



Easy to Plan Early Literacy Programs Using the
Mother Goose on the Loose® Method

Dr. Betsy Diamant-Cohen

Workshop Materials
2018

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This publication contains excerpts from Mother Goose on the Loose® published in 2006 by Neal-Schumann.

BACKGROUND

Mother Goose on the Loose® is a thirty-minute nursery rhyme program for children from birth to age three. Although the program is offered in many public libraries, it can also be used in daycare centers or with groups of children with caregivers that do not have a one-to-one ratio. *Mother Goose on the Loose*® was developed by Dr. Betsy Diamant-Cohen, combining principles of library programming with Barbara Cass-Beggs' "Listen, Like, Learn" method for teaching music to young children. Diamant-Cohen ran the program on a weekly basis for years in the Ruth Youth Wing Library of the Israel Museum in Jerusalem before bringing the program to Baltimore in 1999.



One of the earliest *Mother Goose on the Loose*® at the Israel Museum in Jerusalem

This packet will provide a brief overview of the structure of the program, the rationale behind it, a list of the benefits, a sample program, a list of songs and activities, as well as links for further resources.

WHAT MAKES MOTHER GOOSE ON THE LOOSE® UNIQUE?

Mother Goose on the Loose® is different from all other baby programs because of its connection with Barbara Cass-Beggs and her "Listen, Like, Learn" method. Cass-Beggs was a Canadian opera singer and music educator who developed a theory for teaching music to children. She ran classes called "Your Baby Needs Music" and "Your Child Needs Music," which incorporated findings in child development and brain research with methods for teaching music. In addition, Cass-Beggs wrote many age-appropriate songs for children from birth to age two. Her passion was to encourage healthy development of the "whole child." Diamant-Cohen studied with Cass-Beggs and incorporated her principles in a library program that emphasized exposing young children to book illustration. While running *Mother Goose on the Loose*® programs for over 15 years, Diamant-Cohen tweaked the program based on what worked and what didn't. In addition, more recent scientific findings provide additional support for the value of the program for promoting early literacy and school readiness skills.



Cass-Beggs at a "Your Baby Needs Music" class in Jerusalem, Israel

SUPPLIES

In order to run a basic *Mother Goose on the Loose*® program, you will need:

1. a five-in-one easel flannel board (with a shelf in the middle),
2. a chair or stool to sit on
3. a plastic storage tub with a tight-fitting cover
4. flannel board pieces
5. colored scarves
6. books
7. canvas bags or bongo buckets
8. farm animals (puppets or stuffed animals)
9. some percussion instruments
 - a. bells
 - b. wooden rhythm sticks
 - c. maracas
 - d. tambourine
10. an audiocassette or CD player



Of course, it is fine (and even preferable) to use more props such as other musical instruments and a candlestick for jumping over, but these are not necessary in order to run the basic program.

SET-UP

Set-up a flannel board/easel at the front of the room, with a stool or chair next to it. All books, instruments, and felt pieces should be stacked in a plastic storage tub in the order in which they will be used during the program. The tub is kept under the easel, with the lid securely fastened, until the program is ready to start. Ask children (and parents, if they are also attending) to sit in a semi-circle surrounding the flannel board. When the program is ready to begin, place the felt pieces and books on the shelf inside of the flannel board easel, while remaining in order. Keep bags with musical instruments behind your chair or let them remain hidden in the storage tub. Other props can be put

on the far side of the easel shelf. Keeping the props out of the children's view means that you won't have to worry about children constantly trying to take or touch them.

STRUCTURE, STRUCTURE, STRUCTURE!

Mother Goose on the Loose® programs all follow the same format:

- Repeating 80% of the material from program to program
- Including one or two developmental tips in each program
- Using some songs written or adapted by Barbara Cass-Beggs
- Following the ten-section structure, in this order.
 1. Welcoming comments
 2. Opening rhymes and reads
 3. Body rhymes
 4. Rum Pum Pum drum sequence
 5. Standing-up activities
 6. Animals!
 7. Musical instruments and props
 8. Lullabies
 9. Interactive rhymes
 10. Closing section

SECTION BY SECTION

1. Welcoming Comments

Each *Mother Goose on the Loose*® session MUST start with the Welcoming Comments that include an introduction, and explanation, and a setting of borders. These help to create the optimal learning environment.

- Welcoming comments set the tone for a comfortable place
- Leaders introduce themselves & welcome everyone
- “Children will be children”
- Set boundaries with invisible circle
- Come and get child if they come within invisible circle
- Please turn off cell phones
- If child cries leave and come back when he is calm
- All rhymes will be repeated twice
- *(Optional)* Mention some of the benefits of the program (aids speech development and motor coordination, develops attention span, provides

exposure to musical instruments, encourages a love of books and book illustration.)

How it works:

- All rhymes will be repeated twice. If you already know the rhyme, say it twice with me. If you don't know it, listen the first time and repeat it the second time.

Set the ground rules for the program:

- Clearly state that “children this age do not sit perfectly still” and it's fine if they want to wander around.
- However, explain that “children standing directly in front of the flannel board block the view of everyone else.” Also, “if a child comes up and takes one of the puppets or musical instruments from behind the flannel board and starts to play with it, other children will want to come up and take props too.”
- Therefore, tell parents to “pretend there is an invisible semi-circle around the flannel board,” and tell them that if their child comes within this semi-circle, to “please come up and physically bring them back to sit in your lap.”

Some parents do not know what typical behavior is for a young child. They think a child is supposed to sit still and listen to everything, even if their child is only 9 or 14 months old. They get embarrassed if their child gets up and walks around inside of the circle. In your brief introduction, parents learn that it is okay for their children to move around; it is not disrespectful or unacceptable. At the same time, boundaries and rules are established. By telling parents in advance to physically pick up their children and bring them back to the circle if they come within a certain distance of the flannel board, you are reinforcing the fact that such behavior is not unusual. Letting the parents know what they are expected to do in makes them comfortable because they know what to expect.

Without this direction, parents might feel physically conscious of their bodies and may be embarrassed to get up in front of everyone to remove their child from the flannel board area. They worry about interrupting the session and wonder if it might look like they are physically abusing their child. Hearing the rules ahead of time provides parents with reassurance regarding the normality of their child's behavior AS WELL AS having clear instructions regarding the acceptable/expected/ desired response. Verbalizing your wishes for the way you hope those situations will be handled sets the scene for a relaxed program in a warm, nurturing environment where children are allowed to act like children, where parents know how to respond to their children's actions, and where everyone can just relax and have a good time.

When everything is clearly spelled out, parents can put their attention into the program instead of self-consciously wondering about how to deal with their child's behavior. The child will sense this ease in the parent and integrate it into him/herself. The facilitator will not need to interrupt to give the parents instructions and will not have to direct children away from the props in the middle of the program. It is a win-win situation for all.

In a childcare setting where there parents are not present, masking tape can be used to make a circle on the floor around the flannel board.

2. Opening Rhymes and Reads

- General rhymes
- Exposure to book illustration
- Flannel board characters
- One book read cover to cover

Opening rhymes and reads:

Fingerplay: Old Mother Goose when she wanted to wander

Flannel board: Goosey, Goosey Gander, where do you wander?

Flannel board: Two little dickybirds sitting on a cloud.

Puppet: Two little monkeys

Book: ***Freight Train*** by Donald Crews

Song: We hit the floor together together....

Flannel board: (Optional) Five fat sausages frying a pan....

