



In the
Nest
Instruction Guide

Mother Goose
On The Loose
Hatchlings



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BACKGROUND

About MGOL Hatchlings

Childhood experiences form the foundation upon which social, emotional, and economic success is based. Being raised by a loving parent who engages in age-appropriate, play-based early literacy practices, has been shown to positively impact the lives of babies and of future generations as well.

Combining the philosophy and basic structure of *Mother Goose on the Loose* with the five literacy practices from *Every Child Ready to Read*,¹ *MGOL Hatchlings* is a unique program that aims to give all children the opportunity to start out life in a position of strength regardless of their family's economic status and experiences. Empowering parents by providing informal instruction about child development while giving them a repertoire of songs

and rhymes to share with their babies provides a strong foundation for success.

Hatchlings is an expansion of the *Mother Goose on the Loose* program (an early literacy program for children birth-age 3 with their parents or caregivers: <https://mgol.net/>).

Hatchlings: In the Nest is an early literacy program consisting of four consecutive weekly sessions. It takes place in the library or at an outreach location

¹ Campana, K., Mills, J. E., & Martin, M. H. (2018). Every Child Ready to Read: ECRR Outside the Library: Providing Meaningful Family-Focused Community Outreach. *Children and Libraries*, 16(2), 35-36.

in coordination with at least one community partner. It is designed for parents with newborns (from birth to six months old), many of whom may be non-library users, historically under-served families, or families from under-represented populations.

This Instructional Guide aims to give you everything you will need to present the four weekly *Hatchlings: In the Nest* sessions. Printable documents are also downloadable from the Mother Goose on the Loose website at: mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/. They all can easily be accessed via an annotated list at **Appendix A: Clickable Links**.

Since *Hatchlings* is a pilot project, your feedback is needed to make the training and Instructional Guide even better for next year.

Funding from Maryland State Department of Education is supporting the creation, implementation, and evaluation of *Hatchlings* during the initial three years. *Hatchlings: In the Nest* was developed by Dr. Betsy Diamant-Cohen for the Maryland State Library in conjunction with Carrie Sanders, Dorothy Stoltz and Elaine Czarnecki. The logos were created by Celia Yitzhak; Cameron Morgan was the graphic artist who beautifully designed all of the *Hatchlings* materials. Special

thanks goes to Dr. Brenda Hussey-Gardner and Jan Fabiyi for their contributions.

Although this pilot project is limited by time and funding, our hope is to build upon its success and expand *Hatchlings* to include translated materials with songs from different cultures as an option for use. In the first two pilot years, each participating library system will receive two Escucha y disfruta con Mama Gansa: canciones, rimas, y juegos en Español y en Inglés CDs, one for the branch facilitator(s) and one for the outreach location facilitator(s). This CD offers an array of Spanish songs and fingerplays appropriate for the *Hatchlings* audiences. In addition, Maryland librarians have recommended using *The Bilingual Book of Rhymes* as a resource for Spanish language songs and rhymes.

For simplicity, this guide will use the word “parent” although we recognize and acknowledge that there are lots of forms of families and that many people who are not parents are raising children.

We hope that all of the *Hatchlings* materials will give you a solid foundation for getting started, making the program your own, and inspire you to connect with new parents in your communities who have not yet discovered the library and the wealth of its offerings.

Glossary

- **Facilitator:** That's you! After completing the *Hatchlings* training, you will be expected to facilitate the *Hatchlings* program in your community.
- **Participant:** The people who attend your program will be parents of newborns, caregivers of newborns, or perhaps relatives who are caring for newborns.
- **Organizer(s):** A point person or team from each library system who is responsible for all technical details including packing and unpacking materials, scheduling facilitators, coordinating with partners, creating a timeline for programs, ensuring that registration software is edited to include *Hatchlings* registration, ensuring that *Hatchlings* is advertised on the library's website, etc.
- **Session:** *Hatchlings* is the name of the overall program. Sessions are the separate 45 - 75 minute time blocks that parents meet with their facilitator to engage in *Hatchlings* programming.
- **Ready to Hatch** is the first section of *Hatchlings* that consists of one session for expectant parents.
- **In the Nest** is the series of four consecutive sessions for parents with babies from birth to six months old.

Goals

1 To develop, implement, and assess a new early literacy program supporting expectant and new families that aligns with MSDE's Infant & Toddler Goals, offering an expectant family program surrounding literacy, language, and family engagement in the library as well as out in the community by working with partner organizations increase availability. ¹

2 The *Hatchlings* program strives to plant the roots of early literacy with equity in mind as it targets under-represented populations.

3 Families will be encouraged to sing songs and tell culturally rich stories handed down through their own families, promoting two-generational engagement and learning.

4 Expectant families introduced to *Hatchlings: Ready to Hatch* are encouraged to return for *Hatchlings: In the Nest*, a continuation of the program in baby's first six months of life, supporting new parents through major life transitions of birth, parenthood, sibling adjustment, and acclimating to public spaces with newborns.

5 Library staff will gain new experience and skills working with expectant families and new babies as there are limited trainings or courses existent for these populations.

Formal Objectives:

- Families become aware of the importance of reading, singing, and talking to their babies daily, before and after birth, to build a love of reading, lifelong learning, and early literacy skills.
- Parents learn that lifelong reading and learning can develop from the very beginning of life; learning together as a family is rewarding and powerful.
- Parents gain knowledge about some developmental stages of newborns and learn techniques for helping to guide their interactions for ideal response and stimulation.
- Parents develop a daily reading routine with their babies, so this aspect of care is maintained in the early, chaotic days of parenting.
- Parents and their babies participate in strong, early bonding experiences.
- Parents gain confidence in their literacy skills and their role as their babies' first and very important teacher.
- Awareness of library programs, resources, and services increases amongst library non-users and under-represented populations through promotion of the *Hatchlings* program with community partners and outreach efforts to bring *Hatchlings* to these populations in the community.

THE SESSION

About Your *In the Nest* Sessions

Siblings and Guests

Hatchlings: "In the Nest" will work best if one or both parents attend with their newborn baby. A parent may choose to bring a friend or relative for support rather than their partner, which is fine. Bringing other siblings should be discouraged. When babies have been in the NICU, parents should be asked to check with their pediatricians to be sure it is safe to bring them to the sessions.

Accessing Resources

All materials needed to plan and present your program are available online at the *Mother Goose on the Loose: Hatchlings* website. While the following paragraphs describe all printed materials needed, when you are ready to print them out, it is easiest to go to **Appendix A: Clickable**

Links. There you will find a complete list of all printed materials needed along with clickable links. You may want to bookmark this page for easy access. Use the password "Libraries" to login.

Timing

Most babies are able to maintain alertness for one hour by 1-month of age. However, when that hour time frame occurs varies tremendously. Although each session is meant to last for 45 - 60 minutes with a short time to socialize at the end, it may be useful to tell people signing up that the first session may require an additional 10 minutes to give extra time for signing consent forms and taking surveys at the end of the session.

If you notice that the script takes more than one hour for

you to deliver, choose parts of the script to delete. Songs may be easiest to remove to shorten your session. Adjust the material according to the time it takes you to present and what you feel most comfortable presenting.

In the Nest parents with their babies are highly encouraged to attend all four sessions. However, in recognition that life with a newborn can bring many unexpected surprises, it is reasonable to expect that some families may not be able to attend all four sessions. Be sure to warmly welcome them when they are able to attend.

First Steps

Bringing *Hatchlings* to your community requires organizational support, funding, adequate staffing, and participants to attend the sessions. Librarians at the 2022 MLA/DLA conference suggested the following strategies for successfully bringing *Hatchlings* to your community.

Points to Mention to Your Library Director

- Expectant families are typically underserved by the public library. This is a way to reach out to them.
- Since literacy begins at birth, this is the most critical time

to establish literacy/library relationships

- Starting families as patrons from the beginning of parenthood can create life-long library users.
- Targeting a new audience will bring in new customers into the library.
- Bringing in new families will increase program attendance and boost circulation numbers.
- *Hatchlings* is designed to foster connections in the community.
- During and following COVID is a prime time to support families since many have genuine fears about their children falling behind.
- One program feeds others: Offering *Hatchlings* to expectant parents, existing parents, caregivers, and babies builds opportunities to promote other library services.
- *Hatchlings* ties into the mission of the public library.

Points to Mention to Potential Funders

- This is a great charitable opportunity that could be used as a tax write-off.
- Participation in *Hatchlings* can help to raise socially responsible

community members.

- Show Pilot results to potential funders; share participant feedback to date.
- Based on feedback thus far, *Hatchlings* is a program with lasting results that will benefit the children of our community.
- This program builds skills that will support individuals for life.

Points to Mention to Children’s Librarians

- Offering *Hatchlings* will enable you to build relationships with families from before birth, and will enable you to watch the children grow.
- *Hatchlings* builds a strong foundation for future library users encompassing literacy, technology, and social behavior.
- Offering *Hatchlings* will provide an additional venue to help parents, caregivers, babies and siblings to build and expand their relationships with the library.
- *Hatchlings* is a great way to teach parents what early literacy skills are, to show them easy activities to share with their babies, and explain how these skills will prepare their children for kindergarten.
- *Hatchlings* is a great introduction to our Mother

Goose on the Loose / Baby Time program.

- Even at such a young age, *Hatchlings* will enable parents to help their babies develop a love of books.

Points to Mention to Potential Community Partners

- *Hatchlings* will enable us (your organization and the library) to reach new families in our community.
- “Rising tides lift all boats”; Working together as partners through *Hatchlings* will build even more connections in our community. Library families will connect with your organization and vice versa.
- *Hatchlings* will provide developmental advantages for all children.
- Higher levels of literacy will benefit all future generations.
- Families attending *Hatchlings* will learn about your organization and other local agencies that can provide support.

Planning Your Program

Timeline Checklist

In order to plan for any program, it is useful to have a

checklist detailing all of the steps that need to be taken regarding preparation, publicity, distribution, printing, etc.

Appendix B includes a checklist for In the Nest that can also be applied for planning any other library programs. It's available in Word to enable you to modify it as you see fit.

The Organizer's Role

The organizer for a participating library system may or may not also be a facilitator. Scheduling can be an overall challenge since the organizer needs to take into account each branch library's schedule, each facilitator's exact schedule and all of the partners' exact schedule in order to have the lead time to do everything on time. It becomes complex because many libraries use databases to schedule and lining up the intertwined action items to have enough lead time can be time-consuming.

- Receive the kit materials and make sure there are the right amounts,
- Prep the take-home kits,
 - Compile them,
 - Processes them,
- Schedule programs in different locations, taking into account work time for the librarians,

- Schedule delivery,
- Send the kits via library delivery truck to branches, (and during COVID times)
- Allow ample time for each branch to handle the kits and get them into the Express Pick-up lobby areas – and for outreach to deliver kits to those families without transportation,
- And, then offer at least 4 – 5 days for families to pick up their kit at their designated branch prior to their scheduled program.

Everything needs to be in place before the communications department publishes information about the sessions to the public and registration opens. In order to help with this, there is timeline checklist detailing everything needed to be done, starting from 3-6 months before your program in **Appendix A**.

Establish the Schedule

The four consecutive “*In the Nest*” weekly sessions should be scheduled for the best day of the week and time of day for each specific site. The most successful time for library programs may not mirror the best program time for community partners. Late afternoon and early evening

sessions may work better in one place while morning and afternoon sessions may work best in another. Keeping the times in each location consistent, however, is easiest for parents.

Recruiting

Parent Flyer

Online and in **Appendix A**, there is link to a flyer to inform parents about the program. You can customize with your library's logo, name and address, as well as the day, date, time, and location of the session. The flyer briefly explains what the session entails and lists some benefits of attending. There is space to add additional information such as "translators available." Once the flyer has been edited to reflect information specific for your In the Nest sessions, save as both a .pdf and .jpg so it can be printed or used digitally.

Advertising

Printed flyers can be posted in the entrance of the library and can be given to community partners for posting and distribution. Post a digital flyer on your library's website and link it to relevant community calendars. Be sure to also include it in any electronic newsletters, library blogs, or posts.

Printed flyers can also be used

out in the community. Arrange to meet with the child-life specialist at a local hospital and ask if you can give a 5-minute talk about *Hatchlings* during Lamaze or other preparing-for-birth sessions. See if a flyer can be posted in the maternity ward. Ask local pediatricians to mention it to their patients, and offer to give them some flyers.

Social Media

Use social media to promote your workshops. Keep your posts short, and when possible, include a picture (from the public domain or with permission) that relates to what you will be doing in the workshop. For instance:

"Build your baby's vocabulary, overall skills, and brain power while having fun! Come to the *Mother Goose on the Loose: Hatchlings - In the Nest* workshops on days, dates at time at the library. For parents with babies from birth to 4 months; call phone number today to register."

One week later, follow up with another post:

"Have you registered yet for the *Hatchlings - In the Nest* workshops on days, dates at time at the library? Call us at phone number and join us for fun, early literacy building activities. Add in the information regarding who should come... parents with babies from birth to 4 months."

One week before the workshop, post again:

“Come to the amazing *Hatchlings: In the Nest* workshops on days, dates at time at the library. Register at phone number and join in the fun. For parents with babies from birth to 4 months.”

Additional Ideas:

- Post on Facebook, Twitter, Instagram, TikTok, and any electronic newsletters, library blogs or other media.
- Ask your community partners to post on their social media; this has been an effective way to draw participants!
- Ask library users to share the posts on their social media accounts as well, to reach people who aren't yet library users.
- Consider translating your message into other languages used in your community and posting those as well.
- Use a hashtag for your library (#[YourLibraryName]).
- Make a short promo video for Instagram or TikTok.

While the flyer informs and reminds parents of the date, time and place, a personal face-to-face invitation is the most effective way to engage parents and encourage them to attend a

Hatchlings session. Notify library staff about *Hatchlings* and tell them to share the information with new parents. The *Hatchlings* flyer is an effective way to do this. While all families can benefit from attending *Hatchlings*, some families may benefit more than others. Keep alert for opportunities to extend personal invitations. These are often the strongest motivators for attending programs. Mentioning the books and other resources that participants will receive by attending will also be helpful in attracting participants.

The Personal Touch

Parents with newborns are easily distracted and may not remember that they have signed up for *Hatchlings*. They may not even remember to check their email! Because of this, sending a link to the session an hour ahead of time is not the best way to ensure they attend. Instead, a personal phone call one or two weeks ahead of time where you tell them that you are looking forward to seeing them at your session can make an enormous difference. Following that phone call with a personal email with a link to the session is even better. And if you can make two phone calls -- one two weeks ahead of time and another one week ahead of time — that is even better!

Keep At It!

Do not be discouraged if people do not always attend your programs, however. Having a baby turns your life upside down, and it is almost impossible to predict for sure whether you will be able to fulfill your time commitments. If someone does not show up for a session, be sure to call them, reassure them that it is fine, but encourage them to come to the next session. Feeling wanted will be a big motivator!

Often, it is hard for a new program to attract attendees, especially if the program is for a group not traditionally served by the library. Don't give up if no one attends your first program, your second, or your third. Just look for new ways to promote *Hatchlings*. Once one parent and child attend a *Hatchlings* session, other people will hear about it and begin coming also.

When working with underserved populations through partner organizations, it is helpful to suggest that your contact at the organization attend the program also. People who feel vulnerable will be reassured by seeing the organizational representative that they know.

Registration Program Considerations

Before publicizing your sessions, brainstorm with other

librarians regarding services that your library is able and willing to offer. "Program Considerations" in **Appendix C** lists questions such as "Is there a program for siblings taking place at the same time?" "How can you help families with mobility issues?" and "How much lead time do you need to schedule an interpreter?" Record the answers on the "Library Checklist" in **Appendix D**.

Librarians should be able to list all the dates that *Hatchlings* will be offered in the different locations, in order to allow families to choose the time and place that is easiest for them.

Library Checklist

Registration is an optimal time to briefly let people know about the library services from your **Appendix D** checklist. When signing up program participants, staff should always look at the completed checklist and mention the services and materials your library is able to offer.

Information Sheet

The "Information Sheet" in **Appendix E** contains necessary *Hatchlings* information to share with parents before they register to attend. For example:

Since *Hatchlings* is a pilot program, there is a program evaluation component. Anyone attending the program will

be asked to fill out a Consent Form (**Appendix A: Clickable Links**) agreeing to be part of the program evaluation. (surveymonkeys.com/r/IntheNestConsent)

- All attendees will be expected to fill out surveys (**Appendix F**) and must be aware that photos/videos may be taken.
- Parents with a baby who was in a Neonatal Intensive Care Unit (NICU) must have clearance from their doctor before attending *Hatchlings*.
- Families are urged to attend all four consecutive sessions if at all possible.
- Sessions last between 45 and 60 minutes, although extra time may be needed for filling out consent forms and surveys. Some libraries may want to add on extra time for socializing at the end of a session; parents will need to know this for planning purposes.

Since both the “Library Checklist” and the “Information Sheet” should be referred to when signing up *Hatchling* participants, placing them back to back and laminating them together is recommended. The completed document can sit on your desk, next to your computer, and/or near the phone where it is easily available.

Sign-Up Sheet

Families registering for *Hatchlings* must give their names, contact information, and information about their baby. While libraries traditionally take registration information over the phone and enter it electronically, occasionally there are glitches when the computer doesn’t function properly. That’s when the sign-up sheet (linked in **Appendix A**) comes in handy! The sign-up sheet will also be useful for community partners without access to computer registration.

Registration should be limited to 12-15 families per session, divided between the library and outreach programs.

Using Props

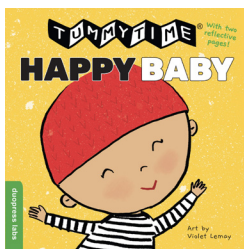
A Note on Kit

Design and Funding

Each library has the flexibility to choose their own resource kit items in conjunction with sponsors, grants, etc. The *Hatchlings* pilot programs were created with grant money that enabled all attendees to receive an early literacy item following each session, and the Instructional Guide was written with this in mind. While *Hatchlings* can be implemented without the take-home resource items, one copy of a cardboard

book, a tote bag, chickita or some form of shaker, and a finger puppet should be purchased for the in-house kits that will be used during each session by the facilitator and all of the participants.”

Props & Supplies Needed to Present the Program



Happy Baby - Illustrated by Violet Lemay. Workman’s Press: [https://www.workman.com/products/tummytime-](https://www.workman.com/products/tummytime-happy-baby)

happy-baby One copy for each in-house kit is needed. When possible, a copy of this (or another cardboard book) will be given to each family unit attending the first session



Mother Goose on the Loose Tote Bags will be used for storing supplies. The facilitator and each

family will receive a full tote bag to use during the session to be returned at the end for cleaning. A tote bag will be given to each family unit during their first session. Contact info@mgol.org for ordering information.



LP Rhythmix Chickitas Cherry - Musician’s Friend <https://www.musiciansfriend.com/>

drums-percussion/lp-chick-itas-shakers/440695000019000 A shaker will be given to each family unit attending the second session. To look for better pricing, search online for “LP Rhythmix Chickitas”



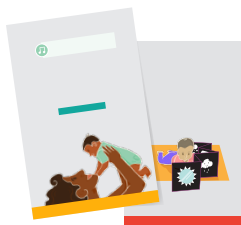
Wiggle! March! - Indestructible Book by Amy Pixton, illustrated by Kate Merritt. Workman’s Press: <https://bit.ly/2Exm1Ep>

This book will be given to each family unit attending the third session.



