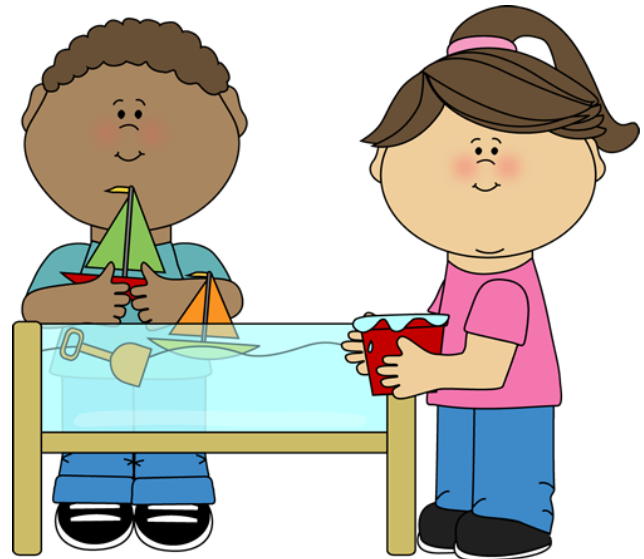
On page 79, you will find a sample flyer for the El Dorado Hills Library's SenseSational Storytime. You are welcome to use the language used in this flyer, along with the visual elements. To download a customizable .docx file of the flyer, visit www.eldoradolibrary.org/kids.

- **Consider setting up a registration system.** Registration is not suitable for all libraries or childcare centers, but for some, it may prove incredibly helpful. Registration allows you to:
 - Learn about the children and their families before storytime.
 - Limit the amount of children at each storytime to allow for a calm environment.
 - Ascertain which specific sensory processing needs you will encounter at storytime.
 - Make sure that only families of children with sensory needs are attending.
 - Determine how many siblings without sensory needs will be attendance.

El Dorado Hills Library presents:
SenseSational Storytime

Saturdays
10 -11 a.m.

El Dorado Hills Library
7455 Silva Valley Parkway
El Dorado Hills, CA 95762



SenseSational Storytime is a welcoming, interactive environment specially designed for special sensory seeking kids and children with autism or other sensory integration challenges.

Join us for an interactive story hour designed for preschool level children and their families.

For more information, please contact Debbie Arenas (916) 358-3500
or visit eldoradolibrary.org



BASIC SUPPLIES FOR SENSORY STORYTIME

There are many wonderful vendors, however, we thought it might be helpful for you to know where we purchased our materials and the cost. You can make some of these materials yourself and you can find instructions for them at the California State Library Early Learning with Families Pinterest site (pinterest.com/ELF2Libraries), along with vendor websites.

Art Supplies

Item	Vendor	Item Cost	Quantity	Total Cost
Bright and Regular Magic Nuudles™ (1200 Pieces)	Discount School Supply	\$23.79	2	\$47.58
Colorations® Best Value Dough (set of 30)	Discount School Supply	\$28.99	4	\$115.96
Colorations® IncredibleFoam® Classroom Pack	Discount School Supply	\$36.99	4	\$147.96
Colorations® Simply Washable Tempera Paint Gallons (Set of 11)	Discount School Supply	\$120.89	1	\$120.89
Dough Design Rollers	Discount School Supply	\$8.99	5	\$44.95
Wiki Stix	Discount School Supply	\$82.49	1	\$82.49
White Sulphite Paper - 9" x 12" (50 lbs.)	Discount School Supply	\$19.99	1	\$19.99
Big Barrel of Art Sponges	Lakeshore	\$39.99	2	\$79.98
Classroom Clay & Dough Designer Kit	Lakeshore	\$19.99	2	\$39.98
Colorations Simply Washable Tempera Paint (Set of 11)	Lakeshore	\$14.99	3	\$44.97
Easy-Clean Craft Trays	Lakeshore	\$10.99	1	\$10.99
Nylon-Bristle Paintbrushes (Set of 10)	Lakeshore	\$8.99	2	\$17.98
Paint Cup Carrier	Lakeshore	\$12.99	1	\$12.99
Texture Brushes	Lakeshore	\$22.95	2	\$45.90