This opening section lasts for about five minutes and is the quiet time of the program. This is when the children are most attentive and can sit still for the longest. It is a time to help expand their vocabulary and expose them to book illustrations.

The opening rhyme should always be “Old Mother Goose.” This signifies the beginning of the program, signals that it will be a *Mother Goose on the Loose*® program, and gives the children a sense of security because it is repeated from week to week. Following this are songs and rhymes with fingerplays or movement that are often accompanied by picture book illustrations, flannel board pieces, props, or puppets.

During this section, a picture book is read aloud. Choose a very short picture book with colorful pictures and minimal text, pop-up books or books with flaps (like the Spot or Maisie books), books written in rhyme, large board books, and books with photographs of interest to little children (such as of babies’ faces). If a story seems too long, skip pages to keep the story short and interesting to the children. Since you are modeling book reading behavior, be sure to read in an enthusiastic, happy way. The children will absorb this happy feeling related to books and carry it on later in life – a trait now associated with school readiness! You are also showing parents the types of books best for reading to very young children.

The opening section should last no longer than five minutes. If you speak quickly, you may want to add on another rhyme at the end of section. If you see the children getting

restless, consider moving directly into the body rhymes after reading the book aloud, since the body rhymes are more interactive than the opening section.

3. Body rhymes

- Start at the head and work your way down the body
- Encourages positive physical contact between adult and child

Body Rhymes

Head:	My face is round / Knock at the door
Fingers:	Fingers like to wiggle waggle
Hands:	Open them, shut them
Arms:	Eency Weency Spider, Great Big Spider (<i>with spider puppets</i>)
Knee bouncing:	Seesaw scaradown Mother and Father and Uncle John Oh the Grand Old Duke of York (<i>using illustrations from</i> <i>“The Little Dog Laughed by Lucy Cousins</i>)

Following Barbara Cass-Begg’s structure for “Your Baby Needs Music” classes, the next section involves body activities. It should take about five minutes. Start at the head and work your way down the body. Name body parts as you interact with them so that children will learn terms for parts of their anatomy as well as words for what those parts do. From the head, move down to the hands and fingers. Songs that involve clapping hands, rolling home, moving fingers, and waving can all be considered hand songs. This is a good time to insert whole body songs such as “The Wheels on the Bus”, “This Old Man”, or “If You’re Happy and You Know It.”

From there you may want to move to the belly with one or two more tickle rhymes, or go straight down to the legs. Knee bounces are great fun. Give directions to the parents so that they know exactly what to do. “Put your legs out straight in front of you. Put your child on your legs facing me. Gently move your legs up and down one at time, as if you are riding a bicycle.” Older children or children in a preschool setting can do the knee bounces on their own.

Since children love bouncing movements, they rarely get bored in this section. Children who have started wandering around often come back to sit on their parent’s lap for this part. So, do more than one knee bounce! Children love variations of speed and height in bounces such as in “The Grand Old Duke of York, or “This is the Way the Ladies Ride” when the speed and type of bounce varies according to who is doing the riding in the song. They also delight in the leaning motions of “Mother and Father and Uncle John” and falling over in “Humpty Dumpty.”

4. Rum Pum Pum Drum Sequence

- Teaches phonological awareness / hearing syllables in words
- Greeting each child individually builds a bond between you and them

Rum Pum Pum Drum Sequence

Tambourine or Drum:

Rum pum pum, this is my drum... *(children tap out names with syllables)*

This section involves an activity that will lead to standing up. Take a small drum or tambourine and tap it while saying “Rum pum pum, this my drum. Rum pum pum, this is my drum.” Continue with “My name is ____, What’s your name?” Then, tap out the appropriate syllables on the drum while you say your name. Since phonemic awareness is one of the language skills leading to school readiness, recognition of syllables in this way can be very important.

Since parents may not understand how to tap the syllables and may not even be able to hear the syllables as you tap them out, it is useful for you to demonstrate when you tell them to tap out their names using syllables. Try using the example of Sue (one tap) and Devonna (three taps: De-von-na). Repeat these instructions with the examples EVERY TIME. Eventually, parents and children who can’t seem to hear syllables will begin to recognize them, and then they will be able to tap their own names in syllabic form.

After your brief demonstration, walk around the circle asking each child to tap out their name, with syllables on the drum. After each name, be sure to welcome the child with a personal comment such as “hello,” “welcome,” or “I’m glad you’re here.” Once everyone has tapped out their names, tap on the drum as you recite “Everyone, stand up.”

5. Standing-Up Activities (and positive reinforcement)

- By the middle of the program, exercise is needed
- Using freeze games teaches the word “Stop”
- A great opportunity to use a vocabulary of positive words
- After the energy is expended, children are able to sit for a while longer

Standing-up Activities

Stand up:

Drum: We’re marching to the drum (tune of “Farmer in the Dell”)

Circle Dance: London Bridge is Falling Down

Sit down:

Drum: Handy Spandy

The section lasts for about five minutes. Once everyone is standing, get them moving with a circle dance. Use Barbara Cass-Beggs' song to the tune of "The Farmer in the Dell" with the simple words: "We're marching to the drum, we're marching to the drum, hi-ho-the derri-o, we're marching to the drum." Children then march "around the room" and then back "to the drum." At the song's end, "The drum says STOP." Walk around the circle asking each child, "Can you hit STOP?" Hold out the drum for each child to hit. If they are too young to do it on their own, encourage parents to use the child's hand to hit "stop." As they hit stop, say something encouraging. Sing this song two more times. Each time, vary the movement to the drum; for instance, instead of marching, use creeping, jumping, running, galloping, hopping, spinning, sliding, and tiptoeing.

This is a great model of positive reinforcement. As children hit the drum, encourage them by using words such as "good, great, wonderful, fantastic, terrific, etc." You will see smiles spreading over their faces as they are complimented for doing what they were asked. You are also modeling behavior of giving positive reinforcement for the parents, and giving them a vocabulary of positive words to use.

Once everyone is up, add in some circle games or stretching rhymes. Old favorites such as "London Bridge is Falling Down", "Ring-A-Ring of Rosies", or "Here we go Looby-Loo" work well. Stand-up rhymes such as "I'm a Little Teapot" and "Teddy Bear, Teddy Bear, Turn Around" can be especially good if you have a large crowd or are in a small space where movement is not easy. If your group consists of babies, parents can carry the babies around with them as they perform the activities. If the children have started walking, they will delight in doing all of the actions on their own.

When it is time for everyone to sit down again, use the "Handy Spandy" rhyme to turn sitting down into a game. Hit the drum as you recite the rhyme. Everyone will jump into the circle, out of the circle, up, and then sit down. This is a great way to get them to sit down without actually having to give instructions; it is all part of the game.

6. Animals!

- Using a book joyfully without actually reading it is modeled
- Learning animal sounds is easy for young children
- Correctly recalling and reciting the animal sounds builds self-confidence
- Puppets grab the attention of most children

Animal Sequence:

Song: I went to visit the farm (*using book illustrations for the farm animals*)

Song: When the [ducks] get up in the morning, they always say [quack]. (*pulling puppets out of a duffel bag one by one*)

Activity: Hickory Dickory Dare, the [pig] flew up in the air (*kids throw puppet in air and parents clap*)

This is the optimal time to use book illustrations; since everyone is tired from the standing-up exercises, they find it easy to look and listen. Matching sounds to visual representations is a prereading skill; here, children see animal illustrations and sing out the sound that each particular animal makes. Eric Carle's "The Very Busy Spider" has wonderful, large, and colorful illustrations. Children never tire of seeing these; you can use the same book during this part of the program every week for one or two years, and children will continuously enjoy seeing their animal friends and imitating their sounds. Barbara Cass-Beggs' song, "I went to visit the farm one day" goes well with the illustrations. Enthusiasm for books and general knowledge about the world are strengthened in this section.