Frog Finger Puppet from Folkmanis. <https://bit.ly/33BAp8K> A copy of this puppet

will be given to each family unit attending the fourth session.



Hatchings Panels - 11” x 17” panels with both text and illustrations, gives parents something

to focus on during the session to help keep them engaged and provides prompts for the facilitator. (linked in **Appendix A**)



(Optional - if needed) The Ningo Conda A 13506 Tabletop Easel can be used for displaying

the panels during the session.
<https://amzn.to/3sP5RKy>



Three large plastic storage bins, preferably of different colors, are needed. One is for storing all the supplies and can be used as a receptacle for the used panels. The second one is for storing kits to be given away. The third will store kits to be used during the session and as a receptacle for depositing the used kits that need to be sanitized once the session ends. Sterilite Latch and Carry Storage Bin (18 gallon).

MSDE Early Literacy

Calendars (& possibly flyers)

This calendar will be given to each family unit.



A few stuffed animals or dolls should be available for you to use when modeling the physical ways that parents can playfully interact with their children.



The Hatchlings: In the Nest Songbook (linked in **Appendix A**) will be given to each family unit.

Hatchlings Highlights / Powerpoints

After each session, a photocopied handout of the PowerPoint panels will be given to attendees. This will replace their need to take

notes by providing a summary of all discussion topics and songs.

Panels

Hatchlings uses panels to provide parents with visuals and while reminding you what to do in different sections throughout the session. Each panel consists of text and at least one illustration. Panels can be accessed from **Appendix A: Clickable Links: In the Nest Panels.**

After downloading them from the Mother Goose on the Loose Website: (<https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/>) they should be photocopied in color (NOT double sided) on 11 x 17 sheets of heavy paper or tagboard. If using a magnetic board, laminate and attach magnetic strips to the back of each panel. (The password is: Libraries)

Panels should be kept in the order in which they will be used. During the session, when a section is finished, the corresponding panel will be slid off of the easel and placed face down on the table. The next panel will already be in place, ready to go. An unnumbered panel states "We need your feedback." This panel can be used whenever the facilitator feels it is time to add a group discussion to each session.

Alternatively, if using a tabletop



Example of an "o" Ring

easel that is not taller than the panels (such as the Ningo Conda A13506), you may want to punch holes in the top of the panels and use round clip hooks to keep them in order. Rather than sliding the panels off, you can simply flip them over when it is time to move to the next one.

If presenting your program virtually, use the downloadable *Hatchlings: In the Nest* PowerPoint from <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/> in place of the panels. (Don't forget: the password is: Libraries)

Practicing

Read the script for the session you will be facilitating. Read it again. Then try saying it in your own words using the panels as a prompt. You are not meant to read the script word for word during your session! Stuffing all of the information in the script into the heads of the participants is not what *Hatchlings* is about.

We want to encourage parents to talk, sing, share books, and play with their babies, giving replicable examples of how that can be done. We also want them to feel good about libraries. We want them to feel connected with their local librarians. If this is their first time interacting with a librarian, we want them to feel

that the librarian is their ally, someone they will be comfortable talking to. Our hope is that the positive experiences with the library and librarians will result in an increasing number of lifetime library users.

Each script is meant to give background information and implementation suggestions, but a program always works better if you make it your own. So once you are familiar with the script, decide which parts you are most comfortable presenting and practice those parts until you are comfortable delivering them. Use your own words! The participants will get to know you better if you use your own words and present in your own personal style.

Once you know what you want to say, it is essential to practice implementing the program with a colleague to get feedback and gain confidence.

To easily gather the necessary materials, use the "Materials Checklist" in **Appendix G**. It includes: (1) items for the *Hatchlings* kits, used during sessions on site, (2) take home materials for each specific session, and (3) items needed to present a *Hatchlings'* session. Once you have everything ready, start by practicing the Welcoming Comments. Make sure that all of these elements are incorporated into your greeting:

- A nice smile.
- A cheerful voice.
- Voice projection loud enough for people on the other side of the room to hear you.
- A confident and engaging manner.
- Convincing words “I’m delighted to see you here today,” giving the sense that you are really glad to be presenting the program.

Keep practicing until saying the Welcoming Comments feels natural. It will set the tone for the entire program, helping you to:

- Provide a safe, non-judgmental space where families come together, meet one another, ask questions, and share stories.
- Inform families of various resources available to help them foster their baby’s brain development through early language and literacy activities and materials to take home (e.g., *Hatchlings* Song and Rhyme Booklet, *Hatchlings* activities, *Hatchlings* hand-outs, the Maryland Day-by-Day early literacy calendar).
- Add joy to a family’s day by modeling fun language and literacy building activities that parents can use in safe and developmentally appropriate ways with their baby.

Practice changing panels as you go through each different section. As your brain begins to match content with panels, you will find consulting the script becomes less necessary and changing the panels becomes physically easier.

If you are the only *Hatchlings* facilitator in your library system, practice multiple times and then present a sample session for a colleague.

For on-site sessions, practice following the *Hatchlings* script while using the panels and manipulatives. While script details are important to share and it is essential to give parents correct information, the script does not have to be memorized. Sessions run smoother when you find what is most comfortable for you and say things in your own way.

Repetition in the scripts from week to week is intentional; repeating information several times in different ways is an effective method for forming brain connections.

Cheat Sheets

While panel visuals are meant to be prompts for you as well as visual representations for session participants, you may want more hints than that to remind you what to say (or not to say!). For this, there is a cheat sheet at the end of each script with key words and phrases that correspond with the

panels / PowerPoint slides. Cheat sheets can be found at the end of each script and online (**Appendix A: Clickable Links**).

Design Your Own

Although there is a script for you to follow, do not feel obligated to stick to it. The best programs are ones where the facilitator feels comfortable and happy. If the *Hatchlings* scripts seem unwieldy, use the cheat sheets to remind you of the information we want to share, but present it in your own way. The “Design Your Own Session Template” in **Appendix I** will help you craft your own words and activities while adhering to the *Hatchlings*’ structure.

Preparing for In-Person Sessions

Gather Materials

Use the “Materials Checklist” in **Appendix G** to gather all of your materials for use in the session and for giveaways.

Make photocopies of any necessary documents, and be sure you have enough kits for each family.

Preparing Kits for Use During the Session

Select 16 *Mother Goose on the Loose* tote bags (or a few more) to be used during each program. Take a permanent marker and

make a long line across the length of the handle (on both sides) to signify that this tote belongs to the library and should not be taken home. Fill one tote bag per adult participant only with what will be needed or displayed during the program. This means:

- one copy of *Happy Baby*,
- one shaker,
- one copy of *Wiggle! March!* and
- the frog finger puppet.

These are the “kits” that you and the parents will be using during the program. Place them in a large plastic bin labeled “Kit Returns.” They are meant to be returned there at the end of each session.

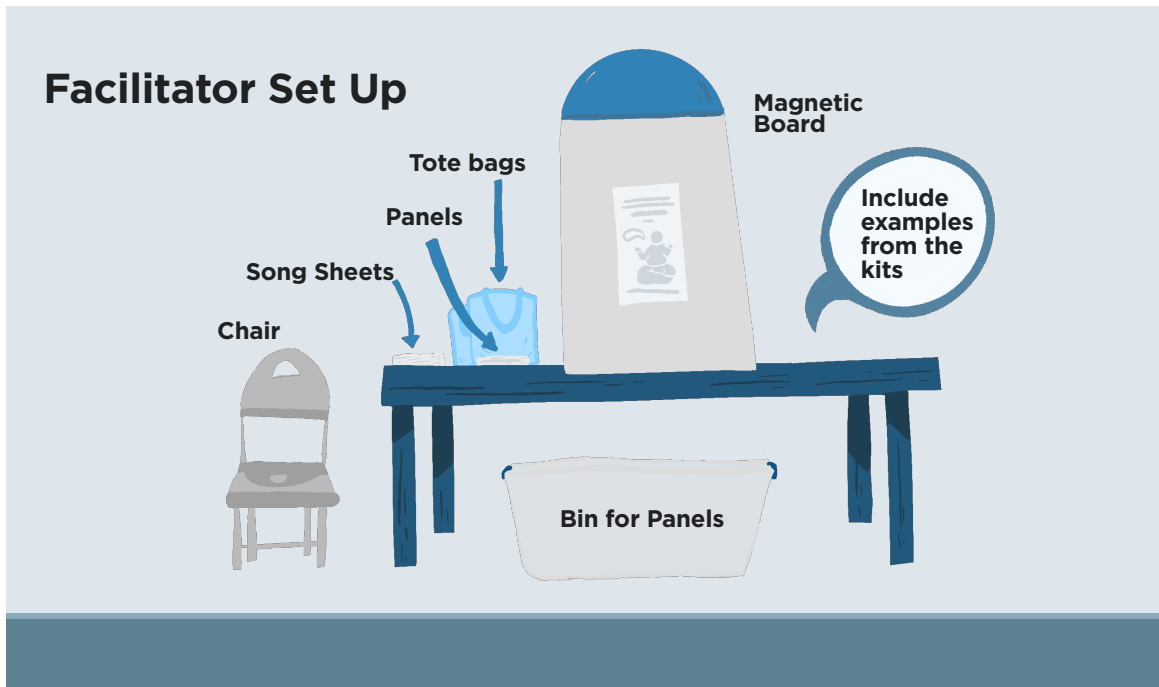
Preparing Give-aways

Fill enough tote bags ahead of time so there will be one per family. For instance, the tote bags for Session 1 should contain:

- the give-away item for that session (the tote bag!)
- Maryland State Library’s Maryland Day by Day Family Literacy calendar
- *Hatchlings: In the Nest Songbook*
- and any selected materials from the library and outreach site hosting the session.

In The Nest give-away items vary from week to week.

- Week 1: MGOL tote bag



(& *Happy Baby*, if funding allows)

- Week 2: One shaker
- Week 3: *Wiggle! March!*
- Week 4: Frog finger puppet

Place all completed give-away kits in a plastic storage bin that is a different color than the kits for in-house use. This checklist is also available at **(Appendix A: Clickable Links)**.

Furniture Arrangement

Because setting up a room for a *Hatchlings* session usually involves rearranging furniture, it is best to have a colleague assist with set-up and take down. Based on your preference, *In the Nest* can take place with participants sitting on the floor or on chairs.

Setting up the Room

1. Place a table at the front of the room. Put a chair on one side of the table, facing forward. The facilitator should still sit in the chair in order to make sure that everyone can see the panels and the actions that go along with the numerous songs.
2. Arrange the chairs in a semi-circle facing the magnetic board / easel. If you plan on giving participants the choice of sitting on chairs or sitting on the floor, when possible place mats or bean bag chairs on the floor in a semi-circle facing the facilitator's chair. Parents with "older babies" may prefer to sit on the floor, and that is fine. Chairs should always be available since some parents

- are recovering from labor/delivery or C-section and may not be physically comfortable sitting on the floor. Do not single anyone out because of disability or mobility.
3. Put the portable easel or magnetic board in the middle of the table with a pile of panels beside it in the order in which they will be used. (Panels can be placed in order directly on the Ningo Conda easel), Behind the easel or board, place the facilitator's kit (a MGOL tote bag and *Happy Baby* cardboard books, the *Wiggle! March!* indestructible books, a shaker, and a frog puppet), the MSL early literacy calendar and the *Hatchlings* songbook. If you plan to sit on the floor, place the board / easel, the panels, your kit, the calendar and the *Hatchlings* songbook next to where you will be sitting.
 4. Put the consent forms (**Appendix A: Clickable Links**) in a convenient place near the door along with some writing utensils, so they are easy to give to participants as they enter the room.
 5. If you will be administering paper surveys (**Appendix F**) rather than electronic ones, keep them stacked behind your board/easel so they will be easy to distribute. If using iPads for electronic data collection, keep those on the table as well.
 6. Place the sign-in sheet (**Appendix A: Clickable Links**) and pens on a table or counter near the front of the room.
 7. On another surface, have labels for name tags and permanent markers. If possible, prepare and display a sample name tag.
 8. Place the plastic bin that was used for storing all supplies except for the kits on the floor underneath the table for collecting used panels. If you plan to sit on the floor, place the container next to you, so the magnetic board is on one side and the bin is on the other.
 9. Place the large plastic storage bin labeled "Kit Returns" in the area where the after-session photos will be taken. Open it, take out the kits for in-session use and place one on each chair, pile them on a table for pick-up before the program starts, or hand one to each participant as they enter the room. Leave the bin in place with the cover off; used kits will be returned there for cleaning and disinfecting when the program ends.
 10. Place the third plastic bin which contains the fresh kits next to the "Kit Returns" bin. Keep the cover on until it is time to exchange the used kits

for the fresh kits. Each family unit will get a kit to take home and keep at the end of the first session.

11. Print up directions to the nearest bathrooms with a changing mat and a lined garbage pail with a cover for stinky diapers!
12. During sessions 2, 3, and 4, Make neat piles of Maryland State Library's Maryland Day by Day Family Literacy calendars, *In The Nest* songbooks and *Hatchlings Highlights* on a nearby surface.

Give-Away Kit Logistics

After the first session, as each participant returns their used kit and completed survey, the librarian, session assistant, or volunteer will give them the gift for that session. Each family unit will receive only one of this item. During the first session, they should receive the MGOL tote bag with which may or may not include the cardboard book.

For sessions 2, 3, and 4, returning participants should receive the give away item only. New participants can receive the full tote bag give-away kit.

For smooth distribution when some participants have already received their kits and then return for subsequent sessions, during weeks 2, 3, and 4, hand them their give-away and tell

them that it is fine to take another calendar or songbook. When it is time to leave after the end-of-session photo shoot, participants can take what they need.

On the other hand, if a participant has missed the first, second, or third session and comes to a later session, give them the tote bag kit with the items they have missed from previous unattended sessions.

Set-Up and Greetings

Greeting participants at the door

Be sure to welcome each person at the door using this phrase or something similar:

“Welcome! (*Said with a big smile*) I'm so glad you could make it to the Hatchlings program. Do you have a special pronoun or title that you would like me to use? (*Write this down so you don't forget during the session!*)

Over there is a form for you to fill out. (*Point.*) If you need an explanation of anything, let us know. We'll be happy to answer your questions.

If asked, “What is it for?” Give this answer:

You may have been asked

to fill out this Consent Form when registering, if not please fill it out now. We are going to be doing some program evaluation and taking photos of the sessions for articles and conference presentations. Please fill out the permission form along with the survey and hand it back to me when you're done.

Over there (*point*) are some labels and markers. Please make a name tag for you and your baby, using the name tag on display as an example. Stick it on your shirt or somewhere that is easy for us to see.

(The sample name tag should read: "Debbie, parent of Mac")

Then pick up one of the bags that is over there. (*Point to where the kits are kept if they have not already been placed on chairs around the circle.*)

These are the kits we will be using during the program.

It's fine if you need to feed your baby. And if you need to change a diaper, we have a pail for dirty diapers over there (*point*).

There will be a brief time for chatting after the program officially ends,

We will begin shortly.

Using a Sign-In Sheet

The sign-in sheet includes the name(s) of family members

attending the Hatchlings session, their relationship to the baby (e.g., mother, father, grandmother, other), and the baby's name and age. This is needed for accurate record keeping -- especially important for the research aspect. A sample sign-in sheet is located in **Appendix A: Clickable Links**.

Questions you may be asked

How long does the program last?

A session lasts for 45 minutes to an hour.

What is this form that you have asked me to fill out?

Signing the "Consent to Participate" form will give us permission to ask you questions and to use your answers in an evaluation that we are doing on the Hatchlings program. Since it is very new, we want to find out what you think about it and if you use any of the practices at home. Your opinion and feedback will help us tweak the program to be the best it can be. This form also asks if you will give us permission to take photos and videos of the session, but it states that we will not use your name unless you give us specific permission for that.

Do you have an interpreter?

When we know ahead of time, we work with community partners to get an interpreter who can sit next to you and quietly interpret.

Since, we did not know that you needed an interpreter, we did not arrange one for today. However, if you would like to come back to the program next time we are meeting, I will be happy to have an interpreter here for you. Just let me know ahead of time that you will be coming again. Thanks for understanding.

Situations to be prepared for (Tips for the presenter)

What if someone comes late and the program has already started?

Since there should always be a staff person in addition to the program facilitator (one of us!) we should immediately go up to the person and quietly ask them to fill out the form, hand it back to us, make a name tag, and join the circle. It is never too late to join in the sessions.

What if participants fill out the Consent Form checking the box that say they do not agree to be photographed or to have their photographs used?

If participants fill out the Consent Form but do not consent to being photographed, seat them on a designated side of the room so they do not get in the pictures (and explain why you are doing so).

Adapting for Virtual Presentation

Logistics

Due to the COVID epidemic, some *Hatchlings* sessions have been delivered online. If you are one of the libraries who have already been using Zoom to present programs, use your personal knowledge and skills to adapt *Hatchlings* as a virtual program. Here are a few points to consider:

- Limit the amount of people attending so the group stays small and cameras stay on.
- Consider scheduling weekend programs to make them accessible for working parents.

Compiling and Distributing Give-Away Kits

Fill the tote bags ahead of time with the appropriate give-aways. Feel free to add in any library information that may be useful. Insert a sheet with instructions for getting online for the *Hatchlings* sessions and include a phone number to call for technical assistance. Ask families to stop by the library to pick up these kits or distribute them to the families who have registered for *Hatchlings*.

If you are unable to supply props, you may want to include a

sheet with “How to” instructions for making shakers out of easily available household materials.

If kits are given to a family and then they don’t turn up for the first session, nudge them to come for the second, third, and fourth meeting. There is always the worry that a family will take the kit of goodies and not show up for the programs, but with follow-up, the parents will hopefully realize they have an obligation to attend the sessions!

Making Phone Calls

1. A few days before the session, call each family to make sure they are prepared for the upcoming program.
2. Ask if they know how to use the technology to participate. They may be participating via computer, TV set, or telephone. You may want to do a quick run through with them.
3. When calling people ahead of time to remind them that the program is starting the next day, reiterate that they agreed to turn on their camera for the duration of the program.
4. A current requirement is that cameras are on when attending a Hatchlings session so attendees can see each other interacting and doing the activities. When calling people ahead of time

to remind them that the program is starting the next day, reiterate that they agreed to turn on their camera for the duration of the program.

Explain that it is very challenging to present a virtual program if you can’t see facial expressions or body language.

However, some people guard their privacy and don’t want their home to be shown. Others may be embarrassed to show their home. See if you can help find a solution.

If someone expresses discomfort with showing their home in the background, suggest they find a comfortable spot to sit with their baby and drape a sheet or blanket behind them. When parents sit on the floor, having two chairs with a sheet over them provides a perfect backdrop.



Say, “Some people are very private and prefer that other people not see their homes. You can choose to place the camera in a way that conceals your home and protects your privacy.”

If someone still expresses discomfort showing themselves on camera, reassure them that it is okay for them to keep their video off.