BASIC SUPPLIES FOR SENSORY STORYTIME

Fine Motor Free Play

Item	Vendor	Cost Per Item	Quantity	Total Cost
Dressing Boards (Set of 6)	Discount School Supply	\$42.99	1	\$42.99
Big Bolt Construction Sets	Lakeshore	\$99.99	1	\$99.99
Feed the Animals Fine Motor Games Complete Set	Lakeshore	\$55.00	1	\$55.00
Playstix	Lakeshore	\$24.99	2	\$49.98
Caterpillar Gears	Melissa and Doug	\$9.99	2	\$19.98
Lace and Trace Shapes	Melissa and Doug	\$9.99	2	\$19.98
Lacing Beads in a Box	Melissa and Doug	\$16.99	2	\$33.98
Latches Board	Melissa and Doug	\$24.99	1	\$24.99
Puzzles	Melissa and Doug	\$9.99	5	\$50.95
Teddy Wear Toddler Learning Toy	Melissa and Doug	\$19.99	1	\$19.99
Vehicles Sound Puzzle	Melissa and Doug	\$12.99	2	\$25.98

Furniture/Sensory Supports

Item	Vendor	Item Cost	Quantity	Total Price
Bean Bag Chairs	Discount School Supply	\$44.99	4	\$179.96
Felt Easel	Discount School Supply	\$342.99	1	\$342.99
Floor Rug	Discount School Supply	\$189.99	1	\$189.99
Sit Discs	Discount School Supply	\$33.99	2	\$67.98
Weighted Animal Friends	Discount School Supply	\$37.99	4	\$151.96
Weighted Lap Pads	Discount School Supply	\$42.99	2	\$85.98

Movement

Item	Vendor	Cost Per Item	Quantity	Total Cost
Excellerations Brawny Tough Rainbow Parachute - 12'	Discount School Supply	\$36.79	1	\$36.79
Get Out & Get Moving Kit (59 pieces)	Discount School Supply	\$195.95	1	\$195.95
Jumbo Soft Foam Balls (Set of 6)	Discount School Supply	\$39.99	1	\$39.99
Small Stretch-eze	Discount School Supply	\$34.99	5	\$174.95

Music

Item	Vendor	Cost Per Item	Quantity	Total Cost
Activity Beanbags	Lakeshore	\$19.99	2	\$39.98
Activity Scarves	Lakeshore	\$16.99	2	\$33.98

BASIC SUPPLIES FOR SENSORY STORYTIME

Music (continued)

Item	Vendor	Cost Per Item	Quantity	Total Cost
Bamboo Rhythm Sticks	Lakeshore	\$19.99	3	\$59.97
Beanbag Fun CD	Lakeshore	\$15.99	1	\$15.99
Best of Greg & Steve CD Library	Lakeshore	\$72.99	1	\$72.99
Easy-Grip Jingle Bells (Set of 8)	Lakeshore	\$24.99	2	\$49.98
Egg Shakers (Set of 12)	Lakeshore	\$19.99	2	\$39.98
Heavy-Duty Drums (Set of 4)	Lakeshore	\$39.99	2	\$79.98
Musical Scarves Activity CD	Lakeshore	\$15.99	1	\$15.99
Toddler Tambourines	Lakeshore	\$39.99	2	\$79.98
True Tone Hand Bells	Lakeshore	\$49.99	1	\$49.99
Wrist Ribbons (Set of 12)	Lakeshore	\$19.99	2	\$39.98
Nursery Rhymes Felt	Littlefolksvisuals	\$42.95	1	\$42.95

Sensory Free Play

Item	Vender	Cost Per Item	Quantity	Total Cost
Excellerations™ Sensory Surprise Box	Discount School Supply	\$19.99	1	\$19.99
Excellerations™ Super Sensory Beanbags	Discount School Supply	\$21.99	2	\$43.98
Gel Spiral Pad	Discount School Supply	\$33.99	2	\$67.98
Listen and Match Wooden Shakers	Discount School Supply	\$34.99	3	\$104.97
Rabbit Run Resistance Tunnel	Discount School Supply	\$44.99	1	\$44.99
Touch and Match Board	Discount School Supply	\$16.97	3	\$50.91
Watering Can	Discount School Supply	\$4.69	2	\$9.38
Farm Touch and Feel Puzzle	Melissa and Doug	\$11.99	2	\$23.98