This activity models another way of using books joyfully with children. Adults uncomfortable with traditional reading can learn by your example how to "read" pictures with young children. They can sing animal songs, name the animal, describe the animal, talk about where they might have seen the animal, make up stories about the animal, etc. Everyone once in a while, it is good to add some variation. If using the Eric Carle book, this might include singing a verse about the owl in the moonlight (rather than the other animals who are out during the day), alternating the order of the animals, or from time to time using a book with different illustrations for the same animals. You can also vary the gender, sometimes using "he" and sometimes using "she" to refer to the animals. In order to be correct in your species identification, however, remember that a sheep is always a she, as is a pig.

At the end of this song, the children may start getting restless. A good distraction now is puppets. A big duffle bag or deep canvas bag can be brought out at this time, and a guessing game with animal sounds begins. Another great song is Barbara Cass-Beggs', "When the [cow] gets up in the morning, she always says [moo]," but there are many other animal songs which can be used here. Old MacDonald can be a bit long, so if you plan to use that, only sing a few verses. Other fun ones are "I Had a Little Rooster by the Old Barn Gate" or "We're on the Way to Grandpa's Farm."

To prevent children from coming up and taking the stuffed animals, once you have finished singing about each animal, drop it into the plastic tub. The tub should be behind you or inside the flannel board/easel where little hands cannot reach it. This is when the guidelines you stated at the beginning of the program really come in handy!

Launch straight into the rhyme "Hickory Dickory Dare." Throw the puppet up into the air at the appropriate line, and catch it on the way down. Tell everyone that you are going to pass the pig around the circle and give each child a chance to throw it up in the air. Remind parents that if their children are too little to do it on their own, the parents should help by taking the children's hands in their own and together tossing the pig up in the air. Tell everyone to applaud after each effort to show appreciation for a job well done. Then walk around the circle, giving the pig to each child. As they throw the pig up

in the air say “Yay!” or applaud. The parents will follow your lead. After just a few weeks, you will see how even the very youngest children try to throw the pig up in the air in order to receive the positive feedback.

Even older children enjoy this activity. They usually throw the pig up higher and appreciate your noticing their skill. A compliment such as “Wow, what great pig-throwing skills” usually is rewarded with a big smile from the older child. Once you return to your seat, repeat the rhyme one more time as you throw the pig in the air and catch it, put in the pig in the tub, and then begin your next activity.

7. Musical Instruments and Props

- Children are encouraged to explore sounds and textures
- Children develop listening skills
- Play and imagination are encouraged
- Exposure of music from a variety of sources

Musical Instruments and Props:

Bells:

- a. **We ring our bells together because it’s fun to do.**

Ring them UP HIGH...DOWN LOW...IN THE MIDDLE

- b. Ring your bells (*Tune of “Jingle Bells”*)

- c. Grandfather’s Clock

Ring them UP HIGH...DOWN LOW...IN THE MIDDLE

- d. **Bells Away**

After finishing with the animals, go straight into the musical instruments and/or props. Children are getting squirmy (they have been involved in the program for quite a long time already) and being given an instrument easily captures their attention. Walk around the circle carrying up a canvas bag with instruments and hand an instrument directly to each child and each adult. This section should last about five minutes from distribution to collection of instruments.

Once everyone has an instrument, sing a variation of Cass-Beggs’ “We hit the floor together” by singing out the name of the instrument and the way it is played. For instance, “We ring our bells together,” “We tap our sticks together,” or “We shake our rattles together.” Following the introductory song immediately are instructions “Shake them UP HIGH, shake them DOWN LOW, shake them in the MIDDLE.” UP HIGH should be sung in a high voice, DOWN LOW in a very low tone, and IN THE MIDDLE in your regular tone of voice. The words high, low, and middle will be easy for the children

to learn since they are using movements that correlate to the meaning as they verbalize the word. Varying the tone of voice increases the learning to include another meaning of the words high and low; high is experienced as a tone as well as a physical space, and the same for low and middle. And experience is what strengthens brain connections!

Follow this with one or two songs describing what the instrument or prop can do. Ringing and singing “Jingle Bells” might be your second activity if using bells, sticks can be tapped in varying tempos to “Polly Put the Kettle On,” and shaking maracas may help keep the beat when listening to recorded music. Use a variety of music from week to week including classical music, folk songs in languages other than English, rock and roll, gospel, zydeco, bluegrass, and children’s songs. Try playing to the beat!

Finally, recite the “UP HIGH, DOWN LOW, IN THE MIDDLE” ditty, and walk around the circle with an open canvas bag singing the put away song geared for the specific item; if you have just used bells, the song would be “Bells Away.” As you start circling the crowd, ask parents to place wet items that have been in baby’s mouth into one of your hands rather than in the bag. Once the session ends you can sterilize the wet instruments by washing or disinfecting them. If you have time, follow one of these prop sessions with another. Bells can be followed by colored scarves, rhythm sticks can be followed by bells, bells can be followed by maracas. Keep in mind that your program should last approximately 30 minutes, so choose your activities accordingly.

Scarves:

Song: Wind, oh wind

Game: Peek-a-boo, I see you

Activity: This is the way we wash our necks

Scarves: Wind oh wind (*Repeat*)

Scarves: Scarves away

8. Lullabies

- Relaxation techniques that adults can use with children
- Giving children a rest before the grand finale

The hustle and bustle of the musical instruments and props can make some children tired, while it can rev up the energy level of others. Before moving on to the end of the program, a lullaby helps children to relax while sharing physical closeness with their adult. Although not all children will be prepared to sit quietly rocking with their caregiver, it is a valuable part of the session. Think of the hectic lives we lead as adults, and how important it is to learn how to relax and take time to calm down.

Explain to parents that lullabies are best when children are snuggled close while singing and rocking. As the children hear the adult's heartbeat and experience the rocking motions, they remember the time when they were still in the womb. Incorporating lullabies into your program also teaches them to parents. They may be unfamiliar with the songs and through them will learn techniques for calming down their children.

All children have different internal styles. Some children like lots of excitement and others prefer quiet times. It is important for the children who thrive on constant movement to have a time when they learn how to sit back and relax. For the quieter children, the lullaby time may give them the energy to finish through the rest of the program. Any song can be a lullaby if sung softly and slowly.

Lullabies

Lullaby: Twinkle, twinkle, little star

9. Interactive Rhymes

- Performing an easily achievable task that is recognized and applauded by all builds a child's self-esteem
- Social development is enhanced by taking turns and learning to appreciate the achievements of others
- Children learn self-regulation by coming up to the flannel board when they are ready and going back to their place when their turn is over

Before closing, include an interactive activity that involves large motor skills. Try placing a candlestick on the floor and reciting "Jack Be Nimble" while inviting children to take turns jumping over the candlestick. Remind parents to clap as each child completes the task. When with a group of non-walking infants, bring the candlestick to each parent and let them lift their baby over it while reciting the rhyme, using their child's name. Or, put Little Bo Peep and her sheep on the flannel board. Recite the rhyme and invite children to come up to the flannel board and point out where the sheep are hiding. Give positive recognition as the sheep are found. Don't worry if different children point out the same sheep; the objective here is to get them moving and looking carefully at a picture.