5. If they have not already signed the online consent form via survey monkey, ask parents to do so before the first session.
6. Ask if they have any special needs or situations that would be helpful for you to know ahead of time. If the person you are speaking with asked for a translator when signing up, let them know if the translator will be available.
7. Remind parents of the day and time of the program, ask that they bring their kit from the library to the session. Ask if they would like a reminder phone call 30 minutes before the program starts.

Practicing

If presenting *Hatchlings* virtually, practice using the PowerPoints. Be sure to regularly stop sharing your screen so participants can see your face

in full size rather than as a small side window. The personal connection with you is more important than constantly viewing the PowerPoint.

Set-Up

- If possible, have two people as co-hosts for the program, one focused on facilitating the session and other to monitor the chat, respond to technical issues, etc.
- Check ahead of time that your camera and sound system work. Consider using headphones to make your voice clearer and filter out distracting background noise.
- Keep all props that you will be using within an arm’s reach so you don’t need to scramble to find them.
- Pay attention to your backdrop. Remove distracting items or add items to brighten up your picture without taking away from the program.
- Check your lighting. Being lit from the front is best; when needed, put a desk lamp behind or to the side of your computer screen to be sure that participants can see your face. If you wear glasses, experiment with the height of the lamp to be sure that the glare from your

glasses is minimal or non-existent.

- Practice your program over and over, and then show it to a colleague. You can never practice enough!

Technical Tips:

- Make sure your platform is most up to date.
- Time yourself when you practice to make sure you are keeping within the time frame.
- Consider adding a googly eye by your camera to remind you to look there. Eye contact is important.
- Use “Presenter View” and place your notes directly underneath your camera (or next to or below depending on where your camera is placed) so it will look as if you are looking directly at the camera when referring to your notes.
- If your Wi-Fi goes in and out, turn off your video temporarily and lead the session with voice only.
- Keep a glass of water (and extra water for a refill) nearby so you can stay hydrated.
- Feel free to add in stretch breaks, arm shakes, or shoulder rolls. Occasional exercise when you have been sitting for a long time helps

you (and the participants) stay relaxed.

- If showing an illustration, tilt the book slightly when placing it in front of the camera to deflect glare.
- As mentioned in the “Practice” Section, personal connection with you is more important than viewing the PowerPoint slides. Use the slides as background information but be sure to regularly stop sharing your screen so participants can see your face in full size rather than as a small side window. The direct connection with you says much more than information on slides!

Using PowerPoints Instead of Panels

Download the *Hatchlings: In the Nest* PowerPoint for the session you will be presenting (**Appendix A: Clickable Links**). Read the script that is printed in the notes section underneath each slide and look to see if there is anything you want to modify. For instance, you may decide that it is too difficult to stand up while on camera, so you may want to eliminate the standing-up rhymes or adapt them to do while seated.

Keep in mind that paying attention to a screen is much

harder than paying attention to an in-person session. Feel free to trim your contents, and make the session shorter. Time yourself! Be flexible and end your program while people are still enjoying it. Don't wait for them to become bored. Finish presenting the session while the participants are still engaged and looking forward to more. Be sure to leave time for informal conversation at the end.

During your Welcoming Comments, remind parents to turn on their cameras:

"You can help each other by being present and turning your cameras on."

Remind attendees to mute themselves:

"Since Zoom does not sync up perfectly, I would like you to mute yourselves, but please sing along with everything, even though we won't be able to hear you. That is why it is especially important to be able to see each other."

Online Session Preparation Checklist

A checklist with "to do" items, and activity supplies is in **Appendix H**.

Adaptations to the Welcoming Comments

1. Offer directions regarding possible technology glitches. For instance:

- "If you get thrown out of the Zoom connection, come back in. You were not thrown out on purpose."
 - "If I leave in the middle of a session, don't leave also! I may have been kicked out unexpectedly. Wait for 5 minutes to see if I can log back in."
 - "If the entire site stops working, don't worry. Just log off and come back in again. Many sites restart automatically after temporary power outages."
2. Invite attendees to stay after the formal session. "Everyone will be unmuted for about 15 minutes so we can chat together informally."
 3. Make moments for connection.
 - "If you would like to talk privately with another parent after the program, let me know and I will set up a break-out room for you."
 - "If anyone is interested in talking with me privately, we can schedule time together for a Zoom call or a phone call. I will put my email and my phone number in the chat."

Tips

Lowering Stress Levels

Stress levels are higher than normal during COVID. Because of this, you may want to add mindfulness practices into your session or to modify already existing activities. Since a calm brain is a learning brain, the activities can be tweaked to help the adults as well as their babies to relax.²

The freeze game is an example of a tweakable activity. Instead of reciting “And we walk and we walk and we walk and we stop,” say “And we walk, and we walk, and we walk, and we LAUGH.” Even when you force yourself to laugh, if you continue doing it, the laughing starts to become natural. And laughing lowers stress levels. According to the Mayo Clinic,

“When you start to laugh, it doesn’t just lighten your load mentally, it actually induces physical changes in your body. Laughter can:

- Stimulate many organs. Laughter enhances your intake of oxygen-rich air,

stimulates your heart, lungs and muscles, and increases the endorphins that are released by your brain.

- Activate and relieve your stress response. A rollicking laugh fires up and then cools down your stress response, and it can increase and then decrease your heart rate and blood pressure. The result? A good, relaxed feeling.
- Soothe tension. Laughter can also stimulate circulation and aid muscle relaxation, both of which can help reduce some of the physical symptoms of stress.”³

View this video by Kari Ann St. Jean for tips about promoting mindfulness while handing out musical instruments during your sessions: <https://youtu.be/cOP6aB9OJyM>.

Additional Developmental Tips for Parents

Optional “Comments for COVID” have been added into the first script that encourage parents to tell their relatives to use songs in order to create a bond with the

² RA. Baer, G., A. Bateman, P., C. Blair, A., SM. Bögels, A., SM. Bögels, J., I. Bretherton, K., Y. Zhong, Y. (1970, January 01). Parental Mindfulness and Preschool Children’s Emotion Regulation: The Role of Mindful Parenting and Secure Parent-Child Attachment. Retrieved October 02, 2020, from <https://link.springer.com/article/10.1007/s12671-019-01120-y>

³ Mayo Clinic. (2020). Mayo Mindfulness: Laughter for stress relief is no joke. Retrieved October 02, 2020, from <https://newsnetwork.mayoclinic.org/discussion/mayo-mindfulness-stress-relief-with-laughter-is-no-joke/>

baby they can't meet in person. These comments can be repeated in all of the weekly sessions.

Instead of simply explaining how to make musical instruments, show parents how to do it and give a developmental tip, too! While you are pouring rice into an empty plastic water bottle to show one way to make a shaker, add in a tip such as "Playing with shakers is beneficial for your baby. At first, your baby will hold the shaker with a strong grasp reflex. But, as their fine motor skills develop, they will be able to practice listening and following directions by shaking it UP HIGH, DOWN LOW, and IN THE MIDDLE."

THE SESSION

The Scripts

A QUICK GUIDE

- The text in purple italics are instructions for the presenter.
- Panel prompts are noted to the left of the core script.
- Where possible, links are provided.
- You may want to reword references to items given to family units after each session.
- You may also want to direct parents to restrooms with changing tables rather than referring to a changing mat and wipes in the room where your program is taking place.

X. STARTING YOUR SESSION

(Ask everyone to sit in a circle. Keep your stuffed animal or doll “baby” within reach for easy use during demonstrations.)

Please sit in a circle facing the flannel board, with your children on your laps, if possible.

(Be sure to look at all of the consent forms just before the session begins. Make note if any participants have not consented to being

photographed. Ask them to all sit on a designated side of the room so they do not get in the pictures and explain why you are doing so. During the Welcoming Comments add:)

I’ve noticed that a few participants today do not want to be photographed. That’s fine. But since we plan on taking photos / video clips as part of our research, please move to this side of

the circle (*point*) so we can safely take pictures of everyone else without including you or your child.

(If you plan on keeping the room open for 15 minutes for socializing, add this to your Welcoming Comments:)

You are all welcome to stay for a while after the program ends to informally chat with each other.

Session 1

1. WELCOMING COMMENTS



Show Panel 1

Welcome everyone and introduce yourself. Be sure to smile and speak in a friendly and informal manner.

Hello, babies, moms, dads, parents, and all the grown-ups in the room. Welcome to *Mother Goose on the Loose: Hatchlings – In the Nest, Session 1*. Thank you for being here. *If appropriate: I'm glad to see familiar faces.* I'm (*say your name*), a children's librarian at the (*say the name of your library*), and I am delighted to see you here today. *Mother Goose on the Loose Hatchlings: In The Nest* was created especially for new parents, like you. *Hatchlings* is a new program; these are the first sessions which makes it especially wonderful that you are here!

Sharing books together, doing fun reading activities and reciting rhymes from the very beginning will benefit your child's overall development.⁴ Parents are their children's first and very important teacher,⁵ so this program is for you as well as for your

babies.⁶ We're going to be doing lots of singing and reciting; I expect you to join in singing the songs and reciting rhymes. Learning together as a family is rewarding and powerful, so welcome!

Instructions:

Fill out paperwork

In order to make this program as good as possible, we have requested your feedback by filling out a survey at the end of the program. If you haven't already filled out the consent form, please do it now. It's fine to get up and then come back once all the paperwork is done. Thank you for helping us in this way.

Tell them what they'll get to take home

To help you relax and enjoy being here with your baby, you will get a flyer with a picture of each panel at the end of the session to remind you of everything we spoke about, and a songbook with all of the *Hatchlings* songs. *(Optional, mention what your library will give away for the session. Here's an example: You will also get a tote bag, a board book, and an early literacy calendar to take home with you.)*

Mention the kits

On your seat are some kits for use in the program. Please put them aside for now.

Reassure parents not to worry if their children make noise

Children this age may wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is

⁴ Topping, K., Dekhinet, R., & Zeedyk, S. (2013). Parent-infant interaction and children's language development. *Educational Psychology*, 33(4), 391-426.

⁵ Association for Library Service to Children, and Public Library Association. *Every Child Ready to Read @ Your Library*. Chicago: ALSC/PLA, 2011.

⁶ Ferjan Ramírez, N., Lytle, S., & Kuhl, P. K. (2020, in press). Parent coaching increases conversational turns and advances infant language development. *Proceedings of the National Academy of Sciences*.

what babies do! If your babies start to wail loudly or seem very unhappy, take them out of the room for a few minutes. It's usually easier for babies to calm down when they're not surrounded by people and noise. Also, it's easier for us to talk and sing when we're not trying to be louder than a crying baby. But please, come back in as soon as your baby calms down, because we want you both here.

If running a virtual session: Babies like to wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is what babies do! If your baby is crying, feel free to mute yourself (if you are not already muted). All babies cry at some point, and we all know what it is like! If you feel uncomfortable being on video, turn your camera off. But, please turn your camera back on as soon as your baby is ready.



Don't wake the baby!

Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. I have a few stuffed animals/dolls that you can use to continue joining in with the activities. Just continue to sing and join in with the activities. There will be plenty of time for you to share the songs and rhymes with your baby at home. Now will be a great opportunity for you to learn them.

Virtual version: Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. Just continue to sing and join in with the activities. If you have a stuffed animal or doll nearby, you may want to practice with that. Then you'll be all ready to do the activities with your babies when they wake up.



Tell parents they don't need to sit still either

If you need to get up and walk with your baby or rock your baby, that's absolutely fine.

How your baby can participate

Even though your babies won't be able to do the activities because they don't yet have the coordination to move their fingers, clap, or sing along, it's important for them to see you doing everything. They can participate by exploring the props, even if it's with their mouths! And, of course, they love watching you.

Taking care of your baby's needs

Feel free to feed or nurse your baby during the program. We are comfortable as long as you are comfortable. If you need to change a diaper, we have an area over there (*point*) with wipes and a waste basket with a cover for dirty diapers.*

Be enthusiastic / cell phones away

Parents are their babies' first teachers. Babies learn the most by imitating the people they love. In order for your babies to get the most out of this program, it's important for you to do all the rhymes and motions with me, in an enthusiastic manner. So, please put your cell phones away or on silent. Your enthusiasm for anything — a book or toy or a pretty leaf — teaches your babies that there is a world of things to be interested in. It will encourage them to explore more of the world.

Encourage everyone to introduce themselves and their babies

Let's go around the circle, one by one. Tell us your name and the name of your baby. You are also invited to tell us why you came to our program. For instance:

**You may want to offer verbal or printed directions to the nearest restroom with a changing table.*

“I’m Tyree, this is Jordan, and he is 3 months old. I want to learn more songs to sing to him.” Or “I’m Sally and this is Josh, and I am going crazy. He cries all the time and I came here to see if I could learn some way to calm him down.”

Please keep your comments short; we’d love to hear more about you, but we’ll save that for the end of the program. *(This next sentence is optional, depending on program and staff availability, and whether this session is taking place in person or virtually.)* You are also welcome to stay and chat with each other for 15 minutes after the session ends.

(Go around the circle giving each person the opportunity to introduce themselves. After each person says their name and their baby’s name, be sure to respond with “Welcome,” “Thank you for coming,” or “I’m glad you are here.” Make sure everyone gets a personal greeting from you. Be sure to have ALL adults introduce themselves, i.e. other library staff members, visitors from the Hatchlings steering committee, grandparents, etc.)

Virtual Version: It is hard to “go around the room” when the screen keeps changing. To make this easier, write a short list with every adult’s first name before the program starts. Then, as each person shares, put a check after their name.





2. RHYMES & READS

Show Panel 2

Since I am so happy to see you, let's sing the first verse of "If You're Happy and You Know it Clap Your Hands." Stretch out your legs in front of you, and lie your baby on your legs, facing up. Or, just put your baby on your lap, facing you. Look at your baby and smile as you sing. Clap your hands gently and slowly so your baby can watch.



If you're happy and you know it, clap your hands.
 If you're happy and you know it, clap your hands.
 If you're happy and you know it and
 you really want to show it,
 if you're happy and you know it, clap your hands.

Now let's change the words to "Since I love you very much I'll give a kiss." (*sing another verse*)



Since I love you very much I'll give a kiss.
 Since I love you very much I'll give a kiss.
 Since I love you, love you, love you, and
 I'm always thinking of you,
 Since I love you very much I'll give it a kiss.

Let's do that again. (*Repeat*)

Did anyone here attend our *Hatchlings 1* program for pregnant parents? (*Pause for answers. Whenever anyone answers in the affirmative, give a positive response such as "Great, good, wonderful, terrific, fantastic, splendid, marvelous, fabulous, very good, awesome, tremendous... etc."*)

Although it is not a requirement to have attended a *Hatchlings* session before joining us here, it is a great introduction to the way babies learn from the world around them.⁷

Scientists have discovered that babies hear words while they are still in the womb⁸ and can remember some of what they heard even after birth!⁹ Children learn about literacy through their relationships with other people, mostly their parents and closest caregivers, even in the earliest days.¹⁰ Children who have a strong language base and a positive feeling about books from early on have better language skills than those who wait until later.¹¹

That is why we are offering this program.

We want to give you lots of songs, rhymes, and games as well as tips for using books with your children from their earliest years. Doing them here and continuing to share them at home with your babies will help to build their brains and their language skills at the same time.¹²

During the rest of the program, I will recite each rhyme twice. The first time you can listen; the second time, recite the rhyme along with me. If you already know the rhyme, please feel free to say it both times.

⁷ Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Put Your Data to Use: Entering the Real World of Children and Families. *Perspectives on psychological science : a journal of the Association for Psychological Science*, 14(1), 37-42. <https://doi.org/10.1177/1745691618815161>

⁸ Hepper, P. (1991). An examination of fetal learning before and after birth. *The Irish Journal of Psychology*, 12(2), 95-107; Kleindorfer, S., & Robertson, J. (2013). Learning before birth. *Australasian Science*, 34(9), 27-32.

⁹ Alvarez-Buylla, A., Theelen, M., & Nottebohm, F. (1988). Birth of projection neurons in the higher vocal center of the canary forebrain before, during, and after song learning. *Proceedings of the National Academy of Sciences*, 85(22), 8722-8726. Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Put Your Data to Use: Entering the Real World of Children and Families. *Perspectives on psychological science : a journal of the Association for Psychological Science*, 14(1), 37-42. <https://doi.org/10.1177/1745691618815161>

¹⁰ Pendergast, T. (2022); Bronfenbrenner, U. (1986). Recent advances in research on the ecology of human development. *Development as action in context*, 287-309; Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.

¹¹ Payne, A. C., Whitehurst, G. J., & Angell, A. L. (1994). The role of home literacy environment in the development of language ability in preschool children from low-income families. *Early Childhood Research Quarterly*, 9(3-4), 427-440.

¹² Partanen, E., Kujala, T., Naatanen, R., Liitola, A., Sambeth, A., & Huotilainen, M. (2013). Learning-induced neural plasticity of speech processing before birth. *110(37)*, 15145-15150.

Old Mother Goose when she wanted to wander
(*tap knees*)

Would fly through the air on her very fine gander.

(*pick up stuffed animal and lift it in arc over your head.*)

If your babies are awake and up for it, pick up your babies and move them with me as we say the rhyme again. (*Demonstrate*)

(*repeat*)

Show Panel 3

No matter what your voice sounds like, to your babies it is the most beautiful sound in the world. Reading aloud introduces them to words and to language use. However, most babies don't have the attention span to hear an entire book read aloud - sometimes even two pages is too much! They DO enjoy hearing your voice and looking at one or more pictures. Feel free to read just one or two pages aloud, or don't read at all... simply talk about the book! ^{13,14}

After birth, babies can see objects 8 to 10 inches from their face or the distance to the parent's face. That's why it's good to share books while your baby is on your lap. Make sure the pictures are close enough to be seen. You may notice that babies prefer smiling faces over faces without expression. ¹⁵

At birth, all of your baby's senses are activated at once, flooding the brain with information. Looking at picture books with many colors may be TOO MUCH for them.¹⁶ Newborns like

¹³ Ghoting, S. N., & Martin-Diaz, P. (2006). Early literacy storytimes@ your library®: Partnering with caregivers for success. American Library Association, 234.

¹⁴ Bardige, B., & Bardige, M. K. (2008). Talk to Me, Baby! Supporting Language Development in the First 3 Years. Zero to Three, 29(1), 4-11.

¹⁵ Hinsz, V. B., & Tomhave, J. A. (1991). Smile and (half) the world smiles with you, frown and you frown alone. Personality and Social Psychology Bulletin, 17(5), 586-592.

¹⁶ <http://everythingbabies.org/infant-learning-black-and-white-contrast/>

to focus on simple, high contrast black and white images that are easy for them to see and hold their attention while allowing their minds to rest.¹⁷ By the time they are about 5 months old, babies have developed good color vision.¹⁸

“This book, *Happy Baby*, is perfect for newborns as well as for older babies, because one side of *Happy Baby* has only black and white patterns but the other side uses color. *(show this)*

(hand out the kits and then sit down)

Board books like this, made of sturdy cardboard, are not easy to destroy and are easy to clean. The thick pages mean that they can be sucked on, dribbled on, or chewed on, and the pages will remain intact. Being able to wipe them off with a Sani-wipe or a washcloth makes board books perfect for babies. Especially when we have to be super cautious about germs, a book that can easily be sanitized is a winner.