My favorite activity is using Humpty Dumpty to segue into the closing song. Recite the rhyme as Humpty sits on his wall, and pull him off as he has "a great fall." Invite all of the children to come up one by one and pull Humpty off of the wall, mentioning that each child has just one turn. Tell the adults that if children do not go back to their seat after taking a turn, traffic jams form at the front. Encourage parents to help their children by physically bringing them back to their laps if this should occur. Also, tell them to feel free to come up with their babies and help manipulate their babies' hands to pull

Humpty off of the wall, if needed. And, be sure to ask everyone to clap each time Humpty is pulled off of his wall, so the children will feel appreciated for a job well done.

Interactive Rhymes

Flannel board: Humpty Dumpty (give instructions for pulling Humpty off the wall)

10. Closing Section

- Same closing songs weekly prepare children for the ending transition
- The program ends on a positive note,
- Reminds everyone to come back next time

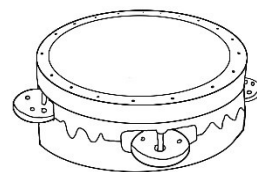
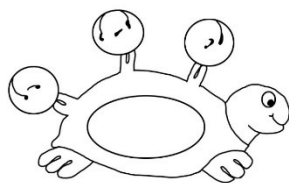
Always end with the same closing activities. In *Can You Kick With Two Feet*, everyone sits in place and has a chance to exercise various parts of their body. *It's Time to Say Goodbye/We're So Happy That Everyone Is Here* signifies the end of the program by ending on a positive note and encouraging everyone to come back again next week. This song by Cass-Beggs lets everyone know that the program is over, but also reminds them that that we are glad they came. Another phrase, a sing-song "Good-bye everybody, see you next week" reminds program participants that the program is ongoing, and we hope they will come back again. By always starting and ending the program in the same way, babies will learn quickly to recognize the ritual and it will add to their sense of security.

Closing Segment:

Action song: Can you kick with two feet?

Closing song: We're so happy that everyone is here

Reminder: Bye everybody, see you next week!



SAFETY CONSIDERATIONS FOR PROPS

- Make sure your props are not sharp or pointy.
- No smaller than a toilet paper tube
- No long strings (should be less than 12")
- No colors that "bleed"
- Durability is important if the item was expensive or time consuming to make.

PLANNING AN INCLUSIVE PROGRAM

- Decide if you are creating a program for children with a specific diagnosis (i.e. children with autism, or deaf children) or if it will be an inclusive program.
- Look for a partner (i.e. a speech therapist or a physical therapist) to help.
- Consider your audience and list the types of adaptations needed. For instance:
 - Children who are deaf may need an ASL interpreter
 - Children with low-vision may need to sit near you and have tactile rhyme representations
 - Children with autism may feel uncomfortable with loud sounds (use soft-sounding shakers, and not loud bells)
 - Children with physical disabilities may not be able to leave their wheelchairs.
 - Some children may consistently make noises (try to use a portable microphone and headset)
 - Some children may not be able to sit still at all (Arrange the room in a way that gives them space to move but does not let go running out of the room unsupervised)
- Identify rhymes to adapt and create new versions of them.
- If running the program with a partner, assign a leader for each rhyme.
- If presenting the program with a partner, be sure to practice running through the program together a few times before your first session.

DEVELOPMENTAL TIPS

One or two developmental tips should be inserted into each session of *Mother Goose on the Loose*®. More than two tips would make the program didactic, but one or two helps adults understand which skills their child is acquiring through specific activities and how they can be replicate at home. Tips can explain child development, recent findings in brain research, school readiness skills, early literacy skills, or quotes from studies on the importance of play. These are all meaningful for caregivers of children from birth to age three.

THE ALL-INCLUSIVE, SUPER-DUPER SCRIPT

The script below contains words to all of the rhymes, songs, and finger plays in the sample program. Included in this script are directions, which are in italics, from the librarian to the parents and a few developmental tips. Although in a real setting, you should only a maximum of two developmental tips per program, I have included more here, just to illustrate what the tips might be and how they can be used with different rhymes. **These tips are in a different font and color in order to identify them as developmental tips.**

1. Welcoming remarks

Hello everyone and welcome to *Mother Goose on the Loose*®. *Mother Goose on the Loose* is a nursery rhyme program that lasts approximately thirty minutes. Children have fun while learning socialization skills by taking turns and showing appreciation to others. The rhymes aid in speech development and motor coordination. And they give you some wonderful activities to use with your children to keep them occupied while you are waiting in line or on long car rides together.

Children this age don't sit perfectly still. They often like to move around and explore and that is just fine. However, please pretend there is an invisible semi-circle around the flannel board. If your child enters that circle, please come up and physically take him or her back to your seat. Otherwise it is fine for your child wander around.

Nursery rhymes provide a good foundation for learning to read when your child is older. So by reciting rhymes together, you are actually helping your child get ready for school while having lots of fun.

I am going to say each rhyme twice. The first time, you can listen to me. The second time, recite the rhyme with me. But if you already know the rhyme, feel free to say it both times.

And now, without further ado, *Mother Goose on the Loose*®.

2. Opening rhymes and reads

Finger plays

Old Mother Goose when she wanted to wander would fly through the air on her very fine gander.

Now take your hands and move them with me as we say the rhyme again.

Old Mother Goose when she wanted to wander would fly through the air on her very fine gander.

By hearing rhymes, children learn to recognize rhythm and musical patterns.

(For this rhyme, use your fingers to go up and down the stairs.)

Goosey, goosey gander, where do you wander? Upstairs, and downstairs, and in my lady's chamber.

This rhyme introduces the concepts of soft and loud.

Two little dickey birds sitting on a cloud.
One named "Soft", the other named "Loud."
Fly away Soft! Fly away Loud!
Come back Soft! Come back Loud! ^B

Rhymes about everyday occurrences and familiar animals may spark a child's general interest in the world around her.

(Try using a monkey puppet with this rhyme. Give monkey kisses afterward!)

Two little monkeys jumping on the bed.
One fell off and bumped his head.
The other called the doctor, and the doctor said,
"No more monkeys jumping on the bed."

A great way to promote reading is to read books to your child.

Read a book: Read: *Freight Train* by Donald Crews

It's great to read books to very young children. You don't need to actually read the words printed on the pages. You can simply state what is on the page, and make up a rhyme, noise, or movement to go with the picture. You're still building a connection between your child and books, and creating a love that will make them more enthusiastic about learning to read when they are older.

We hit the floor together, we hit the floor together,
We hit the floor together, because it's fun to do.
(Stamp your feet, wave your arms, wiggle your fingers, nod your heads, sway and sway, clap your hands.) ^A

This next fingerplay is a great counting rhyme.

Five fat sausages frying in a pan, the oil was hot so one went BANG!
Four fat sausages...., three..., two..., one...,
And there were no sausages left!