Unlike most board books, *Happy Baby* can be folded out like an accordion. *(demonstrate)* It’s great for “tummy time!” Because the pages are thick you can open up the book and place it upright on the floor, like this. *(Show picture of book open like an accordion)*

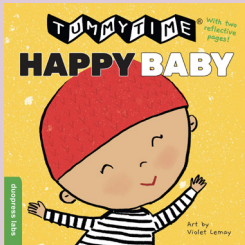
When your baby is awake and seems most happy, put a clean blanket on the floor, and place your baby on the blanket, tummy side down. That’s tummy time! If your baby is up for it, try it now. Place a blanket on the floor. Take *Happy Baby* out of your kit. Open up the book and place it in front of your baby, with the black and white pictures facing them, like this. *(demonstrate)*.

Babies often want to lift their heads to look at the photos! If your baby is a newborn, start out slowly, with just 2-5 minutes of tummy time, but you can work your way up to a full hour a day *(although it can be broken into parts)* by the time your baby is



¹⁷ <http://huggamind.com/highcontrast.php>

¹⁸ American Optometric Association. “Infant Vision: Birth to 24 Months of Age.” AOA.org: Infant Vision: Birth to 24 Months of Age, www.aoa.org/healthy-eyes/eye-health-for-life/infant-vision.



3 months old.¹⁹ Babies who do not like tummy time do better when lying chest-to-chest with a parent who talks and plays with them during this time.²⁰

Many pediatric organizations recommend giving babies “Tummy Time” on a regular basis to strengthen head, neck, and upper body muscles. This helps babies develop the strength and coordination needed for rolling over, crawling, reaching, and playing.²¹ Even newborns benefit from Tummy Time.²²

Tummy Time should always be supervised by an adult. And, although tummy time is important for early muscle development, it is crucial that babies sleep on their backs and not their stomachs to prevent SIDS.²³ This applies to nap time as well as bedtime.

Show Panel 4

When sharing Happy Baby any board book with your baby, talk about the pictures even though they are may be just patterns! You could say, this picture of the sun (*on the first page*), is made of circles and triangles smiley faces. (*point*) The sun has a circles are faces with a smiles.” Then continue by talking about the sun or smiley face.

You can ask questions, like “Is this a bird cloud?” (*on the next*

¹⁹ <https://pathways.org/topics-of-development/tummy-time/>

²⁰ Mendres Smith, A. E., Borrero, J. C., Castillo, M. I., Davis, B. J., Becraft, J. L., & Hussey Gardner, B. (2020). Tummy time without the tears: The impact of parent positioning and play. *Journal of Applied Behavior Analysis*.

²¹ Russell, D. C., Kriel, H., Joubert, G. & Goosen, Y. 2009. Prone positioning and motor development in the first 6 weeks of life. *South African Journal of Occupational Therapy*, 39, 11-14; Salls, J. S., Silverman, L. N. & Gatty, C. M. 2002. The relationship of infant sleep and play positioning to motor milestone achievement. *American Journal of Occupational Therapy*, 56, 577-580;

²² Pumerantz, C., & Zachry, A. (2018). Establishing Tummy Time Routines to Enhance Your Baby’s Development. American Occupational Therapy Association. Retrieved July 22, 2020, from <https://www.aota.org/About-Occupational-Therapy/Patients-Clients/ChildrenAndYouth/Tummy-Time.aspx>

²³ Ma, David. AAP News September 2009, 30 (9) 30; DOI: <https://doi.org/10.1542/aapnews.2009309-30f>

page). Give your baby time to figure out how to answer. If your baby is able to give a response (*even if it is just a grunt or a sound*) smile and repeat the sound right back to your baby. In your baby's first four months you probably won't get any kind of oral response, and that is fine! (*Turn to the third page*)

After mentioning the fishes, you can make movements like a swimming fish. Or maybe sing a song about a fish. Or you can make up your own song about a fish, and then show your child a fish face. Do whatever seems fun and playful!²⁴ Let's all make fish faces! (*do this*)

Let's pretend your baby is in the stroller. How can you show your baby a page from the book? (*pause and see if someone volunteers. If not, demonstrate showing one page at a time while the baby is in the stroller.*) Or, if your baby already has head control (usually around 3 months old), how can you share the book while your baby is cradled in your arm? (*demonstrate "reading" the book together while the baby is cradled in your arm.*)

Flip through *Happy Baby* and choose one page that you like. Let's take a few minutes for you to talk or sing about something on that page while sharing it with your baby. (*give two minutes for parents to talk about the pictures or sing with their babies.*)

All of the props we use today must be returned so they can be sanitized and reused again next week. But each week you will get a present! As I mentioned, this week, it will be a *Mother Goose on the Loose Hatchlings* tote bag to keep everything in. Next week, it will be the shaker (*chickita*). The third week it will be an "indestructible book". And the fourth week it will be a frog puppet. The book and props you will receive are our gift to you.

²⁴ Bardige, B. S., & Segal, M. M. (2005). *Building Literacy with Love: A Guide for Teachers and Caregivers of Children Birth through Age 5. ZERO TO THREE.* National Center for Infants, Toddlers and Families, 2000 M Street NW Suite 200, Washington, DC 20036-3307.



Virtual version: You have all received a *Hatchlings* kit with two baby friendly books and toys in it. (*Show the bag.*) We'll be using this every week, so be sure to keep it handy! Free free to use it with your baby throughout the week, as well.

(*Let's put our books back in the bag while singing a clean up song.*)

Books away, books away, put your books away today.
Books away, books away, put your books away today.



2. BODY RHYMES

Show Panel 5

Babies love to play peek-a-boo. It is lots of fun and it also helps them to focus attention and develop coping skills.²⁵ They learn that even when they can't see something or someone, they still exist, just as in peek-a-boo. When you leave the room, the home, or the childcare center, babies are comforted by understanding that the separation is just temporary. Peek-a-boo helps them understand that the special person in their lives — you — will return. Playing Peek-a-boo reassures your baby that you will still be there, even when you can't always be seen.²⁶

²⁵ Cherodath, S. "Why Do Babies Like the Game of Peekaboo?" Science ABC.com Feb 22, 2022. Accessed May 1, 2022

²⁶ Nomikov, I; Leonardi, G; Radkowska, A; Raczzsek-Leonardi, J; Katharina, J. (Oct. 2017) "Taking Up an Active Role; Emerging Participation in Early Mother- Infant Interaction During Peekaboo Routines." *Frontiers in Psychology* 8. 1656

Peek-a-boo, I see you,
I see you hiding there.
Peek-a-boo, I see you,
I see you smiling there. PEEK-A-BOO!
(repeat)

Babies get great delight when they look at your face, especially when you look directly back at them and smile.²⁷ Since you'll be smiling at your baby a lot, here's a song about smiling.

I've got something in my pocket,
it belongs across my face.
I keep it very close at hand, in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on,
it's a Great Big Loving Smile!
(adaptation of the Brownie song)
(repeat)

Don't forget to smile at your baby when you sing! Here is a silly song to remind you:

Eye winker. *(point to an eyes - yours or your baby's)*
Tom Tinker. *(point to other eye)*
Nose smeller. *(point to nose)*
Mouth eater. *(point to mouth)*
Chin chopper, chin chopper, chin chopper...
guzzler whopper!
(Tap chin gently and then give a loving tickle on baby's tummy)

Babies enjoy tickling as long as it is very gentle. Put your

²⁷ De Haan, Michelle, Olivier Pascalis, and Mark H. Johnson. 2002. "Specialization of Neural Mechanisms Underlying Face Recognition in Human Infants." *Journal of Cognitive Neuroscience* 14, No. 2: 199-209.



(<https://youtu.be/8rSjQ9Org68>)

finger in the palm of your baby's hand or anywhere on their hand. Move your finger around in a circle.

Round and 'round the garden goes the teddy bear.

(Draw a circle with your finger in your child's open palm.)

One step, two steps, TICKLEY UNDER THERE!

(“Walk” fingers up your baby's arm and gently tickle the armpit.)

(Repeat using baby's other palm)

Here's another rhyme to recite to your baby. Sit on the floor, if possible with your legs out straight in front of you. Lie your baby on your outstretched legs facing you. Hold one of baby's legs in one hand, and the other leg in the other hand. As we do the motions, be sure to look into your baby's eyes and smile.

This is Bill Hernandez

(Lift baby's leg and bounce it gently up and down.)

And this is Juan Trim.

(Lift baby's other leg and bounce it gently up and down)

And Bill *(Shake right leg)* asked Juan *(Shake left leg)*

To play with him. *(Shake both legs).*

Bill over Juan *(Cross right leg over left slowly),*

Juan over Bill *(Cross left leg over right slowly).*

Bill over Juan *(Cross right leg over left a little faster).*

Juan over Bill *(Cross left leg over right a little faster.)*

Bill over Juan *(Cross right leg over left faster).*

Juan over Bill *(Cross left leg over right faster).*

Over and over as they rolled down the hill!

(Continue reciting and increasing tempo until it becomes a mush of hand and feet motions)

Let's do that again! *(Repeat)*

4. DRUM SEQUENCE

Show Panel 6

Take out a tambourine or hand drum.

Rum pum pum. This is my drum. *(Tap to the beat.)*

Rum pum pum. This is my drum.

My name is _____. What's your name? *(Tap your name with syllables on the drum.)*

Virtual Version: Anything can be a drum! Use a book, a box of pasta, or anything else that you can tap. I'll wait for a minute or so for you to get something to use as a drum so you can join in. We can all do Rum Pum Pum together.

As I walk around the circle, I'd like each child to tap his or her name on the drum with syllables. For instance, Joe would just be Joe, but Shaniqua would be Sha-ni-qua with three syllables. *(demonstrate as you say the names)*

Parents, since your children are too young to tap out their names on their own, please take their hands, and help them tap out their names with their own hands.

Tapping their names on the drum enables children to become aware of syllables and the sounds in words.²⁸ This is an essential skill for learning how to read.²⁹ So, when I'm walking around the circle, please tap your name on

²⁸ Ghoting, S. N., & Martin-Diaz, P. (2006). Early literacy storytimes@ your library®: Partnering with caregivers for success. American Library Association, 243.

²⁹ Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. Journal of educational Psychology, 80(4), 437.



the drum, and then gently lift your babies' hands and help them tap out their own names with their own hands. *(Walk around the circle)*

What's your name? *(Hold out drum and pause for an answer)*

Hello, Gail. *(If you hear the spoken name, then repeat it back)*

What's your name? *(Hold out drum and pause for an answer. If you don't hear the name, just give a greeting)*

I'm so glad you're here.

What's your name? *(Hold out drum and pause for an answer)*

Glad to see you, Finn.

(Go around the entire circle and make sure everyone has a chance to tap their name. Then, in the same sing-song voice, say:)
Everybody, Stand up!



5. STAND-UP ACTIONS

Show Panel 7

Here's a tip: What word do all children need to learn? *(pause for an answer)* That's right, STOP. At this age, your babies are not able to hear the word STOP and process it. But playing freeze games will introduce them to the word STOP in a loving manner and give them the physical sensation of stopping when they hear the word. It's never too early to start showing your baby the meaning of words. Let's walk around the circle in this direction. *(point to your desired direction)* Hold your baby in your arms, and let's walk together. Remember to keep your movements gentle!



Virtual version: For this rhyme, put your “drums” down and just move along with me.

And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we all turn around — WOOOOOOOOOOO

Now let's lightly sway from side to side.

And we sway, and we sway, and we sway, and we stop.
 And we sway, and we sway, and we sway, and we stop.
 And we sway, and we sway, and we sway, and we stop.
 And we all turn around — WOOOOOOOOOOO!

When you're playing this freeze game at home, don't limit yourself to walking and swaying. There are many more gentle movement words that you can use. Can anyone name other movement words that are gentle enough to use with a young baby? (*pause for answers like: hug, tiptoe, rock, etc.*) How easy it will be for your baby to learn new words if you name the movement as you are doing it!

(recite the next rhyme without any introduction)

Handy Spandy, naptime is dandy, we all walk in.
 Handy Spandy, naptime is dandy, we all walk out.
 Handy Spandy, naptime is dandy, we turn around.
 Handy Spandy, naptime is dandy, we all sit down.

This catchy rhyme, Handy Spandy, tells children it's time to move from standing up to sitting down. Reciting this prepares them for the transition. You can use it for other transitions, especially if your baby has difficulty going from one activity to another.

Handy Spandy, naptime is dandy, we all walk in.
 Handy Spandy, naptime is dandy, we all walk out.
 Handy Spandy, naptime is dandy, we turn about.
 Handy Spandy, naptime is dandy,
 it's time to go out!

6. ANIMALS

Show Panel 8



In your kits, there is a book called *Wiggle! March!* that looks like this. This is the indestructible book that you will be getting at our third session. (*hold up book*) Take it out and feel it for a minute. These books are made out of specially treated Tyvec, the material that is used on the bright yellow signs around construction sites. So it is really durable. (*demonstrate.*)

Please take out your books and join in this song about the sounds the animals make. It's very easy to pick up, so you should be singing along with me by the second verse. We'll start with the horse so please open up your books to the horse picture and show it to your baby as we sing together.

(*Paper clip the pages so that is easy to open the book to the 3 or 4 pages you plan on using, such as horse, etc.)*



I went to visit the farm one day.
I saw a horse across the way.
And what do you think the horse did say?
"Neigh, neigh, neigh."

Now let's go to the cow picture on the next page.

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."

Now let's turn to the sheep picture on the next page.

I went to visit the farm one day.
I saw a sheep across the way.
And what do you think the sheep did say?
"Baa, baa, baa."

Remember the Rum pum pum activity, where we tapped names on the drum to help your babies hear the sounds between words? This is called “phonological awareness” and it is an important skill for learning how to read. Hearing and making animal sounds develops this skill by helping babies to hear the smaller sounds in words.

Put *Wiggle! March!* back in the kit while we sing “Books Away” together.

Please take out the frog finger puppet and put it on one of your fingers. (*demonstrate*)

Bend your other arm as a log. (*demonstrate*)

Kisses to your baby can be used in place of the word “Ribbit!

Little frog, on a log,
Sings his song, all day long.
Ribbit, Ribbit, Ribbit,
Ribbit, Ribbit, Ribbit

(*“Kisses” can be used in place of the word “Ribbit!”*)

Let’s do that again! (*repeat*)

Before you leave, you will get a song sheet with the words to everything we sang here today. We hope you will continue singing the songs at home, with your babies.

Virtual version: In your kit there is a songsheet to help you continue singing these songs with your baby even when we aren’t all together.

Time to put the frogs back into the kit. Let’ all sing the clean-up song.

Frogs away, frogs away, put your frogs away today.
Frogs away, frogs away, put your frogs away today.
(*Sing as many times as needed.*)





7. MUSICAL INSTRUMENTS

Show Panel 9

Please take your shakers out of your kit. There should be one for you and one for your baby. At this age, your baby probably won't do much more than simply hold it or taste it. That's fine; everything in your kit has been disinfected and at this age, children love to explore in whatever way then can, which often means by using their mouths. Soon enough your child will be shaking the shaker to the beat!

We'll all shake our shakers, we'll all shake our shakers,
 We'll all shake our shakers because it's fun to do.
 Shake them up high. (*shake up high in a high voice*)
 Shake them down low. (*shake down low in a low voice*)
 And shake them in the middle.
 (*shake in front, using a normal voice*)

Traditional Mother Goose rhymes are good for babies' development; they have steady beats, they have good rhyming patterns, and they use lots of unusual words. But some of them are just too old-fashioned. For instance, the rhyme "Pease Porridge Hot" has a great beat, but who has ever tasted Pease Porridge Hot? To update it, we're going to keep the beat but change the words to something almost everyone knows -- PIZZA! This is not for your baby though, because babies don't eat pizza. It is a rhyme especially for the parents!

Join me and shake your shakers to the beat! In order not to startle your baby, it is best to shake our shakers very gently and softly.

Pizza, pizza hot. Pizza, pizza cold.
 Pizza, pizza in the box, nine days old.
 Some like it hot. Some like it cold.
 Some like it in the box, nine days old. (*Not me!*) or (*I do!*)
 (*repeat Pizza, Pizza Hot!*)



Time to put the shakers back in the kits.

Shakers away, shakers away.

Put your shakers away today.

Shakers away, shakers away.

Put your shakers away today.

(Sing as many times as needed.)

Singing a song when it is time to collect props turns cleaning-up into a fun game. As your babies get older, you will notice that they willingly put things away when you sing this song!

Show Panel 10

Comments for COVID

“During COVID, it’s hard to make personal connections since it is not safe to hug anyone except those people sharing your living spaces. Grandparents who long to connect and cuddle with the addition to the family may not be able to visit or even touch their new grandchild. Aunts and Uncles may not be able to personally meet the baby, and cousins won’t be able to play with the new baby in person.

One way to help your baby bond with grandparents, aunts, uncles, and cousins is to use singing and reading. During a phone call or video call with a non-verbal baby, the relatives may not have much to say. But if you ask them to sing to your baby (and maybe even teach them some of the songs you are using) or ask them to read a book aloud to the baby, they will have something to do that can be considered quality time together. It will be much more fulfilling for the relative and your babies will benefit by sensing that the speech or song is directed to them.

In addition to building early literacy skills, you will be promoting bonding and offering a solution for building closeness during this unusual and isolated time.”



8. LULLABY

Time for a lullaby! Hold your babies close, where they can hear your heartbeat. Rock gently from side to side. Feeling the rocking motion and hearing your heartbeat reminds babies of their time in the womb. It often relaxes them and calms them down if they are upset. Let's rock our babies while singing this lullaby. Feel free to substitute your baby's name in place of the word "hatchling."

Too ra loo ra loo ra, too ra loo ra lie,
 You're my little hatchling, so here's a lullaby.
 Too ra loo ra loo ra, too ra loo ra lie,
 Let's both relax together, resting - you and I.

Please join me. The lyrics are on the panel.

Too ra loo ra loo ra, too ra loo ra lie,
 You're my little hatchling, so here's a lullaby.
 Too ra loo ra loo ra, too ra loo ra lie,
 Let's both relax together, resting - you and I.
(sing twice)

Show Panel 11

9. LIBRARY INFORMATION

We're so glad you came to this program at our library / the Judy Center/ this location. Come next week! Come visit me at the library, too! Come any time! A library is a place for finding answers to your questions, about your babies or anything else. A librarian's job is to help people find what they are looking for, so you can always feel comfortable asking questions. We have computers for you to use as well as books. And we have programs for you and your baby, so you don't have to worry

about a babysitter.³⁰ You'll meet other families with babies, future friends in the making.

Public libraries are no longer places where children are shushed and expected to sit still and be quiet. Children's spaces often include play areas and the librarians love seeing children playing with their parents and other children.³¹ Anyone can get a library card which allows you to borrow books and sometimes toys, games, movies and music. Library cards are free! And with a library card, you download books and movies to watch without even leaving your home.

If you are not sure if your baby is healthy enough to go to the library, ask your pediatrician.

(If you have upcoming programs, bring flyers or mention the program, date, and time.)

Show Panel 12

Here's a song about the library. The lyrics are on the panel / PowerPoint to help you sing along with me.