3. Body Rhymes

Head:

Head and face rhymes encourage awareness of self and capabilities. *(Now we are going to start at the head and work our way down the child's body.)*

My face is round. *(Point to your face or baby's face)*
I have two eyes, a nose, and a mouth! *(Point to each part)*

Knock at the door. *(Knock on your child's head)*
Pull the bell. *(Pull a tuft of hair)*
Peek in! *(Index finger placed on side of child's eyes)*
Lift up the latch *(Use your finger to gently push up on your child's nose)*
Walk in. *(Walk with finger's into child's open mouth)*
Take a chair. *(Pinch one cheek gently)*
Sit down. *(Pinch other cheek gently)*
"How do you do, Mrs. Brown?" *(Gently tug on child's chin)*

Fingers:

In addition to being fun, tickle rhymes promote bonding and trust between parent and child, while developing their senses at the same time!

'Round and 'round the garden goes the teddy bear. *(circle your finger on baby's opened palm)*
One step, two step, tickle him under there! *(creep finger up baby and tickle under the arm)*
'Round about, 'round about goes the wee mouse. *(circle your finger on baby's other palm)*
Up a step, up a step, all around the house! *(creep fingers up baby and tickle other underarm)*

Hands:

Open them, shut them, open them shut them, give a little clap.
Open them, shut them, open them, shut them, put them in your lap.
Creep them, creep them, creep them, creep them,
Right up to your chinny chin chin.
Open up your little mouth, but do not let them in!

Fingerplays can be your child's first learning game which introduces new ideas and concepts. Your child's intellectual horizons are expanded through a simple song like "The Eency Weency Spider" which mentions up and down, and draws a connection between the rain coming down and the sun drying everything up.

The eency weency spider went up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

And the eency weency spider went up the spout again.

(Now do it as the GREAT BIG SPIDER using your great big hands and your great big voices!)

Knee Bouncing:

Knee bouncing rhymes help children to develop an awareness of an underlying beat in music. This can also be done by rocking and marching.

Put your legs straight in front of you. Put your children on your legs facing me and let's start by bouncing our legs up and down, one leg at a time as if we are riding a bicycle.

(Parents put legs straight out in front of them. Child is placed on legs facing the librarian. The first rhyme is done with one leg going up and one leg going down.)

Seesaw, scaradown, this is the way to Londontown.

One knee up and the other knee down, this is the way to Londontown.

Seesaw, scaradown, this is the way to Baltimoretown. *(use your location)*

One knee up and the other knee down, this is the way to Baltimoretown.

Leaning Rhyme:

By doing this rhyme each week, children will learn to connect the words with the leaning motion. They learn to anticipate when to lean.

(This rhyme is done with both legs bouncing at the same time.)

Mother and father and Uncle John went to market one by one.

Mother fell off (*lean*) and father fell off (*lean to the other side*),

but Uncle John went on and on and on and on (*going faster*).

Knee bounces build your child's balance and math skills as well!

*(Display the illustration from **The Little Dog Laughed** by Lucy Cousins while reciting)*

Oh, the Grand Old Duke of York, he had ten thousand men.

He marched them up (*feet up*) to the top of the hill, and marched them down (*feet down*) again.

And when they were up, they were up (*up*).

And when they were down, they were down (*down*).

And when they were only half way up (*half way up*), they were neither up (*up*) nor down (*down*).

4. Rum Pum Pum Drum Sequence

With the tambourine:

(Start by hitting tambourine and saying:)

Rum pum pum, this is my drum. Rum pum pum, this is my drum.

My name is _____, what's your name? ^A

I'm now going to walk around the circle, and I'd like each child to tap out their name on the drum, using the syllables. If your child is too young to do it alone, take their hand and direct it so that they can tap out their own name. This is a great phonics activity for the under two crowd!

(Walk around the circle, encouraging each child to tap their names on the drum using syllables. Once a child says his or her name, give a friendly greeting, such as "Good morning, Jason!")

Everybody, stand up!

5. Standing-up Activities

Singing games and group music sessions encourage social responsiveness.

Now we are going to march around the circle together and when it is time to stop, each child will have a chance to hit "stop" on the drum.

We're marching to the drum; we're marching to the drum.

Hi-ho the derry-o we're marching to the drum.

We're marching around the room; we're marching around the room.

Hi-hi the derry-o we're marching around the room.

We're marching to the drum; we're marching to the drum.

Hi-ho the derry-o we're marching to the drum

AND THE DRUM SAYS "STOP". ^B *(Go around the circle and give each child a chance to hit "stop" on the drum. As each child hits stop, reward them with a positive word, such as:)*

Incredible	Terrific
Unbelievable	Extraordinary
Marvelous	Superb
Fantastic	Awesome
Fabulous	Excellent
Wonderful	Splendid
Good	Good job
Very good	Unbelievable
Great	Super
Magnificent	Stupendous
Tremendous	Super duper

(We're running to the drum..., we'll tiptoe to the drum....)

Circle songs are fun, they include lots of movement, and they are great for large motor coordination.

Let's hold hands and sing "London Bridge."

London Bridge is falling down, falling down, falling down.

London Bridge is falling down, my fair lady.

Build it up with sticks and stones, sticks and stones, sticks and stones.

Build it up with sticks and stones, my fair lady.

This song helps everyone sit back down. It encourages and teaches children cooperation and social learning, coordination and rhythmic movement, along with the element of fun and enjoyment.

Handy Spandy sugar and candy we all jump in.

Handy Spandy sugar and candy we all jump out.

Handy Spandy sugar and candy we all jump up.

Handy Spandy sugar and candy we all sit down.

6. Animals!

Parents, we're going to sing a song about the animals in this book. Please sing along with me and help to make the appropriate animal sound. Babies love the large, colorful pictures, and when they see you making the animal sounds, they will want to imitate you. You will be surprised at how quickly they learn which sound each animal makes!

Animal songs:* (Show pictures from Eric Carle's *The Very Busy Spider* while singing.)

I went to visit the farm one day. I saw a cow across the way. And what do you think the cow did say? "Moo, moo, moo".

By mimicking animal sounds, children become more aware of the sounds around them. It also promotes the use of voice, and helps to develop self-confidence.

(Farm animal puppets)

When the ducks gets up in the morning, they always say "quack!"

When the ducks gets up in the morning, they say, "Quack, quack!" ^A

(Pig Puppet—After reciting this rhyme once, give instructions asking the children to join in.)

Hickory, dickory dare,

The pig flew up in the air. (Any animal can be substituted for "pig")

Farmer Brown soon brought her down.

Hickory Dickory Dare!

Now I'm going to pass the pig around, and each child can have a chance to throw the pig into the air. If your child is too young to do it alone, please hold her hand in yours and gently guide her so she feels what it's like to throw the pig. I will also help. After each child throws the pig, let's give a big round of applause. **This gives the children a wonderful sense of appreciation for a job well-done.** *(Bring pig puppet around the circle, giving each child a chance to throw the pig in the air. Clap after each effort.)*

7. Musical Instruments and Props

Singing songs, rhymes and lullabies trigger speech, provide a valuable source of speech patterning, provide pleasure, and give children a sense of security.

Bells are a great instrument for very young children. Bells with handles are easy for even the youngest babies to grab. **Children can easily learn the concepts of high and low through music.**

Bells: *(hand out bells - one to each child and one to each adult)*

The use of small percussion instruments (bells, rattles, sticks, small drums, chime bars) helps develop and coordinate muscular development and provides an emotional outlet through music.

We ring our bells together, we ring our bells together,

We ring our bells together, because it's fun to do.

Ring them up HIGH. Ring them down LOW. Ring them IN THE MIDDLE! ^A

(Tune of "Jingle Bells")

Ring your bells, ring your bells, ring your bells today.

Oh, what fun it is to ring, to ring your bells today, ay!

Ring your bells, ring your bells, ring your bells today.

Oh, what fun it is to ring, to ring your bells today! ^B

Listening to music helps develop concentration, prevents boredom, and provides for relaxation.

Ring them up HIGH. Ring them down LOW. Ring them IN THE MIDDLE! ^A

Grandfather clock goes tick-tock, tick-tock. *(Ring bells to a slow beat)*

Mother's kitchen clock goes tick-tock, tick-tock, tick-tock, tick-tock. *(Ring bells faster)*

Brother's little watch goes tick, tick, tick, tick (3x)... *(Ring bells very fast)*

STOP!

This song helps children practice their listening skills. They must pay attention, follow the unspoken directions, and learn how to stop. These are all important school readiness skills.

Bells away, bells away, put your bells away today. ^A

(Walk around with the bag and have children drop the bells into the bag. Occasionally say "thank you", but not after each one. Keep singing the song until all of the bells have been collected.)

Scarves: *(pass out colored scarves- one for each child and one for each adult)*

Wind, oh wind, oh wind, I say.

What are you blowing away today?

Scarves, oh scarves, oh scarves, I say.

I am blowing the scarves away. ^A

Now put the scarves over our heads to play Peek-a-boo. **We use transparent scarves because children will not get scared at something going over their head if they can see right through it. It allays fears and promotes bonding.**

Peek-a-boo. I see you. I see you hiding there.

Peek-a-boo. I see you. I see you hiding there. ^A

Try scrunching up your scarves as if they are wash cloths, and pretend that we're washing our bodies. **This activity promotes enjoyment and awareness of everyday activities such as bathing or dressing.**

This is the way we wash our necks, wash our necks, wash our necks.

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

Singing a clean- up song makes cleaning up fun for children, and teaches them what we expect when it is time to put something away.

(Repeat "Wind, Oh Wind" and then go straight into the following song")

Scarves away, scarves away, put your scarves away today.

Scarves away, scarves away, put your scarves away today. ^A

8. Lullabies

Lullabies help babies to remember life in womb when they were rocked close to mom and could hear her heartbeat. Lullabies calm children and help them harness their energy so they will be likely to participate in the closing activities.

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 *(American)*

Any song can be turned into a lullaby as long as you sing it softly and slowly.

9. Interactive rhymes

Here's a fun activity that develops your child's self-regulation skills. In school, children need to learn how to take turns and to be patient when other students are having their turns; by giving each child one turn to pull Humpty off his wall and awarding them with applause, we are helping to reinforce those skills.

And now, for the star of Mother Goose on the Loose: **Humpty Dumpty**. I'll say the rhyme once, and then I would like to invite each child to come up and to have a turn pulling Humpty off the wall. If the child is too young to do it on his own, use his hand in yours to pull Humpty off of his wall. Once each child has finished, they should go back to their seat in the circle. If your child remains up by the easel after taking a turn, please come up and help bring your child back to your sitting position in the circle. Remember, the round of applause after each action gives the children positive reinforcement for a great job. **The applause strengthens each child's sense of self-confidence, because they alerted to fact that other people are watching them and appreciate their execution of a task successfully. Just look at the smiles on their faces after they've pulled Humpty down and everyone applauds!**

(Recite the Humpty Dumpty rhyme and pull Humpty off of his wall before inviting children to come up one at a time to have a turn. Tell parents there is only one turn per child, and when the child has finished they may have to physically take them back.)

Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall.

All the king's horses and all the king's men, couldn't put Humpty together again.

(If there is a child who REALLY wants to come up and has waited for a turn, make sure to compliment her: "Susie, you have been so patient, terrific! I'm glad to say it is your turn now...")

10. Ending songs

Body awareness shows children that any part of the body can start a movement.

Can you kick with two feet, two feet, two feet?

Can you kick with two feet? Kick, kick, kick, kick, kick.

(Can you wiggle with ten fingers, clap with two hands, nod with one head, kiss with two lips, wave "bye bye"....) ^A

We're so happy, we're so happy, we're so happy that everyone is here.

We're so happy, we're so happy, we're so happy that everyone is here. ^A

Bye, bye everyone. Thanks for coming. See you next week!

A Written by Barbara Cass-Beggs, founder of the Your Baby Needs Music Program, using the *Listen, Like, Learn* method.

B Traditional rhyme, adapted by Barbara Cass-Beggs

AN OUTLINE FOR A SAMPLE MGOL PROGRAM

1. Welcoming remarks

2. Opening rhymes and reads

- Fingerplay:* Old Mother Goose when she wanted to wander
Flannel board: Goosey, Goosey Gander, where do you wander?
Flannel board: Two little dickybirds sitting on a cloud.
Puppet: Two little monkeys jumping on the bed
Book: ***Freight Train*** by Donald Crews
Song: We hit the floor together together....
Flannel board: Five fat sausages frying a pan....

3. Body Rhymes

- Head:* My face is round / Knock at the door
Fingers: Fingers like to wiggle waggle
Hands: Open them, shut them
Eency weency spider, Great big spider (*with spider puppets*)
Knee bouncing: Seesaw scaradown
Mother and Father and Uncle John
Oh the Grand Old Duke of York (*using illustrations from "The Little Dog Laughed" by Lucy Cousins*)

4. Rum Pum Pum Sequence Rum pum pum (*children tap out names with syllables*)

5. Standing-up Activities

- Stand up:* We're marching to the drum (tune of "Farmer in the Dell")
Circle Dance: London Bridge is falling down
Sit down: Handy Spandy

6. Animal Sequence

- Song:* I went to visit the farm (*using book illustrations for the farm animals*)
Song: When the [ducks] get up in the morning, they always say [quack]. (*Pulling puppets out of a duffel bag one by one*)
Activity: Hickory dickory dare, the [pig] flew up in the air (*Kids throw puppet in air and parents clap*)

7. Musical Instruments and Props

- Bells:* We ring our bells together because it's fun to do.
Ring them UP HIGH...DOWN LOW...IN THE MIDDLE
Ring your bells (*Tune of "Jingle Bells"*)/UP HIGH, DOWN LOW ...
Grandfather Clock
Ring them UP HIGH...DOWN LOW...IN THE MIDDLE/ Bells Away
- Scarves:* Song: Wind, oh wind
- Game:* Peek-a-boo, I see you/ This is the way we wash our necks
- Scarves:* Wind oh wind/ Scarves Away

8. Lullaby Twinkle, twinkle, little star

9. Interactive Rhymes

Humpty Dumpty (*give instructions for using flannel characters*)

10. Closing Segment Can you kick with two feet?/ We're so happy / Bye everybody!:

An Additional Note:

For more ways to use nursery rhymes in programs, visit the Mother Goose on the Loose Website: www.mgol.net. Under "Resources/Nursery Rhymes," find alphabetically listed links to videos of librarians doing nursery rhymes with fingerplays, bells, scarves, whole body movements, puppets, and more.

Send program updates, share success stories, describe activities, ask questions, and provide answers to questions from Mother Goose on the Loose colleagues on Facebook: <http://www.facebook.com/mothergooseontheloose>.

Browse more ideas on Pinterest: <https://www.pinterest.com/betsydc5/mother-goose-on-the-loose/>

To contact Betsy, write to: betsydc@mgol.org or call 443-928-3915.