Oh, the place for you and the place for me
is the local public library.
They have books and things that they lend for free.
It's the latest, it's the greatest, it's the library.
Educational, informational,
Entertainment that's sensational.
It's a way of life, it's for you and me.
It's the latest, it's the greatest, it's the library!
(Dum ba da da dum, dum dum)

<https://kis.niehs.nih.gov/games/songs/childrens/library-song/index.htm>

"The Library Song" was published in 1967 by Joleron Music Corp. and written by Fred Hertz and Joel Herron; it was a commercial on NPR.

³⁰ Hoenig, L. (2020). From Parent to Patron: Stressing Early Literacy to New Parents. *Children and Libraries*, 18(1), 31-32.

³¹ Diamant-Cohen, B., Prendergast, T., Estrovitz, C., Banks, C., & Van Der Veen, K. (2012). We Play Here!. *Children & Libraries*, 10(1), 3.



10. CLOSING RITUAL

Show Panel 13

The number of vocabulary words children know and can use when entering kindergarten makes it easier for them to learn how to read and affects their entire education.³² Helping your child build a large vocabulary is easy: Just talk, sing, share books, and play with your child, starting from the very first moments you have together. Here's a song to remind you what to do:

Talk, sing, share books and play.
 Talk, sing, share books and play.
 Talk, sing, read, share books and play.
 Talk, sing, share books and play — Hooray!

And that's exactly what we've done today. Now, sing it with me!

Talk, sing, share books and play.
 Talk, sing, share books and play.
 Talk, sing, share books and play.
 Talk, sing, share books and play — Hooray!



Having a baby can be exhausting! New parents often feel tired, unsure, and vulnerable. It's not surprising since the new responsibility in your life takes up most of your attention and you are probably not getting a full night's sleep. Despite this, you all made the effort to come here in order to learn more about your babies and experience new ways to talk, sing, share books, and play with them. These babies are really lucky to have you as their parents!

³² Catherine E. Snow, M. Susan Burns, and Peg Griffin, eds., *Preventing Reading Difficulties in Young Children*, National Research Council (Washington, DC: National Academy Press, 1998), 9–10.

Hatchlings: In the Nest was created especially for new parents and their babies. We will be offering three more sessions at the same time in this location every week for the next three weeks. This is week 1 so please return for sessions 2, 3, & 4!

I hope you found this session fun, with lots of good information. Let's go around the circle / unmute ourselves / write in the chat box and can each person tell us one new idea or action from this session that you hope to practice at home with your baby?

(Go around the circle)

Thank you, everyone, for sharing your thoughts.

11. QUESTIONS AND INFORMATION

Show Panel 14

Does anyone have any questions?

(Pause for questions)

(Use the prompt from the panels as a discussion point) Great! We'll go around in a circle and name one new idea from this session that you expect to practice at home with your baby.

(Pause for discussion)

Everything we've played with today is going to be sanitized. But when you fill out the survey and return it before you leave, you will get a Mother Goose on the Loose Tote bag to keep. *(Optional/if applicable: If you did not attend Ready to Hatch, you'll also get a fresh, new copy of Hello, My World.)*

Our hope is that after these four *Hatchlings* sessions have finished, you will use all of the items we've given you at home with your baby. We also hope you decide to come to the library



baby programs.

After returning your surveys, you'll receive the tote bag with a *Hatchlings* songbook inside. There are also early literacy calendars from the Maryland State Library. *(mention other items, i.e. bookmarks)* Feel free to stay awhile and talk more with the other program participants.

Right before we end, let's all get together so we can take a group photo, even if it needs to be socially distanced. Please bring your kits with you and drop them in the bin labeled "Kit Returns." We will hand you a fresh kit to take home once you have returned your completed survey.

(Take a picture, being sure to show name tags) Thanks for coming, everybody!

Show Panel 15

Does anyone have any questions? I'll be happy to answer whatever I can.

(Try to say a personalized good-bye to everyone individually after the picture taking. Use the name tags to say both the parent's name and the baby's name as you are saying "Good-bye" to them and giving them the first week's kit.)

Thanks for coming.

Visit us at the library any time; we look forward to seeing you there.




SESSION 1

Cheat Sheet

Panel 1

- Welcome to *MGOL Hatchlings - In the Nest*. Give description.
- Fill out paperwork (mention that it's for research & photos for articles and conference presentations)
- Reassure parents not to worry if their children make noise.
- Tell parents they don't need to sit still either.
- Give guidance on what to do if a child starts loudly crying or wailing.
- Don't wake the baby!
- Your baby learns by imitating you so participate enthusiastically.
- In order for your baby to get the most out of this, cell phones off.
- Introductions: Go around the circle, adults introduce themselves and their babies

Panel 2

-  "If You're Happy and You Know It"
-  "Since I Love You Very Much, I'll Give a Kiss"
 - Research: babies hear words while they are still in the womb
 - Singing, talking, and sharing books with babies builds their brains and their language skills
-  "Old Mother Goose" (with lyrics)

Panel 3

- To your child, your voice is the most beautiful sound in the world.
- Short attention spans = read just 1 or 2 pages, talk about the book.
- Babies prefer smiling faces over faces without expression.
- Newborns prefer high contrast black and white pictures.
- Optional: You will receive a MGOL tote bag for coming today.

- Sturdy cardboard books are good for babies, safe and easy to clean.
- After birth, babies can see objects 8 to 10 inches from their face or the distance to the parent’s face.
- Tummy time should always be supervised by an adult.

Panel 4:

- 📖 *Happy Baby* - Share books in different ways:
Talk about the pictures.
When asking a question, watch & listen for a sound or movement and respond.
For example “Is this a fish?”
Make a fish face or fish movements.
Does anyone know a song about a fish? Sing a song about a fish.
Show the pictures.
Demonstrate sharing the book.
- The tote bag is the first session gift.
- Take a few minutes to share a book with your baby!

🎵 “Books Away”

Panel 5:

- 🎵 “Peek-a-boo”
- 🎵 “I’ve Got Something in My Pocket”
(lyrics are on the panel)
- 🎵 “Eye Winker”
- 🎵 “Round and Round the Garden”

😊 “This is Bill Hernandez”
(show the positioning)

Panel 6:

- 😊 Drum Sequence: “Rum Pum Pum”
 - “My name is _____. What’s your name?”
 - Greet everyone individually

Panel 7:

- Stand-up Actions
- Freeze games help children practice stopping!
- 😊 “And We Walk”
 - Other gentle movement words?
 - Babies learn movement words by acting them out
- 😊 “Handy Spandy”

Panel 8:

- 📖 Book: *Wiggle! March!*
- 🎵 “I Went to Visit the Farm One Day”
 - Making animal sounds helps children hear the small sounds in words. This helps with learning how to read.
- 🎵 “Books Away”
 - Introduce frog puppet.
- 😊 “Little Frog on a Log” (Show how arms look. Lyrics on the panel)
 - Display song sheets & invite everyone to take them at the end.

 "Frogs Away"
Panel 9:

- Using musical instruments

 "We'll All Shake Our Shakers"

- Shake to the beat - gently!
- Changing the words to songs and rhymes keeps them fun


 "Pizza, Pizza Hot"

 "Shakers Away"

- Singing clean up songs make cleaning up fun

Panel 10:


- Singing lullabies calms and relaxes babies.
- Rocking motions and hearing your heartbeat calms them down.

 "Too Ra Loo Ra Loo Ra"
(lyrics are on the panel)
Panel 11:

- Libraries have terrific free services:
- Children aren't expected to be silent.
- Books, computers
- Friendly librarians, Helpful librarians
- Programs for parents/caregivers and babies
- Future friends. Play spaces for children
- Free library cards for borrowing


many things

- Ask your pediatrician if your baby is healthy enough to go to the library

Panel 12:
 "The Library Song"
(lyrics are on the panel)
Panel 13:

- The more words your baby learns, the better!
- Talk, sing, share books, and play with your child.

 "Talk, Sing, Share Books, and Play"

 Name one new idea from this session that you expect to practice at home with your baby.

- Thank you for coming, these babies are lucky to have you as parents.

Panel 14:

- Questions?
- Please return the kits & fill out exit surveys
- Hand each family unit a bag, a calendar, and a *Hatchlings* Songbook. (If possible, a board book too!)
- Group picture time! Be sure your nametag shows.
- Say "Good-bye" and "I hope to see you next week" to each person individually. SMILE at them to show how glad you were to see them.

Session 2



1. WELCOMING COMMENTS

Show Panel 1

Welcome everyone and introduce yourself. Be sure to smile and speak in a friendly and informal manner.

Hello, babies, moms, dads, parents, and all the grown-ups in the room. Welcome to *Mother Goose on the Loose: Hatchlings – In the Nest, Session 2*. Thank you for being here. If appropriate: I'm glad to see familiar faces. I'm (*say your name*), a children's librarian at the (*say the name of your library*), and I am delighted to see you here today. This version of *Mother Goose on the Loose: Hatchlings* was created especially for new parents, like you. Sharing books together, doing fun reading activities and reciting rhymes from the very beginning will benefit your child's overall development. Parents are their children's first and very important teacher,³³ so this program is for you as well as for your babies.³⁴ We're going to be doing lots of singing and reciting; I expect you to join in singing the songs and reciting rhymes. Learning together as a family is rewarding and powerful, so welcome!

If new participants have come:

Is anyone here for the first time? *Hatchlings* is a new program; these are the first sessions which makes it especially wonderful that you are here!

³³ Association for Library Service to Children, and Public Library Association. *Every Child Ready to Read @ Your Library*. Chicago: ALSC/PLA, 2011.

³⁴ Ramírez, Naja Ferjan, Sarah Roseberry Lytle, and Patricia K. Kuhl. "Parent coaching increases conversational turns and advances infant language development." *Proceedings of the National Academy of Sciences* 117.7 (2020): 3484-3491.

Encourage everyone to introduce themselves and their babies

Let's go around the circle, one by one. Tell us your name and the name of your baby. You are also invited to tell us why you came to our program. For instance:

"I'm Susan and this is Sonia. She is 4 months old. This program sounded interesting, so we're here." Or "I'm Adesh, this is Rohan. He is only one month old and I wanted to meet with other parents with babies."

Please keep your comments short. We'd love to hear more about you, but we'll save that for the end of the program. *(This next sentence is optional, depending on program and staff availability, and whether this session is taking place in person or virtually.)* Everyone is welcome to stay and chat informally for 15 minutes after the program officially ends.

(Go around the circle giving each person the opportunity to introduce him or herself. After each person says their name and their baby's name, be sure to respond with "Welcome," "Thank you for coming," or "I'm glad you are here." Make sure everyone gets a personal greeting from you. Be sure to have ALL adults introduce themselves, i.e. other library staff members, visitors from the Hatchlings steering committee, grandparents, etc.)

Virtual Version: Here's a tip when leading introductions. It is hard to "go around the room" when the screen keeps changing. To make this easier, write a short list with every adult's first name before the program starts. Then, as each person shares, put a check after their name.

online session



Instructions:

Fill out paperwork

In order to make this program as good as possible, we have

requested your feedback by filling out a survey at the end of the program. If you haven't already filled out the consent form, please do it now. It's fine to get up and then come back once all the paperwork is done. Thank you for helping us in this way.

Tell them what they'll get to take home

Please don't try to take notes. We will be presenting a lot of material today, but we have beautiful panels (*point*) to accompany our program. We want you to relax and enjoy being here with your baby. At the end of the session, you will get a flyer with a picture of each panel to remind you of everything we spoke about. (*Optional: In addition, you will also be getting a musical instrument to keep, and, if you haven't already taken one, an early literacy calendar.*) You are also welcome to stay and chat with each other for 15 minutes after the session ends.

Mention the kits

On your seat are some kits that we will be using later in the program. Please put them aside for now.

Nursing and changing diapers are fine

Feel free to feed or nurse your baby during the program. We are comfortable as long as you are comfortable. If you need to change a diaper, go to the changing room. Don't worry about walking out, just remember to return!

Give guidance on what to do if a child starts loudly crying or wailing

When babies start to wail loudly or seem very unhappy, take them out of the room for a few minutes. It's usually easier for babies to calm down when they're not surrounded by people and noise. Also, it's easier for us to talk and sing when we're not trying to be louder than a crying baby. But please, come back in as soon as your baby calms down, because we want you both here.

Reassure parents not to worry if their children make noise

Children this age may wiggle, cry, make noises, fall asleep or many other things. They're babies! Being unpredictable is what they're expected to do. Don't worry if they fall asleep.

Don't wake the baby!

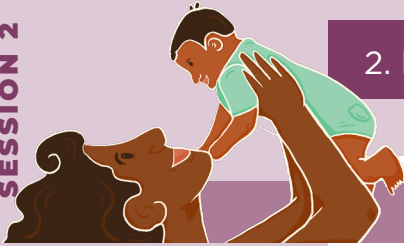
If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. I have a few stuffed animals/dolls that you can use to continue joining in with the activities. There will be plenty of time for you to share the songs and rhymes with your baby at home. Now will be a great opportunity for you to learn them.

How your baby can participate

Even though your babies won't be able to do the activities because they don't yet have the coordination to move their fingers, clap, or sing along, it's important for them to see you doing everything. They can participate by exploring the props, even if it's with their mouths! And, of course, they love watching you.

Be enthusiastic / cell phones away

Parents are their babies' first teachers. Babies learn the most by imitating the people they love. In order for your babies to get the most out of this program, it's important for you to do all the rhymes and motions with the group, in an enthusiastic manner. So, please put your cell phones away or on silent. Your enthusiasm for anything — a book or toy or a pretty leaf — teaches your babies that there is a world of things to be interested in. It will encourage them to explore more of the world.



2. RHYMES AND READS

Show Panel 2

Since I am so happy to see you, let's sing the first verse of "If You're Happy and You Know it Clap Your Hands." Stretch out your legs in front of you, and lie your baby on your legs, facing up. Or, just put your baby on your lap, facing you. Look at your baby and smile as you sing. Clap your hands gently and slowly so your baby can watch. Try to clap extra quietly so we don't startle any of the sleepy babies. Try doing a two-fingered clap like this. *(Demonstrate)*

If you're happy and you know it, clap your hands.
 If you're happy and you know it clap your hands.
 If you're happy and you know it
 and you really want to show it,
 if you're happy and you know it clap your hands.

Now let's change the words to "Since I love you very much I'll give a kiss." *(Sing another verse)*

Since I love you very much I'll give a kiss.
 Since I love you very much I'll give you a kiss.
 Since I love you, love you, love you,
 and I'm always thinking of you,
 Since I love you very much I'll give it a kiss.

And again! *(Sing once again)*

Did anyone here attend our *Hatchlings: Ready to Hatch* program for pregnant parents? *(Pause for answers. Whenever anyone answers in the affirmative, give a positive response such as "Great, good, wonderful.")*

Although you don't need to have attended The "Ready to Hatch" session to join in today, it is a great introduction to the way babies learn from the world around them. Having a strong language base is key to helping a child to become a



good reader.³⁵

We are offering *Hatchlings* to give you lots of songs, rhymes, games, and playful ways to share books with your children, even when they're tiny. By learning them here and then continuing to share them at home with your babies, you will be helping them build their brains and their language skills at the same time.³⁶ It's even better if you do it with them every day!

This does not mean just talking aloud and expecting your baby to listen and learn. Back and forth conversations - starting at birth when your baby says “Ahhhh” and you say “Ahhh” back while looking directly into baby’s eyes with a smile on your face – is the best way to foster language learning.³⁷ The best way to build vocabulary is not through using flash cards, not having the radio blasting all the time, but direct verbal interaction with the people they love most - YOU!³⁸

Babies love back-and-forth conversations, even if your baby can't properly talk yet.³⁹ You may say “Good morning!” to your

³⁵ Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Put Your Data to Use: Entering the Real World of Children and Families. *Perspectives on psychological science : a journal of the Association for Psychological Science*, 14(1), 37-42. <https://doi.org/10.1177/1745691618815161>

³⁶ Dickinson DK, Golinkoff RM, & Hirsh-Pasek K (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39(4), 305-310.

³⁷ Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Put Your Data to Use: Entering the Real World of Children and Families. *Perspectives on psychological science : a journal of the Association for Psychological Science*, 14(1), 37-42. <https://doi.org/10.1177/1745691618815161>.

³⁸ Romeo RR, Leonard JA, Robinson ST, West MR, Mackey AP, Rowe ML, & Gabrieli JD (2018). Beyond the 30-Million-Word Gap: Children’s conversational exposure is associated with language-related brain function. *Psychological science*, 29(5), 700-710; Cartmill, E. A., Armstrong, B. F., Gleitman, L. R., Goldin-Meadow, S., Medina, T. N., & Trueswell, J. C. (2013). Quality of early parent input predicts child vocabulary 3 years later. *Proceedings of the National Academy of Sciences*, 110(28), 11278-11283; Rowe ML (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child development*, 83(5), 1762-1774.

³⁹ Golinkoff, R. M., Can, D. D., Soderstrom, M., & Hirsh-Pasek, K. (2015). (Baby) talk to me: the social context of infant-directed speech and its effects on early language acquisition. *Current Directions in Psychological Science*, 24(5), 339-344.

baby. By 3 months old, your baby may coo back at you. When you and your baby are having a “chat,” you’ll be speaking English. They’ll be speaking baby talk, but it doesn’t matter. Back and forth conversations are fun and they help to build your baby’s communication skills.

If you talk to your babies a lot, they will hear many words, including different types of words: nouns, verbs, adjectives, and adverbs. All of these introduce your babies to how our language is put together. Their brains readily soak up all the words. The storehouse of words will help them later on with reading, learning, and school in general.

Babies learn best when they are happy and know that you are paying attention to them. In one scientific study, parents were asked to teach their two year olds some new words. While doing this, their cell phones rang. When the parents ignored the ringing and continued in their conversations, the children learned the word. When the parents answered the phone (even though they did not speak for long and went back to the activity), the children did not learn the new words.⁴⁰ That’s another reason we asked you to mute or turn off your cell phones while you are here!

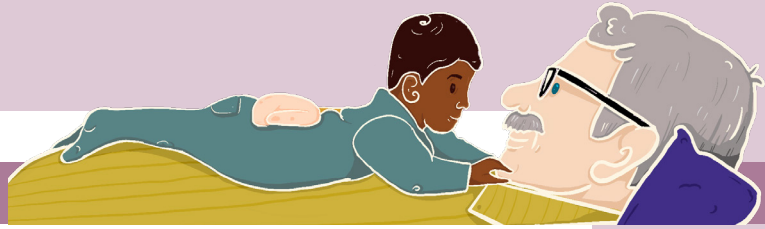
During the rest of the program, I will recite each rhyme twice. The first time you can listen; the second time, recite the rhyme along with me. If you already know the rhyme, please feel free to say it both times.

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

If your babies are awake and up for it, pick them up and move them with me as we recite the rhyme again. (*demonstrate using a doll*)

Repeat

⁴⁰ Reed, J., Hirsh-Pasek, K., & Golinkoff, R. M. (2017). Learning on hold: Cell phones sidetrack parent-child interactions. *Developmental psychology*, 53(8), 1428.



Show Panel 3

Hold up a copy of the book “Happy Baby.”