HOW TO DO IT YOURSELF

Now that you understand how the program works and have seen an actual outline, use the following programming workshop sheet to fill in rhymes and songs that you know, in order to create your very first *Mother Goose on the Loose*® program. Notice that rhymes which should be repeated each week are listed on this worksheet.

MOTHER GOOSE ON THE LOOSE PROGRAM PLANNING SHEET

Date of program: _____

1. Welcoming remarks:

- Introduce yourself and welcome everyone
- State Expectations / "Children this age don't sit perfectly still"
- Set guidelines / "If they come within this invisible circle, please come and get them..."
- Explain how it works: "I'm going to say things twice..."

2. Rhymes and reads

Opening Rhymes: a. Old Mother Goose when she wanted to wander
b. _____
c. _____

Book to Read Aloud: _____

Puppet: _____

Song: (Optional) _____

3. Body Rhymes:

Head: _____

Fingers: _____

Body or Hands: _____

Knee bounces: a. _____

b. _____

c. _____

4. Rum Pum Pum Drum Sequence (Children tap out names with syllables)

5. Stand Up Activities:

a. _____

b. _____

c. Handy Spandy

6. Animal Sequence:

a. I went to visit the farm one day (using book illustrations)

b. When the ___ gets up in the morning (using puppets)

c. (Optional rhyme or activity) _____

7. Musical Instruments and Props:

Musical instrument: a. _____

b. _____

c. _____

d. Instruments away

Colored scarves: a. _____

b. _____

c. Scarves away

8. Lullaby:

9. Interactive Rhyme:

10. Closing Segment:

a. Can you kick with two feet?

b. We're so happy that everyone is here

WHEN YOU HAVE FINISHED WRITING YOUR PLAN:

- Add in one or two developmental tips.

You now have your first completed program plan!

Now list the props you will need. For instance, if you plan on singing a song about a Turtle, you may want to get a turtle puppet to use with the song. Your list might look like this:

Props needed:

Books needed (for reading aloud and showing illustrations)

CDs needed (or songs to put on a play list for the iPad or MP3 player).

Once you have filled in the worksheet above, create a file on your computer called “MGOL.”

Create a MGOL file on your computer. Copy the planning sheet from this online address: <http://www.mgol.net/wordpress/wp-content/uploads/2014/03/Quick-Planning-Form-.pdf>. Fill in the blanks with the rhymes that you plan to use. Save the document with the date of your first program. Each week, resave the document with the new date, and highlight the changes that you make.

Add in your two developmental tips, and list the books, CDs and props you will need. Save the document, print it out, and use it as an outline for both planning and presenting. Then:

- Gather props for any relevant rhymes; find them, make them, borrow them, or buy them!
- Decide which rhymes will be illustrated with book illustrations. Find the books and put post-it notes on the pages with the illustrations to be shown.
- Make flannel board characters for the rhymes that need visual representations.
- Place your props in the order in which they will be used on the shelf inside of the flannel board. The piece for the first rhyme should be on the top of the pile, facing you.
- Listen to a CD and practice rhyme lyrics if you don't already know them.
- Practice running through your program a few times.
- As you practice each rhyme, use the visual representations, then drop them in the bin when the rhyme has finished.
- Invite a colleague or two to watch a practice run-through, point out the things that work best, and offer suggestions for improvement.
- As soon as your practice program has finished, gather up the props and put them back in the correct order for the program. Put them back (in order) in the storage bin for storage.
- Invite a colleague or two to watch a practice run-through, point out the things that work best, and offer suggestions for improvement.
- Review your written program and have one more practice session with another colleague. When you feel ready, begin presenting your program!

NOTE:

Each person speaks at a different pace. Time yourself when doing a sample program. If your program lasts more than 30 minutes, reduce the number of items in a section. But be sure to keep all 10 sections in their proper order.

If you have a very large group, you may also have to reduce the number of rhymes used per session.

GO TO IT!

Using the formula mentioned above, with the 80% repetition from session to session, you can create your own Mother Goose on the programs.

In order to keep your programs consist with both repetition and variety, make a copy of the planning worksheet and fill it out each week, changing only a few things from the week before. By following this method, you will always be introducing new material, while keeping a substantial amount of the familiar material from week to week.

TIPS

- ❖ In order for you to make this program work for you, it is important for you to fill in the rhymes that you know and enjoy best.
- ❖ Be friendly, enthusiastic, and welcoming in order to create an optimal learning environment.
- ❖ If an older child is brought along also, give the child a stuffed animal or puppet to put on his lap, and ask the child to pretend that he is the parent.
- ❖ Tailor your activities to meet the more lively activities of the toddlers with those more sedentary for the babies.
- ❖ Have nursery rhyme books on display and encourage adults to check them out after the program.
- ❖ As soon as the program has finished, put the top back on the storage tub so that your props are safe and you are free to talk with everyone in the room.
- ❖ Invite everyone to stay and chat together when the program has finished. Encourage parents to share stories with each other, and children to “play” together in whatever way they can.

MODIFICATIONS FOR CHILDREN OF ALL ABILITIES

Here are a few suggestions for modifying a program in order to make it more inclusive for children with different abilities

- Speak slowly. Practice in front of a mirror ahead of time if need be. Speaking slowly gives everyone more time to process what is being said.
- Consider limiting the number of attendees; too many people in a room can be overwhelming to some children.
- Consider being flexible with age restrictions. Although Mother Goose on the Loose was designed for children from birth to age 3, older children may enjoy and appreciate participating in the program. Welcome siblings to join in, too.
- Use the welcoming comments to address specific adaptations that may be needed. For instance, you may want to say:
 - If you need to sit up close to see or hear, please do.
 - If your child needs to hold an item, such as a favorite toy or animal, that's fine. *(Most families will bring their own - the library generally does not provide these for the children)*
 - If your child has a special need that you would like me to know about, please tell me. I may be able to add or modify some of the activities to address your child's specific needs.
 - Some children may only be able to stay for 10 minutes of the program. Tell parents that it's fine to leave "early".
- Use lots of expression in face and voice.
- The repetition, routine, and ritual in Mother Goose on the Loose is very important for all young children; especially for children on the autism spectrum. Always use the same hello and goodbye songs. Depending on your audience, you may want to repeat rhymes more than twice.
- Children may not appear to be paying attention because they may not be providing the visual or verbal feedback you usually get during a program. Just keep going with the rhymes. Even if you are not getting eye contact or active participation, the child may be fully engaged in his or her own way.
- If there is a visually impaired child, be sure to describe what you are doing. While doing a fingerplay, clearly describe what your hands and fingers are doing.
- Think multi-sensory. Add tactile elements such as touch-and-feel books, pass around stuffed animals or ask what else you can add.
- Choose picture books with large illustrations and bold colors so they can be seen from anywhere in the circle. Look for discernible shapes and high-contrast colors.
- Make and use very large flannel board pieces with high contrast colors such as sunshine yellow and royal blue.

- Use flannel board pieces with uncluttered backgrounds.
- Minimize distractions in the room. It is best not to have background music. Loud noises should be avoided.
- Go slower (but not too slow!) with songs and rhymes, giving more time for language processing. Raising your voice does not help with understanding.
- Prepare children for transitions between activities by using a visual clue (e.g. the flannel board piece) or by telling them.
- Include some signs from American Sign Language - it's easy and fun!
- It's okay if a child wants to hold an object for the rest of the time, if everyone has had a chance to hold it. If using objects, try to have multiples to allow for this.
- If possible, add an additional staff person to the program to allow for individual attention or assistance. This second staff member can cue you to what is happening, "Miss Mary, I think it's time to bring out the bells!" Also, the "rover" may have valuable insight into what worked well in the program and what did not.
- When a child has a difficult time adjusting, talk privately with the parent and mention that it could help if they come early to acclimate to the library space. *(But be sure that the space will be available and monitored if they do come early.)*

This list was compiled in September, 2010 for Mother Goose on the Loose by Deborah J. Margolis, djmargolis@hotmail.com

RESOURCES

Good books to read in the opening section:

(Don't forget that there are some wonderful older picture books that children love)

Ajmera, Maya. ***Global Baby Boys***. Charlesbridge, 2014.

Asim, Jabari. ***Whose Knees are These?*** L.B. Kids, 2006.

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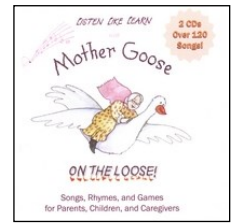
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INCREASE YOUR REPERTOIRE OR CIRCULATE

A CD with 121 songs for easy use in *Mother Goose on the Loose*[®] programs is available at: <http://cdbaby.com/cd/bdcr>. Containing many songs by Barbara Cass-Beggs, it is organized by category (i.e. body awareness songs, tickling songs, knees bounces) according to the structure of a typical *Mother Goose on the Loose*[®] session. This CD is useful for early childhood educators who want more songs and rhymes for young children and it is perfect for circulating to families who attend *Mother Goose on the Loose*[®] programs; the songs they sing in the library are reinforced when heard again at home or in the car.



OTHER TRAINING MATERIALS

A double CD set with an entire *Mother Goose on the Loose*[®] script and a CD with more rhymes is available through <http://cdbaby.com/cd/bdcohen>. The first CD in this set includes much of the information that is on the CD that comes with the book *Mother Goose on the Loose*[®]. The second CD of this set has all new, additional information.

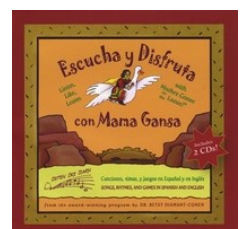
“More Songs and Rhymes for Mother Goose on the Loose” is available at <http://cdbaby.com/cd/bdcohen2>. This CD is the second CD from the above CD set. In addition to more songs and rhymes grouped according to segment, it includes a wide range of developmental tips.

Mother Goose on the Loose[®] manual can be purchased through ALA Editions at <http://www.alastore.ala.org/detail.aspx?ID=4163>. Containing information about early literacy and school readiness, it describes the structure of a *Mother Goose on the Loose*[®] program and includes ten complete scripts and has over 100 rhymes and instructions. The first CD of the double CD set (the MGOL session script) is part of this package.

If you are having trouble thinking of developmental tips to use in your program, try The Early Literacy Kit: A Handbook and Tip Cards by Betsy Diamant-Cohen and Saroj Ghoting. Find it at: <http://www.alastore.ala.org/detail.aspx?ID=2634>.

Engage your Latino users with proven, effective bilingual early childhood programming – even if you’re not a Spanish speaker! *Early Literacy Programming en Español: Mother Goose on the Loose Programs for Bilingual Learners* is available at: <http://www.alastore.ala.org/detail.aspx?ID=4160>

A CD that pairs English songs and rhymes with their Spanish counterparts, focusing on material that is appropriate for even the youngest child is available at <http://www.cdbaby.com/cd/rembdc>



ORDERING INFORMATION - COMPANIES

ALA Editions / Neal-Schuman - www.neal-schuman.com/books/search/
Phone: 866-672-6657 AND www.alastore.ala.org

Artfelt - [_www.artfelt.net/warehouse/front.htm_](http://www.artfelt.net/warehouse/front.htm)
Phone: (818) 365-1021, fax orders: (818) 365-9301

Demco - www.demco.com (has a great, friendly-looking spider glove puppet)
800.279.1586; fax: 800.245.1329

Empire Music Company – www.empire-music.com / Phone: 800.663.5979

Folkmanis Puppets - www.folkmanis.com
Phone: 510.658.7677; 1219 Park Avenue, Emeryville, CA 94608

Kimbo Educational – www.kimboed.com – (Inexpensive rhythm sticks, 6” sets of 24, can be found at: www.kimboed.com/index.asp?PageAction=PRODSEARCH&txtSearch=sticks&btnSearch=GO&Page=1)
Phone: 800.631.2187, local: 732.229.4949 Fax 732.870.3340

Lakeshore Educational - www.lakeshorelearning.com
Phone: 800.421.5324, local: 310.537.8600, fax: 310.537.5403

Mother Goose on the Loose – www.mgol.net
Phone: 443-928-3915

Music Rhapsody – www.musicrhapsody.com
Phone: 888.try.music, or 310.376.8646; fax: 310.376.8490

Musican’s Friend - www.musiciansfriend.com/classroom-kids/rhythm-band-12-colored-scarves. Phone: 887-880-5907.

NASCO - www.eNASCO.com / Phone: 800.470.3942; fax: 888.470.3942

WEST MUSIC - www.westmusic.com
Phone: 800.558.9595, local: 209.545.1600, fax: 209.545.1669

ORDERING INFORMATION - ITEMS

FURNITURE & ACCESSORIES:

- Big plastic tub with cover (K-Mart, Target, Rubbermaid)
- Four-in-One Easel (Demco)
- Canvas bags for storing different musical instruments (Demco)

MUSICAL INSTRUMENTS:

- Animal bells (Lakeshore Educational– listed as “Easy-grip Jingle Bells)
- Cluster bells (Empire Music, Lakeshore),
- Early childhood rhythm sticks (Kimbo Educational)
- Colored Scarves (Musician’s Friend, Music Rhapsody)
- Drum (West Music)
- Tambourine (West Music, Music Rhapsody)
- Rattles and shakers (West Music, Empire Music)

PUPPETS: (Folkmanis)

- Two exact same monkey puppets *for Two Little Monkeys Jumping on the Bed*
- Colorful bird puppet *for Mrs. Perky Bird,*
- Small and large spider for *Eency Weency and Great Big Spider* (Folkmanis)
- At least five **Farm animals** which may include: Dog, sheep, hen, rooster, pig, lamb, horse, kitten, duck, large cow

BOOKS:

- ***The Very Busy Spider*** by Eric Carle (or some other book with big pictures of familiar animals)
- Assorted Mother Goose anthologies (Mark pages with post-its for nursery rhymes)
- ***Mother Goose on the Loose***® by Betsy Diamant-Cohen, Neal-Schuman Publishers
- ***Indestructibles*** series, beautifully illustrated by Karen Pixton. (*Pages that feel real, but don’t rip*) <http://www.indestructiblesinc.com>

PROPS:

- Flannel board pieces (especially “Two Little Blackbirds!”) (ArtFelt)
- Felt (for making characters for the flannel board) (Nasco or Lakeshore)
- Tacky glue (for making character for the flannel board) (Nasco)

SONGS:

- “Listen, Like, Learn with Mother Goose on the Loose” (cdbaby.com/cd/bdcr)
- “BellyButton” from Heather Bishop’s *BellyButton* (www.Amazon.com)

PROGRAMMING AIDS:

- Developmental Tip Cards (<http://www.alastore.ala.org/detail.aspx?ID=2634>)
- Pictures books with Braille (<http://www.seedlings.org/order.php>)