Last week, we used this book, *Happy Baby*. We talked about the black and white illustrations and mentioned that newborns enjoy high contrast pictures. We also spoke about the importance of Tummy Time. Did anyone try opening up the book, accordion style, and putting your baby on a blanket so they could look at the pictures? *(Pause for answers)* What happened? *(Pause for answers)*

It’s best to try Tummy Time when your baby seems most happy. At the beginning, just do it for a few minutes. You can eventually work up to an hour a day.⁴¹ Instead of putting your baby on a blanket on the floor, you can also lie down and place your baby on your tummy or chest. Hold your baby firmly for safety, but enjoy looking at each other eye-to-eye. If your baby falls asleep during Tummy Time, turn him or her over. The safest way for babies to sleep is on their backs. This applies to nap time as well as bedtime.

In fact, here’s a reminder for avoiding SIDS (*Sudden Infant Death Syndrome*). To keep babies safe when they are sleeping, they should be:

- On their backs
- In their own cribs or bassinets
- On a firm surface. If it is a crib, it should have a tight-fitting sheet.
- With nothing in the bed with them -- no stuffed animals or toys, no fluffy blankets or quilts, no side bumpers.⁴²

When babies see the world for the first time, they can’t see as

⁴¹ Pathways.org. (2020, April 29). Importance of Tummy Time | When to Start and How To Do It . Retrieved August 23, 2020, from https://pathways.org/topics-of-development/tummy-time/?gclid=Cj0KCQjwp4j6BRCRARIsAGq4yMEF78kSsjPCjbaTKkjYQvyvsy0k3QgUXr_ZmHscm-LO7uLaeq-zzwwaAt5LEALw_wcB#4

⁴² Graham, M., Chiricos, C., & Powell, A. (2011). *Baby’s First Six Months: Partners for a Healthy Baby Home Visiting Curriculum*. (Fourth Edition). Tallahassee, FL: Florida State University Center for Prevention & Early Intervention Policy, 55.

well as older children or adults. They can see objects 8 to 10 inches from their face or the distance to the parent’s face. They see what is right in front of them, but not what is on the side, like when they are their waving hands. As they grow, their eyes start working together and they see more clearly and broadly. By two months old, they are already looking at faces longer than they look at objects, and they prefer smiling faces over faces without expression.⁴³ Babies develop at different rates, but generally babies don’t coo when talked to until three months of age and laughing doesn’t come until four months of age. They still like looking at smiles, though.

By two months old, display the other side of *Happy Baby*, with the colorful faces of children. (*Show this*). One of the faces is made of a reflective material, so babies looking at it will see their own faces! You can talk, sing or play with the pictures when sharing them.⁴⁴ For instance, when looking at the first picture you can say, “It must be lunchtime. (*It must be lunchtime!*) Look, here is a spoon (*point to the spoon*). Is the baby looking at the person holding the spoon? (*point to baby’s eyes*). I wonder what was on that spoon....” and so on.

Try singing about the pictures instead of talking about them. Today, we sang, “If you’re happy and you know it.” We could sing that again and point to a picture of a happy baby. But let’s sing “If you’re sleepy and you know it give a yawn,” while pointing to the last baby.

If you’re sleepy and you know it, give a yawn.
 If you’re sleepy and you know it, give a yawn.
 If you’re sleepy and you know it
 and you really want to show it,
 if you’re sleepy and you know it, give a yawn.



⁴³ Berger K. 1991. Berger, K. (1991). *The developing person through childhood and adolescence*. New York, NY: Worth.

⁴⁴ Gillam, Sandra and Lisa Boyce. “Books without Text Can Increase Literacy, Vocabulary Skills in Children with Developmental Disabilities.” (*HealthNewsDigest.com* June 7, 2011)

You can play games with the illustrations. When asking your baby a question, wait for an answer, repeat your baby's answer and continue. If you ask, "Is that baby playing with bubbles?" and your baby says, "Gaa gaa," smile back at your baby. Repeat what your baby said and add on to it: "Gaa, gaa... I guess that baby does like bubbles!"

Please take your books out of your kits. Choose a page, any page, to show to your baby, and talk about it, sing about it, or play with it together for a couple of minutes. *(Give 2-3 minutes for parents to talk about the pictures with their babies. When time is up, continue talking)*

3. BODY RHYMES

Show Panel 4

Since babies get great delight when they look at your face, especially when you look directly back at them and smile,⁴⁵ let's show our babies the picture of the smiling child and sing the song we introduced last week, "I've Got Something in My Pocket":

I've got something in my pocket, it belongs across my face.
I keep it very close at hand, in a most convenient place.
I'm sure you couldn't guess it
if you guessed a long, long while.
So I'll take it out and put it on, it's a Great Big Loving Smile!

Let's sing the clean-up song as we put our books back in the kit.

Books away, books away, put your books away today.
Books away, books away, put your books away today
(Repeat as often as necessary until all books are collected.)



(<https://youtu.be/WmtLJLtFMmI>)
(adaptation of the Brownie song)

⁴⁵ De Haan, Michelle, Olivier Pascalis, and Mark H. Johnson. 2002. "Specialization of Neural Mechanisms Underlying Face Recognition in Human Infants." *Journal of Cognitive Neuroscience* 14, No. 2: 199-209.



Babies enjoy watching their own body parts move. Naming the parts of the body and the movements they are making through a song builds your child’s vocabulary. ⁴⁶

(Recite)

This is big, big, big (*hands go wide*)

This is small, small, small (*hands get close together*)

This is short, short, short (*hands go close to the floor*)

This is tall, tall, tall (*hands go up*)

This is fast, fast, fast (*“roll” hands quickly*)

This is slow, slow, slow (*“roll” hands slowly*)

This is yes, yes, yes (*nod gently*)

This is no, no, no (*move head from left to right very gently*)

(Repeat)

Even though your baby will not be able to do these motions yet, they are watching closely. You are teaching them the meaning of your words and actions!

All of the words to the songs and rhymes we use are in the songbook in your kits.

Here’s another movement song. Lie your baby on the floor facing you, or put baby in your lap facing up. As we sing this song and do the motions, be sure to look into your babies eyes and smile.



We clap our hands together. We clap our hands together.
We clap our hands together. Because it’s fun to do.

We wave our arms together. We wave our arms together.
We wave our arms together. Because it’s fun to do.

We wiggle our fingers together. We wiggle our fingers together.

⁴⁶ Hirsh-Pasek, K., Adamson, L., Bakeman, R., Golinkoff, R.M., Pace, A., Yust, P. & Suma, K. (2015). The contribution of early communication to low-income children’s language success. *Psychological Science*. 26, 1071-1083

We wiggle our fingers together. Because it's fun to do.

We tap our knees together. We tap our knees together.
We tap our knees together. Because it's fun to do.

And we all wave "hello." We all wave "hello."
We all wave "hello." Because it's fun to do.

Sing these songs as much as you like. Children learn more each time they hear a song, word, or story. They won't get bored!

Playing Peek-a-Boo keeps babies engaged and also distracts them at times when they would rather be doing something else. Although most babies will truly enjoy peek-a-boo around 9 months of age, it is fine to practice earlier. Try playing Peek-a-Boo when your baby first wakes up or after doing a diaper change.

Peek-a-boo, I see you, I see you hiding there.
Peek-a-boo, I see you, I see you smiling there. Peek-a-boo!

Show Panel 5

Leg Rhymes

If you are sitting on the floor, put your legs out straight in front of you and place your baby on your outstretched legs, facing you. If sitting on a chair, lie your baby across your lap, facing up, with feet as close to you as possible.

Hold each leg (at the ankle) with one of your hands.

This is Bill Hernandez.

Lift up baby's right leg and bounce it gently up and down.

This is Tom Trim.

Lift up baby's left leg and bounce it gently up and down.

And Bill *Shake right leg.*

Asked Tom *Shake left leg.*

To play with him. *Shake both legs.*

Bill over Tom, *Cross right leg over left slowly.*





Tom over Bill . . . *Cross left leg over right slowly.*
 Bill over Tom,
Cross right leg over left a little faster.
 Tom over Bill . . .
Cross left leg over right a little faster.
 Bill over Tom,
Cross right leg over left faster.
 Tom over Bill . . .
Cross left leg over right faster.
 Over and over as they rolled down the hill!

Continue reciting and increasing tempo until it becomes a flurry of hand and feet motions.

4. DRUM SEQUENCE



Take out tambourine or hand drum

Rum pum pum. This is my drum. *(Tap to the beat.)*
 Rum pum pum. This is my drum.

My name is _____. What's your name? *(Tap your name with syllables on the drum.)*

I am now going to walk around the circle and I'd like each child to tap his or her name on the drum with syllables. For instance, Joe would just be Joe, but Shaniqua would be Sha-ni-qua with three syllables. *(Demonstrate as you say the names)*

Tapping out their names on the drum enables children to become aware of syllables and the sounds in words. As I walk around the circle, please tap out your name on the drum first. Then, since your children are too young to tap out their names on their own, please gently take their hands, and tap out their names together. In addition to hearing the syllables in their names, they will be feeling them as well!



Virtual Version: Anything can be a drum! Use a book, a box of pasta, or anything else that you can tap. Although you are on mute, let's do Rum Pum Pum together. After our session is over, you may want to play a game with your baby - tapping together on your "drum" the names of the items around you. For instance "So-fa" or "cell-phone."

What's your name? *(Hold out drum and pause for an answer)*

Hello, Gail. *(If you hear the spoken name, then repeat it back)*

What's your name? *(Hold out drum and pause for an answer)*

I'm so glad you're here.

What's your name? *(Hold out drum and pause for an answer)*

Glad to see you, Finn.

(Go around the entire circle and make sure everyone has a chance to tap their name. Then, in the same sing-song voice, say:) Everybody, Stand up!

5. STAND-UP ACTIONS

Playing freeze games introduces your babies to the word STOP in a loving manner by giving them the physical sensation of stopping when they hear the word. As they grow older, they will realize what STOP means and will already know how we want them to respond. Freeze games are fun, and they are easy to play together with your baby at home.

Let's walk around the circle in this direction. *(Point to your desired direction)* Hold your baby in your arms, and let's walk together.



And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we all turn around – WOOOOOOOOOOO

Now let's bend down and creep very quietly.

And we creep, and we creep, and we creep, and we stop.
 And we creep, and we creep, and we creep, and we stop.
 And we creep, and we creep, and we creep, and we stop.
 And we all turn around – WOOOOOOOOOOO!

When playing this freeze game at home, don't limit yourself to walking and creeping. There are many more movement words that you can use. Can anyone name other movement words? Remember to keep the movements gentle since you're holding your baby. *(Pause for answers like: rock, tiptoe, sway, and dance)*

As long as we're up, let's do the Hokey Pokey! You can do it sitting down, too. Instead of turning around,' we can 'sway from side to side' or 'give a little shout.

You put your hand in, you take your hand out.
 You put your hand in and you shake it all about.
 You do the Hokey Pokey and you turn yourself around,
 I love you without a doubt.. Hug!
(Pretend to give your baby a hug)
(You put your head in....)

(Try another verse subbing in "sway from side to side" rather than "turn yourself around.")

When you dance the Hokey Pokey, you're already starting to teach your child parts of the body!

(Go immediately into the next rhyme without any introduction)



Handy Spandy, naptime is dandy, we all walk in.
 Handy Spandy, naptime is dandy, we all walk out.
 Handy Spandy, naptime is dandy, we turn around.
 Handy Spandy, naptime is dandy, we all sit down.



If you sing a catchy song like Handy Spandy, your babies will learn it's time to sit down — right now! — when they hear it. It may get them to sit down faster than if you just asked them to sit. It's more fun, too!

6. ANIMALS

Show Panel 6

From your kits, take out this book, *“Wiggle! March!”*
(Hold up the book. Ahead of time, paper clip together the pages you plan on using such as dog)



Many children's books feature animals because kids love animals and vice versa. Please join in and help me sing this song about the sounds the animals make.

(Only sing about 3 to 4 animals)

I went to visit the farm one day.
 I saw a horse across the way.
 And what do you think the horse did say?
 “Neigh, neigh, neigh.”

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.”

I went to visit the farm one day.
 I saw a sheep across the way.
 And what do you think the sheep did say?
 “Baa, baa, baa.”





Here's another animal song you can sing when looking at any books with animal illustrations. *(Look at Wiggle! March! and chose two animals you have not used yet. Or, if you have stuffed animals or puppets, sing the song while displaying one of those.)*

When cows get up in the morning
They always say moo.
When cows get up in the morning
They always say moo.

When pigs get up in the morning
They always say oink.
When pigs get up in the morning
They always say oink.

(Continue with any other animals, e.g. dog, cat, sheep, etc.)

Put your books away and take out the Hatchlings song booklet. *(Hold it up.)* This booklet has all of the songs we've sung in Hatchlings so far. It even has some songs we haven't sung yet. On the table over there *(point)* we have a stack of these. If you don't already have one at home, at the end of our session take one with you so you can continue to sing the songs with your baby. Please only take one so there will be enough for everyone for all of the following sessions, too.

(Hold up the frog puppet)

Now take the frog puppet out from your kits and put it on one of your fingers. Puppets are fun to use and they grab the attention of children of all ages.

(Put the frog on one of your fingers. Use your other arm as the log.)

Little frog, on a log
Sings his song, all day long.
Ribbit, Ribbit, Ribbit,
(Kisses to your baby can be used in place of the word "Ribbit!")
Ribbit, Ribbit, Ribbit



Let's do that again! *(Repeat)*

Time to put the puppets away using a song! Drop your puppet back into the bag as we sing the clean-up song. You can use this song or something similar to encourage your children to clean up when they are bigger!

Frogs away, frogs away, put your frogs away today.
Frogs away, frogs away, put your frogs away today.
(sing as many times as needed)



7. MUSICAL INSTRUMENTS

Show Panel 7

Please take your shakers out of your kit. There should be one for you and one for your baby. At this age, your baby probably won't do much more than simply hold it or taste it. That's fine. Soon enough your child will be shaking it around to the beat!



We'll all shake our shakers, we'll all shake our shakers,
We'll all shake our shakers because it's fun to do.
Shake them up high. *(shake up high in a high voice)*
Shake them down low. *(shake down low in a low voice)*
And shake them in the middle. *(shake in front, using a normal voice)*



Lots of the old Mother Goose rhymes are good for babies. But some are too old-fashioned. There's a rhyme called "Pease Porridge Hot", but has anyone here ever eaten Pease Porridge? *(Pause for answers and choose the appropriate one:)* Not many / no one! Although it's outdated, the rhythm is so catching, people still recite it today. So let's update the rhyme, keeping the rhythm but changing the words to something almost everyone knows — PIZZA! Although your babies can't eat pizza yet, you can!

Join me and tap your shakers to the beat!



Pizza, pizza hot. Pizza, pizza cold.
 Pizza, pizza in the box, nine days old.
 Some like it hot. Some like it cold.
 Some like it in the box, nine days old. *(Not me!) or (I do!)*

Here's another song that many people know. Shake your shakers along with the song! *(If you think you are running out of time, just sing the first verse and don't repeat it)*



The wheels on the bus go 'round and 'round, *(Move shakers in a circle)*

'Round and around, 'round and around.
 The wheels on the bus go 'round and 'round,
 On our way to the library.

The wipers on the bus go swish, swish, swish. *(Swish shakers from side to side)*

Swish, swish, swish... Swish, swish, swish.
 The wipers on the bus go swish, swish, swish.
 On our way to the library.

The song can be easily adapted. Instead of saying "On our way to the library," you can substitute "Going to the doctors," "on our way to the supermarket," or even "coming here for *Hatchlings!*" Just change the word at the end of the last verse.

Time to put the shakers away:



Shakers away, shakers away, put your shakers away today.
 Shakers away, shakers away, put your shakers away today.
(Sing as many times as needed.)

Does that song sound familiar? That clean-up song, with very simple words that is easy to sing, that means it's time to put toys away! You can substitute any word for "toys." By singing this song from the time your children are little, they'll know what they have to do when they hear it. And cleaning up to a tune becomes a fun game!

Show Panel 8

8. LULLABY

At the sweetest time of the day, it's wonderful to hold your babies close so they can hear your heartbeat and sing a lullaby. Rock gently from side to side while singing a lullaby. Feel free to substitute your baby's name in place of the word "Baby" or after it. For example if your child's name is Susie, you might want to sing, "Susie, Susie" or "Baby Susie." Here is "Twinkle, Twinkle Little Star" with some new words.



Tune of "Twinkle, Twinkle, Little Star"

Baby, baby (or use "Baby" and then substitute your baby's name) you're my star.

I love you just as you are.

You're the apple of my eye,

You will grow to be so high.

Baby (), you're my star.

I love you just as you are.

(sing twice)



Show Panel 9

9. LIBRARY INFORMATION

We're so glad you came to this program at our library / the Judy Center/ this location. Come next week! Come any time! Come visit me at the library, too! A library is a place for finding answers to your questions, about your babies or anything else. A librarian's job is to help people find what they are looking for, so you can always feel comfortable asking questions. We have programs for you and your baby, so you don't have to worry about a babysitter. You'll meet other families with babies, future friends in the making.

Get a library card and become a regular! We'd love to see you!



Show Panel 10

Here's the song about the library:

Oh, the place for you and the place for me
is the local public library
They have books and things that they lend for free.
It's the latest, it's the greatest, it's the library.

Educational, informational,
Entertainment that's sensational
It's a way of life, it's for you and me.
It's the latest, it's the
greatest, it's the library
(Dum ba da da da dum,
dum dum)



10. CLOSING RITUAL

Show Panel 11

I'd like to go around the circle now and ask whoever is comfortable to share a bit more about yourself. Can you tell us why you came today, which songs you like most, which songs your baby responds to, or what activities from Hatchlings you plan on repeating at home?

(Pause while anyone who wants to share has a chance to do so.)

Let's sing the "Four Practices" song that names all the things you can do to help build your babies brains in many different ways:

Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play.
Talk, sing, share books and play — Hooray!

Sing it with me! *(repeat)*



10. QUESTIONS AND INFORMATION



Show Panel 12

Does anyone have any questions? *(Pause for question and answer time)*

I hope you found this session fun with lots of good information. *Hatchlings II* was created especially for new parents and their babies. We will be offering two more sessions at the same time in this location every week for the next two weeks. This is week 2, so please return for sessions 3 & 4!

Each family that participated in today's session is invited to take out the shaker to bring home with you. Before you return the kits used in this session and hand in your exit surveys, take out the shaker. If you don't already have a calendar and a songbook, feel free to take one *(Point or describe where they are.)*

Before we end, let's all get together so we can take a group photo, even if it needs to be socially distanced. *(Take a picture, being sure to show name tags)* Thanks for coming, everybody!

(Try to say a personalized good-bye to everyone individually after the picture taking. Use the nametags to say both the parent's name and the baby's name as you are saying "Good-bye" to them.)

Show Panel 13

SESSION 2

Cheat Sheet

Panel 1:

- Welcome to *MGOL Hatchlings - In the Nest*
- Fill out paperwork - (*research & photos for articles and conference presentations*)
- Reassure parents not to worry if their children make noise.
- Tell parents they don't need to sit still either
- Give guidance on what to do if a child start loudly crying or wailing
- Don't wake the baby!
- Your baby learns by imitating you;
- Be enthusiastic / cell phones away
- Introductions

Panel 2

- 🎵 "If You're Happy and You Know It, Clap Your Hands"
- 🎵 "Since I Love You Very Much I'll Give A Kiss"
- Research: Babies hear

words while they are still in the womb.

- Back and forth conversations are the best. Your voice is their favorite sound.
- Research: Cell phones can interrupt learning!
- Singing, talking, and sharing books with babies builds their brains and their language skills





"Old Mother Goose when she wanted to wander, would fly through the air on a very fine gander."
(Parents can pick up baby and lift him/her in an arc over their head during this rhyme - in case you want to illustrate it.)

Panel 3

- Did you use a cardboard book or have Tummy time last week?
- Tummy time should always be supervised by an adult.
- The safest way for babies to sleep is on their backs.

- Two month olds enjoy looking at faces

 “If You’re Sleepy and You Know It, Give A Yawn.”

 Share books with your baby by talking, singing, or playing, or asking questions.

- If baby responds, repeat the response and add on to it.

Panel 4

- Smiling at your baby is very important.


 “I’ve Got Something in My Pocket”

 “Books Away”

- Sing about sizes and show them at the same time.

 “This Is Big, Big, Big”

- Name body parts and movements:

 “We Clap Our Hands Together”

- Game: Peek-a-boo is a fun way to distract your baby

Panel 5


- Leg Rhymes


 “This is Bill Hernandez”


 “Rum Pum Pum”

- Listen for the sounds in your name as you tap out your name in syllables
- Freeze games help children

practice stopping!


 “And We Walk...” - Babies learn movement words by acting them out

 Use “The Hokey Pokey” to name parts of the body - “I love you without a doubt!”

 “Handy Spandy” - Handy Spandy signals “It’s time to sit down.”

Panel 6

 *Wiggle! March!*

 “I Went To Visit the Farm One Day”

- Making animal sounds helps children hear the small sounds in words. This helps with learning how to read.

 “When the Cows Get Up in the Morning”

- Mention the song book
- Frog puppet


 “Little Frog On a Log”

- Song sheet

 “Frogs Away”

Panel 7

- Using musical instruments
- Changing the words to songs and rhymes keeps them fun

 “Pizza, Pizza Hot”

 “Wheels on the Bus”


- Name the place you are visiting!

 “Shakers Away”

- Singing clean up songs make cleaning up fun

Panel 8

- Singing lullabies calms and relaxes babies.
- Change the words or use your baby’s name instead of “Baby.”

 “Baby, Baby, You’re My Star”
To the *tune of “Twinkle, Twinkle, Little Star”*

Baby, baby (or use “Baby” and then substitute the baby’s name) you’re my star.

I love you just as you are.

You’re the apple of my eye,
You will grow to be so high.

Baby (), you’re my star.

I love you just as you are.

Panel 9

- Libraries are places for finding answers to your questions.
- Librarians help people find what they are looking for
- Libraries welcome parents and babies
- You can meet other families with babies at the library.
- Meet future friends during library programs.

Panel 10

 “The Library Song”

Panel 11

- What songs do you or your baby like most?
- There are four things you can do to build your baby’s brain:

 “Talk, Sing, Share Books, and Play”

Panel 12

- Questions?
- Return the kits & fill out exit surveys
- Take a shaker, a calendar, and a *Hatchlings* song book
- Group picture time! Be sure your nametag shows.

Panel 13

- Thank you for coming!! We’re glad you were here.
- Please return for sessions 3, and 4.

Session 3

1. WELCOMING COMMENTS



Show Panel 1: Welcoming comments

Welcome everyone and introduce yourself. Be sure to smile and speak in a friendly and informal manner.

Hello, everyone! Welcome to *Mother Goose on the Loose: Hatchlings - In the Nest, Session 3*. Thank you for being here. *If appropriate*: I'm glad to see familiar faces. I'm (*say your name*), a children's librarian at the (*say the name of your library*), and I am delighted to see you here today. This version of *Mother Goose on the Loose Hatchlings* was created especially for new parents, like you.

Sharing books together, doing fun reading activities and reciting rhymes from the very beginning will benefit your child's overall development. Parents are their children's first and very important teacher,⁴⁷ so this program is for you as well as for your babies.⁴⁸ We're going to be doing lots of singing and reciting; I expect you to join in singing the songs and reciting rhymes. Learning together as a family is rewarding and powerful, so welcome!

Fill out paperwork

In order to make this program as good as possible, we have requested your feedback by filling out a survey at the end of the program. If you haven't already filled out the consent form, please do it now. It's fine to get up and then come back once all the paperwork is done. Thank you for helping us in this way.

⁴⁷ Association for Library Service to Children, and Public Library Association. *Every Child Ready to Read @ Your Library*. Chicago: ALSC/PLA, 2011.

⁴⁸ Ramírez, N.F, Lytle, S., and Kuhl, P.K. "Parent coaching increases conversational turns and advances infant language development." *Proceedings of the National Academy of Sciences* 117.7 (2020): 3484-3491.

Tell them what they'll get to take home

Hatchlings includes a lot of material and there are beautiful panels (*point*) to accompany our session. Please don't try to take notes. To help you relax and enjoy being here with your baby, at the end of the session you will get *Hatchlings Headlines*, a packet with pictures of the panels to remind you of everything we spoke about. If you don't already have one, you will also get a board book and a shaker to keep, an early literacy calendar, and a songbook with all of the *Hatchlings'* songs.

Mention the kits

On your seat are some kits for use in the program. Please put them aside for now.

Reassure parents not to worry if their children make noise

Children this age may wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is what babies do! If your babies start to wail loudly or seem very unhappy, take them out of the room for a few minutes. It's usually easier for babies to calm down when they're not surrounded by people and noise. Also, it's easier for us to talk and sing when we're not trying to be louder than a crying baby. But please, come back in as soon as your baby calms down, because we want you both here.



Virtual Version: Babies like to wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is what babies do! If your baby is crying, feel free to mute yourself (if you are not already muted). All babies cry at some point, and we all know what it is like! If you feel uncomfortable being on video, turn your camera off. But, please turn your camera back on as soon as your baby is ready.

Don't wake the baby!

Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. Just continue to sing and join in with the activities. There will be plenty of time for you to share the songs and rhymes with your baby at home. Now will be a great opportunity for you to learn them.

Virtual Version: Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. Just continue to sing and join in with the activities. If you have a stuffed animal or doll nearby, you may want to practice with that. Then you'll be ready to do the activities with your babies when they wake up.



Tell parents they don't need to sit still either

If you need to get up and walk with your baby or rock your baby, that's absolutely fine.

How your baby can participate

Even though your babies won't be able to do the activities because they don't yet have the coordination to move their fingers, clap, or sing along, it's important for them to see you doing everything. They can participate by exploring the props, even if it's with their mouths! And, of course, they love watching you.

Taking care of your baby's needs

Feel free to feed or nurse your baby during the program. We are comfortable as long as you are comfortable. If you need to change a diaper, go to the changing room. Don't worry about walking out, just remember to return!

Be enthusiastic / cell phones away

Parents are their babies' first teachers. Babies learn the most by imitating the people they love. In order for your babies to get the most out of this program, it's important for you to do all the rhymes and motions with me, in an enthusiastic manner. So, please put your cell phones away or on silent. Your enthusiasm for anything -- a book or toy or a pretty leaf -- teaches your babies that there is a world of things to be interested in. It will encourage them to explore more of the world.

Encourage everyone to introduce themselves and their babies

Let's go around the circle, one by one. Tell us your name and the name of your baby. You are also invited to tell us why you came to our program. For instance:

"I'm Juno, this is Amiel, and he is 2 months old." Or "I'm Devina and this is Nichelle. She loves looking at her toes and wiggling them."

Please keep your comments short. We'd love to hear more about you, but we'll save that for the end of the program. *(This next sentence is optional, depending on program and staff availability, and whether this session is taking place on site or virtually.)* Everyone is welcome to stay and chat informally for 15 minutes after the program officially ends.

(Go around the circle giving each person the opportunity to introduce themselves. After each person says their name and their baby's name, be sure to respond with "Welcome," "Thank you for coming," or "I'm glad you are here." Make sure everyone gets a personal greeting from you. Be sure to have ALL adults introduce themselves, i.e. other library staff members, visitors from the Hatchlings steering committee, grandparents, etc.)

Virtual Version: It is hard to “go around the room” when the screen keeps changing. To make this easier, write a short list with every adult’s first name before the program starts. Then, as each person shares, put a check after their name.



Show Panel 2

1. RHYMES AND READS

During this session, I will recite each rhyme twice. The first time you can listen; the second time, recite the rhyme along with me. If you already know the rhyme, please feel free to say it both times.

Old Mother Goose when she wanted to wander (*tap knees*)
Would fly through the air on her very fine gander. (*lift hands up and around*)

If your babies are awake and up for it, pick them up and move them as we recite the rhyme again. (*demonstrate using a doll or stuffed animal*)

(Repeat)

All through this first year, you can do a lot to encourage your baby’s communication skills. It’s easy: all you need do is smile, talk, sing, and share books with your baby.

Why focus on communicating with your baby? Because early





speech and language skills are associated with success in developing reading, writing, and social skills, in childhood and later in life.

Although your babies are still very young, there are four things you can do with them regularly to help them have an easier time when they go to school, to give them a better chance at succeeding in their workplace, and set them on a lifetime path of success. You don't need lots of money, you don't need to have a college degree, you don't need to know how to read, and you don't need to know how to speak English in order to give your baby important "early literacy skills" that will benefit them throughout life. All you need to do is Talk, Sing, Share Books, and Play with them!

Here's a song about how you can spend fun time together:

(tune of "Good Night Ladies")

Talk, sing, share books, and play.

Talk, sing, share books, and play.

Talk, sing, share books, and play.

Talk, sing, share books, and play -- Hooray!

Sing it with me! *(Repeat)*

Having a strong language base is key to helping babies grow to become good communicators while also building their brains. That's why we are offering *Hatchlings*. By learning songs, rhymes, and games to use with your babies, you're building up their language base in a fun way!

Even if they only use baby talk, back-and-forth conversations are a great way to teach your baby the give-and-take of adult conversations. For instance, you can imitate your baby's vocalizations. If your baby says "ba-ba" or "goo-goo", do the same thing. Then wait for your baby to make another sound, and repeat that back. Do your best to respond, even when you

don't understand what your baby is trying to say. Your baby will know you are listening and will enjoy sharing a conversation with you.⁴⁹

Smiling and mirroring facial expressions reinforces communication. If your baby scrunches up her face, show her a scrunched up face too. If your baby smiles, smile back. Your baby will know you are paying attention!

Use gestures to try to communicate and imitate your baby's gestures. Answer a wave with a wave and a clap with a clap. Here's a song you can use:

Can you clap with two hands, two hands, two hands?
 Can you clap with two hands, clap, clap, clap, clap.
(Continue with more verses: wave with two arms, kick with two feet, kiss with two lips, sway from side to side.)
 —Words and music: Barbara Cass-Begg



Show Panel 3

(Show the book Happy Baby)

We've looked at this book, *Happy Baby* for the past few weeks. Babies like seeing pictures of familiar things like faces, animals, clothing, toys, and other babies.

When showing your baby the colorful faces of children, make up any story you want! For example:

"Here are a lot of babies. Let's count them: 1, 2, 3, 4, 5, 6. Six babies! What are they doing? I think this baby is looking to the side. I wonder what he sees? This baby looks excited. Maybe it's her birthday?" etc.

When you ask a question, your baby may respond by looking



⁴⁹ Harmon, K. (2010). How important is physical contact with your infant. Scientific American, 6. <https://www.scientificamerican.com/article/infant-touch>

right at the picture. If your babies make a sound, they're telling you something! But in the first four months, you might not get any kind of physical or verbal response, and that is fine. Try to tell a story about the pictures or use any melody to put your story to music.

(Use a random melody, to communicate that they don't have to know a special tune.)

This baby is playing with bubbles, floating in the air.

This baby is reading a good book.

This baby is.....you! *(when looking at the mirrored picture)*

You can also sing a song about the pictures. You can also sing a song about any picture, not only from a book! For instance, if a magazine has a bubble bath ad that shows a baby playing with bubbles, you can sing a song like this:

(tune: If You're Happy and You Know It)

There are bubbles in the air, in the air.

There are bubbles in the air, in the air.

There are bubbles in the air.

They go floating everywhere.

There are bubbles in the air, in the air.

(Repeat. If you have bubbles, you may want to blow some now)

Babies LOVE bubbles! Babies also enjoy chanting. That's when you say a line over and over in a sing-song tone of voice. For instance, if you're blowing bubbles and your baby is trying to catch them, you can give some encouragement by chanting:

Chant: You can do it, you can do it.

You can do it, you can do it.

Let's try that again. *(repeat)*

You can use this same chant when your baby is trying something for the first time that isn't easy. It is amazing how much some verbal support can help!



When you sing and talk directly to babies, their brains respond in a special way. This doesn't happen when they hear voices on the TV, radio, or iPad. This also doesn't happen when you talk to someone else in person or on the phone. Babies know when you are talking to them.

And they'll be trying to talk to you!

When you have back-and-forth conversations with your babies, they are learning the give-and-take of adult conversation. Hearing words improves your baby's understanding of language. It increases the number and variety of words they'll be able to understand and use. That's why I'm sharing these songs, rhymes, and tips with you.

Time to put the books away.

(Walk around the circle with an open tote bag.)

Books away, books away, put your books away today.

Books away, books away, put your books away today.



Show Panel 4

3. BODY RHYMES

Here's another fun rhyme that names body parts.

(Use the following rhyme or substitute one of your own)

Who's that tapping on my shoulder?

Who's that kissing on my head?

You are tapping on my shoulder.

You are kissing on my head.



Let's sing that again, but instead of saying "You" are tapping on my shoulder or kissing on my head, replace "You" with the name of someone your baby knows.

Who's that tapping on my shoulder?
 Who's that kissing on my head?
 Brother's tapping on my shoulder.
 Auntie's kissing on my head.

Here's another rhyme that teaches your baby some parts of the body and names what they do:

Two little eyes to look around.
 Two little ears to hear a sound.
 One little nose to smell what's sweet. *(take a deep smell)*
 And one little mouth that likes to eat!
(make num-num noises)

Talking about the looks on your baby's face gives names to different emotions. Describe to your baby what you see in a variety of short sentences. Repeating yourself is important. Children learn from and enjoy repetition.⁵⁰ For example, if your baby makes a sad face, you might say:

"Your face is sad. So sad. Why are you sad? You were happy a minute ago. Why are you sad now? Are you hungry? Do you want to eat?"

Imitating your baby's sad facial expression teaches him or her to "read" emotions, which often is important when interacting with other people.⁵¹ This helps your babies long before they can use words, they can understand the looks on your face and hear what that emotion is called.

It is easiest to soothe a crying baby if you know why they are crying. Is it hunger? Teething? A wet diaper? Giving your

⁵⁰ Risley, T. R., Hart, B., & Bloom, L. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H. Brookes Publishing Co

⁵¹ Harmon, K. (2010). How important is physical contact with your infant. *Scientific American*, 6. <https://www.scientificamerican.com/article/infant-touch>.

babies words to express emotions or problems will help them communicate with you when they are able to talk.

Rhyme time again! Recite:

This is big, big, big,
 This is small, small, small.
 This is short, short, short,
 This is tall, tall, tall.
 This is fast, fast, fast,
 This is slow, slow, slow.
 This is yes, yes, yes,
 This is no, no, no.

(Repeat)

Sing these songs as much as you like. Children learn more each time they hear a song, word, or a story. They won't get bored! They actually love the repetition.⁵²

Show Panel 5

⁵² Blank M., Frank SM. 1971. "Story Recall in Kindergarten Children: Effect of Method of Presentation on Psycholinguistic Performance." *Child Development* 42: 299-312; Bowman D. 2011. "Read It Again, Sam" *The York Times*, Sunday Book Review, December 4: BR75. www.nytimes.com/2011/12/04/books/review/read-it-again-sam.html?pagewanted=all; Frey N, Fisher D. 2010. Reading and the brain: What early childhood educators need to know. *Early Childhood Education Journal* 38:2, 103-110; Herman PA. 1985. "The Effect of Repeated Readings on Reading Rate, Speech Pauses, and Word Recognition Accuracy." *Reading Research Quarterly* 20:5, 553-65; Martinez M. 1985. "Read It Again. The Value of Repeated Readings during Storytime." *Reading Teacher* 38:8: 782-786. Meyer M, & Felton R. 1999. "Repeated Reading to Enhance Fluency: Old Approaches and New Directions." *Annals of Dyslexia*. 49:1, 283-306; Susina, J. (1998). Children's Reading, Repetition, and Rereading: Gertrude Stein, Margaret Wise Brown, and Goodnight Moon. In D. Galef (Ed.), *Second Thoughts: A Focus on Rereading* (pp. 115-125). Detroit, MI: Wayne State University Press; Kryczka C. 2008. "Again! Again!: Read the Same Book 38 Times in One Sitting? Why Kids Love Repetition - and How to Keep Your Sanity." *Today's Parent* 25, no. 2: 47-48



Although we introduce some new songs and rhymes each week, you may have noticed that we repeat most of the materials from the earlier weeks. That's because when you read books or sing songs over and over, your baby will soon learn what comes next. That leads to knowing what will happen during the day, what will happen if he or she does something, and what will happen in a story.

Place your babies on your legs, and let's do the leg rhyme, "This is Bill Hernandez."

Hold each leg (at the ankle) with one of your hands.

This is Bill Hernandez.

Lift up baby's right leg and bounce it gently up and down.

This is Juan Trim.

Lift up baby's left leg and bounce it gently up and down.

And Bill *Shake right leg.*

Asked Juan *Shake left leg.*

To play with him. *Shake both legs.*

Bill over Juan, *Cross right leg over left slowly.*

Juan over Bill . . . *Cross left leg over right slowly.*

Bill over Juan,

Cross right leg over left a little faster.

Juan over Bill . . .

Cross left leg over right a little faster.

Bill over Juan,

Cross right leg over left faster.

Juan over Bill . . .

Cross left leg over right faster.

Over and over as they rolled down the hill!

Continue reciting and increasing tempo until it becomes a flurry of hand and feet motions.

Feel free to substitute your baby's name in place of "Tom Trim." Or you may want to mention Auntie Kat or Cousin Aleeya. Let's try it one more time and adapt it however you wish! *(Repeat)*

Show Panel 6

4. DRUM SEQUENCE

Tapping on a tambourine (or drum) with your babies helps them develop an awareness of the parts of speech. By hearing the sounds between words, they begin to understand how words are made up of individual sounds. This skill includes breaking words down into smaller units, which is what we're going to do right now.

Rum pum pum. This is my drum. *(Tap to the beat.)*

Rum pum pum. This is my drum.

My name is (). What's your name?

(Tap your name with syllables on the drum.)

Take your *Happy Baby* book out of the kit and pretend it is a drum. Recite "Rum Pum Pum" with me and tap out the syllables of your name and your baby's name. For instance, Joe would just be Joe, but Shaniqua would be Sha-ni-qua with three syllables. *(Demonstrate as you say the names.)*

Since your children are too young to tap out their names on their own, please lift their hands and help them use their own hand to tap out the syllables of their name.

Let's go around the circle and everyone can have a turn tapping out their name. *(If you hear the spoken name, then repeat it back. Then give a friendly greeting. Even if you don't hear the name, still give a greeting such as "Hello, Hi, I'm glad you're here, Good to see you," etc.)*

Virtual Version: Anything can be a drum! Use a book, a box of pasta, or anything else that you can tap. I'll wait for a minute or so for you to get something to use as a drum so you can join in and we can all do Rum Pum Pum together.



5. STAND-UP ACTIONS

(Once everyone has a chance to tap their name, sing “Books Away.” Then use the same sing-song voice to say: Everybody, stand up! If presenting in-person programs, ask them to form a circle.)

Here’s a freeze game that is set to music. We’re going to march with our knees up high as we go around the circle in this direction with our babies. But march gently and keep a safe distance from each other in order to keep our babies safe.

(Point to the direction in which you will be moving. NOTE: This is a song; not the reciting version used earlier!)

We march, and we march, and we stop.
We march, and we march, and we stop
We march, and we march, and we march, and we march.
We march, and we march, and we stop.

(Repeat with a new action, i.e. walk, slink, sway, etc.)

Using words to describe your motions as you are doing them is another way to build your child’s vocabulary.

The rhythm and motion of walking around with your parent’s arms holding you securely reminds babies of being in the womb. It is a comforting, loving way to enjoy your time together. Here’s a song to sing while you are holding your baby.

Here we go in, in, in
Here we go out, out, out.
Here we go in, in, in
And we turn ourselves about.
Here we go up, up, up, up.
And here we go down, down, down, down.
Here we go up, up, up, up.
With the sweetest baby in town. *(end with a few kisses)*

— Barbara Cass-Beggs

(Repeat)



Through this song, babies learn positional words such as in, out, up and down.

When your baby is restless, try walking or swaying while singing this newer version to Twinkle, Twinkle.

Tune of “Twinkle, Twinkle, Little Star”

Baby, baby (or use “Baby” and then substitute the baby’s name) you’re my star.

I love you just as you are.

You’re the apple of my eye,

You will grow to be so high.

Baby (), you’re my star.

I love you just as you are.

(Go immediately into the next rhyme without any introduction)

Handy Spandy, naptime is dandy, we all walk in.

Handy Spandy, naptime is dandy, we all walk out.

Handy Spandy, naptime is dandy, we turn around.

Handy Spandy, naptime is dandy, we all sit down.

(sit down)

Show Panel 7

6. ANIMALS

Having conversations with your baby when doing something they may not like (*such as having a bath or getting changed*) can help to distract them. Describing what you are doing, singing about it, or asking questions such as “Will you wear the blue babygro or the purple polka-dot one?” strengthens the circuits in your babies’ brain, which prepares them for future learning.

Take out *Wiggle! March!* from your kits. *Optional, if applicable: Although you will be returning it to us so we can sanitize it for next week’s session, today you will be getting your own copy of Wiggle! March! to take home and keep.*



(Hold up the book & sing a song to go along with it. Paper clip the pages you plan on using such as horse, cow or rooster. Only sing about 3 or 4 animals)

Let's practice singing the song about the sounds animals make.

I went to visit the farm one day.
I saw a horse across the way.
And what do you think the horse did say?
"Neigh, neigh, neigh."

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."

I went to visit the farm one day.
I saw a rooster across the way.
And what do you think the rooster did say?
Cock-a-doodle-doo!"

Don't limit this song to *Wiggle! March!*; you can use it anywhere! When walking with your baby, talk or sing about what you see. For instance,

"I went to visit the store one day,
I saw a carrot along the way.
What color was the carrot that day?
Orange, orange, orange."

Can anyone think of another way we could use this song in everyday life? Don't forget that your babies don't care if you can carry a tune or not. To them, your voice is the most beautiful sound in the world.

(Pause for answers)

Thanks for all those great ideas. Please put your books back in your kits and take out your frog puppet. *(Sing "Books Away")*



Show Panel 8

This week, we're going to sing a fun song that names the parts of the body. By the time children enter kindergarten, they are expected to know the names of their body parts, and this song helps them to learn! As your babies grow older, don't be surprised if they giggle when you sing this song with them!

I dropped my frog, pick it up, pick it up.

(Drop the frog into your lap)

I dropped my frog, pick it up, pick it up.

I dropped my frog, pick it up, pick it up.

And put it on my stomach.



Let's do that again! *(Repeat and choose whether or not you want to continue using other body parts. You can ask participants to call out body parts to use, if comfortable.)*

Now, let's use the puppets to interact with our babies. You can use different voices and movements to engage them. Note which voice they respond to best. If you don't know what to say, talk about the weather!

(Pause for parent/baby puppet interaction)

Time to collect the puppets using a song! Please drop your puppet back into the bag as we sing "Frogs Away." Use this song or something similar to encourage your children to clean up when they are bigger!

Frogs away, frogs away, put your frogs away today.

Frogs away, frogs away, put your frogs away today.

(sing as many times as needed)



Show Panel 9

7. MUSICAL INSTRUMENTS

Please take your shakers out of your kit. There should be one for you and one for your child. At this age, your baby probably won't do much more than simply hold it or taste it. That's fine. Soon enough your child will be shaking it around to the beat! Only use the shaker when your baby is supervised; any object that can fit into a toilet paper roll is a choking hazard, and we want your baby to stay safe.

Shakers are fun. Babies enjoy watching what a shaker does, hearing what it sounds like, and seeing how it looks when it's in action. They like to feel the texture, perhaps exploring it with their tongue. Don't worry, everything has been sanitized. Everything babies do is part of their learning, even though they're so tiny. They are little scientists, always looking for the properties of objects and testing out what they can and can't do.⁵³ Playing with musical instruments sparks curiosity and encourages scientific exploration.



We'll all shake our shakers, we'll all shake our shakers,
We'll all shake our shakers because it's fun to do.
Shake them up high. (*shake up high in a high voice*)
Shake them down low. (*shake down low in a low voice*)
And shake them in the middle. (*shake in front, using a normal voice*)

Earlier today, we sang "Who's That Tapping on My Shoulder?" Let's sing it again, but this time, let's shake our maracas to the beat as we sing. Don't forget to replace "You" with the name of someone your baby knows.

Who's that tapping on my shoulder?
Who's that kissing on my head?
You are tapping on my shoulder.
You are kissing on my head.



⁵³ Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). The scientist in the crib: Minds, brains, and how children learn. William Morrow & Co.

(Repeat, then go directly to the next rhyme without giving any directions - or substitute a song/rhyme of your choice)

Pizza, pizza hot. Pizza, pizza cold.
 Pizza, pizza in the box, nine days old.
 Some like it hot. Some like it cold.
 Some like it in the box, nine days old. *(Not me!) or (I do!)*
(Repeat)

Now let's put a smile on baby's face and shake to the beat of this song!

I've got something in my pocket,
 it belongs across my face.
 I keep it very close at hand,
 in a most convenient place.
 I'm sure you couldn't guess it
 if you guessed a long, long while.
 So I'll take it out and put it on, it's a Great Big Loving Smile!

I'll bet you're smiling now, too!

If your baby was holding or examining the shaker, talk about what you saw. When you're talking about what babies look at and experiment with, you are more likely to help them learn new words than if you simply talk about something that they are not interested in or engaged with. Let's take a minute to talk with our babies about the shakers.

(Talk with your "baby" as the parents talk with their babies.)

Time to put the shakers away!

Shakers away, shakers away, put your shakers away today.
 Shakers away, shakers away, put your shakers away today.
(Sing as many times as needed.)

Isn't cleaning up to a song fun? It's like you're playing a game rather than doing a chore. It's amazing how music can make anything playful!

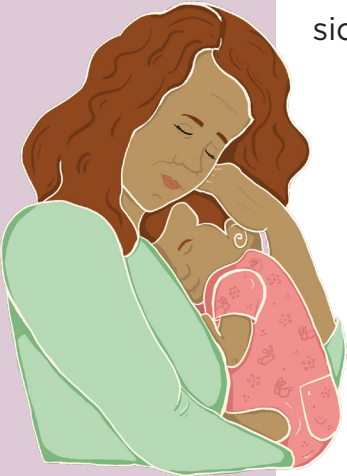
Show Panel 10



8. LULLABY

Time for a lullaby! Although having a baby is one of the happiest times of your life, it can also be one of the most exhausting. Just like your baby needs to take naps, you need to have time to rest also. Often, it's easiest to take a nap while your baby is napping.

For now, let's relax with a lullaby. This song is an Irish lullaby. The "Too Ra Loo Ra" part is fun to sing. And the soft, slow pace of the melody helps you and your baby to relax.⁵⁴ If you know this song, please sing it along with me. Hold your babies close, where they can hear your heartbeat. Rock gently from side to side while singing this lullaby:



Too ra loo ra loo ra, too ra loo ra lie,
You're my little hatchling, so here's a lullaby.
Too ra loo ra loo ra, too ra loo ra lie,
Let's both relax together, resting - you and I.

Now let's sing it again. If you didn't join in the first time, sing it with us now.

(Repeat.)

Show Panel 11

Our last session is next week and I'd love to see you there! But don't wait for a session to bring your baby to the library. Come any time we're open. I'd love to visit with you and your baby. Even if I'm not there, you'll find plenty for you and your baby to do at the library!

Let's sing the library song:

⁵⁴ Baker, F., & Mackinlay, E. (2006). Sing, soothe and sleep: A lullaby education programme for first-time mothers. *British Journal of Music Education*, 23(2), 147-160. doi:10.1017/S0265051706006899

Oh, the place for you and the place for me
is the local public library
They have books and things
that they lend for free.
It's the latest, it's the greatest, it's the library.

Educational, informational,
Entertainment that's sensational
It's a way of life, it's for you and me.
It's the latest, it's the greatest, it's the library."

Who knows how much a library card costs? *(Pause for answers)* That's right, it's free! You don't need a library card to come into the library, to play with your baby in the children's area, to attend programs, to use the computers, to read books, magazines, or newspapers. With a library card, you can borrow materials to take home with you. If you're interested in getting a library card, talk with me after the session. *(Or, fill in the specifics from your library).*

The library's hours are *(fill in)* and we'd love to see you there.

Show Panel 12

10. CLOSING RITUAL

Let's go around the circle again. If you're comfortable sharing, I'd love to hear one thing that stood out for you today, something new that you learned or a rhyme or song that you intend to continue doing with your child at home. *(Pause and let participants share their thoughts).*

Studies show that the number of vocabulary words children know and can use when entering kindergarten affects their entire education and career, making it easier for them to learn how to read, which will help them in all stages of their lives. The best way to help your baby build a large vocabulary is easy -- share books, talk, sing, and play with your baby, starting from





the very first moments you have together. Use the activities from *Hatchlings* and do them together at home.

Let's sing the four practices' song one more time!

Talk, sing, share books, and play.

Talk, sing, share books, and play.

Talk, sing, share books, and play.

Talk, sing, share books, and play -- Hooray!

Sing it with me! *(Repeat)*

Show Panel 13



11. QUESTIONS AND INFORMATION

Does anyone have any questions? *(Pause for question and answer time)*

If you have any family rhymes or songs that are your family's favorites, please let me know and we can try to add them into next week's program.

Hatchlings: In the Nest was created especially for new parents and their babies. I hope you found this session fun with lots of good information. This is week 3 so please return for our final session next week. *Optional, if applicable: That's when you'll get the frog puppet!* In the meantime, don't forget to return your kits and pick up your copy of Wiggle! March! on the way out.

Thank you for coming, everybody! Now let's stand together for a group picture. Try to make sure your name tags are showing.

online session



Virtual Version: I hope you found this session fun, with lots of good information. Let's unmute ourselves or write in the chat box. Can each person tell us one new idea or action from this session that you hope to practice at home with your baby?

(Once the group picture has been taken)

Show Panel 14

Goodbye! *(if you can, say goodbye to everybody, including the babies, by name.)*




SESSION 3

Cheat Sheet




Panel 1:

- Welcome to *MGOL Hatchlings - In the Nest*
- Fill out paperwork - (research & photos for articles and conference presentations)
- Reassure parents not to worry if their children make noise.
- Tell parents they don't need to sit still either
- Give guidance on what to do if a child starts loudly crying or wailing
- Don't wake the baby!
- Your baby learns by imitating you
- Be enthusiastic / cell phones away
- Introductions



Panel 2

-  "Old Mother Goose"
 - Smile, talk, sing, share books and play with your baby.
 - Early speech and language skills are associated with success in developing reading, writing, and social skills, in childhood and later in life.
-  "Talk, Sing, Share Books and Play."
 - "Mirror" the faces your baby makes; clap when your baby claps.
-  "Can You Clap With Two Hands?"

Panel 3

-  There are many ways to share books with your baby.
 - Make up stories. Count what's in the pictures.
 - Talk about what you see.
 - Sing to any tune you like or make up a song
-  "There Are Bubbles in the Air"
 - Try chanting! "You can do it!"
 - Babies' brains learn best when you talk directly to them, not by listening to the television or by listening to recorded music.
 - Use words to describe how you think your baby is feeling.
-  "Books Away "

Panel 4

- Name the parts of your babies' face and talk about the faces they are making.
-  "Who's That Tapping on My Shoulder?"
-  "Two Little Eyes to Look Around" (with lyrics)

Two little eyes to look around,
Two little ears to hear a sound.
One little nose to smell what's sweet... (take a deep smell)
And one little mouth that likes to eat! (mmmmmmm)

 - Use words to describe how you think your baby is feeling.

 “This is Big, Big, Big”

- Children love repetition.

Panel 5

- Repeating songs, rhymes, and stories helps your baby learn

 “This is Bill Hernandez”

- Feel free to substitute your baby’s name or names or people in your baby’s life
- Watch your babies’ faces and talk about their reactions.

Panel 6

 “Rum Pum Pum, This is My Drum”

- Tap your name!
- Freeze games help children practice stopping.

 “And We March...”

 “Here We Go In, In, In, In”

- Babies learn movement words by acting them out.
- Walking, swaying, and singly softly comforts babies.


 “Baby, Baby, You’re My Star”

 “Handy Spandy”

Panel 7

 *Wiggle! March!*

 “I Went to Visit the Farm One Day”

 “I Went to Visit the Store One Day”

- Brainstorm: How else can you use that song?

 “Books Away”

Panel 8

- Sing and talk about the things your baby sees
- Children who can name body parts

can tell you what hurts.

 “I Dropped My Frog”

- Use the puppet to talk with your baby.
- Use different voices and movements and see which ones your baby enjoys most.


 “Frogs Away”

Panel 9

- Babies are scientists
- Playing with musical instruments sparks curiosity and encourages scientific exploration.

 “We’ll all Shake our Shakers”

 “Who’s That Tapping on My Shoulder?”

 “Pizza, Pizza Hot”

 “I’ve Got Something in my Pocket”

- Talk with your baby about the shakers.

 “Shakers Away”


- Optional: Music can make anything playful.

Panel 10

- Parents need rest time too.
- The soft slow pace of lullabies helps you and your baby relax.

 “Too Ra Loo Ra Loo Ra”

Panel 11

 Visit the library!

Oh, the place for you
and the place for me
is the local public library
They have books and things
that they lend for free.
It’s the latest, it’s the greatest,
it’s the library.

SESSION 3

Educational, informational,
entertainment that's sensational
It's a way of life, it's for you and me.
It's the latest, it's the greatest, it's the
library."

- Libraries have terrific free services:
- A library card lets you take materials home.

Panel 12

- What is something new you heard?
- Which song or rhyme will you do at home with your baby?
- The more words your baby learns, the better!
- Talk, sing, share books, and play with your child.



"Talk, Sing, Share Books, and Play"

Panel 13

- Questions?
- Please return the kits & fill out exit surveys
- If you don't already have one, let us know and we'll give you a bag, a calendar, and a song book
- *Optional: This week you get the shaker; next week you get the frog puppet!*
- Group picture time! Be sure your nametag shows.
- Thank you for coming! We're glad you were here.
- Please join us again next week!

Panel 14

- Good-bye. Thanks for coming.
- Let's take a picture together. Please check that your nametag is showing.

Session 4

1. WELCOMING COMMENTS



Show Panel 1

Welcome everyone and introduce yourself. Be sure to smile and speak in a friendly and informal manner.

Hello, everyone! Welcome to *Mother Goose on the Loose: Hatchlings - In the Nest*, Session 4. Thank you for being here. *If appropriate*: I'm glad to see familiar faces. I'm (say your name), a children's librarian at the (say the name of your library), and I am delighted to see you here today. This version of *Mother Goose on the Loose Hatchlings* was created especially for new parents, like you.

Sharing books together, doing fun reading activities and reciting rhymes from the very beginning will benefit your child's overall development. Parents are their children's first and very important teacher,⁵⁵ so this program is for you as well as for your babies.⁵⁶ We're going to be doing lots of singing and reciting; I expect you to join in singing the songs and reciting rhymes. Learning together as a family is rewarding and powerful, so welcome!

Encourage everyone to introduce themselves and their babies.

Let's go around the circle, one by one. Tell us your name and

⁵⁵ Association for Library Service to Children, and Public Library Association. Every Child Ready to Read @ Your Library. Chicago: ALSC/PLA, 2011.

⁵⁶ Ramírez, N.F, Lytle, S., and Kuhl, P.K. "Parent coaching increases conversational turns and advances infant language development." Proceedings of the National Academy of Sciences 117.7 (2020): 3484-3491.

the name of your baby. You are also invited to tell us why you came to our program or one thing about your baby. Or if you've been to one of the *Hatchlings* programs before, please tell us about something new that you are doing at home with your baby as a result of attending. For instance:

"I'm Avi and this is Mickey. He loves music. Whenever he hears music he kicks his feet." Or "I am Susie, this is Olivia, and we sang songs to *Wiggle! March!* last week."

Please keep your comments short. We'd love to hear more about you, but we'll save that for the end of the program. *(This next sentence is optional, depending on program and staff availability, and whether this session is taking place in person or virtually.)*

Everyone is welcome to stay and chat informally for 15 minutes after the program officially ends.

(Go around the circle giving each person the opportunity to introduce him or herself. After each person says their name and their baby's name, be sure to respond with "Welcome," "Thank you for coming," or "I'm glad you are here." Make sure everyone gets a personal greeting from you. Be sure to have ALL adults introduce themselves, i.e. other library staff members, visitors from the Hatchlings steering committee, grandparents, etc.)

online session



Virtual Version: It is hard to "go around the room" when the screen keeps changing. To make this easier, write a short list with every adult's first name before the program starts. Then, as each person shares, put a check after their name.

Fill out paperwork

In order to make this program as good as possible, please fill out the survey at the end of the program so we can get your feedback. If you haven't already filled out the consent form, please do it now. It's fine to get up and then come back once all the paperwork is done. Thank you for helping us in this way.

Tell them what they'll get to take home

Hatchlings includes a lot of material and there are beautiful panels (*point*) to accompany our session. Please don't try to take notes. To help you relax and enjoy being here with your baby, at the end of the session you will get *Hatchlings Highlights*, a booklet with pictures of each panel to remind you of everything we spoke about. (*Optional, add if applicable, add: "as well as a frog puppet." and, "If you don't already have them, you will also get a board book, an early literacy calendar, and a songbook with all of the Hatchlings' songs."*)

Mention the kits

On your seat are some kits for use in the program. Please put them aside for now.

Reassure parents not to worry if their children make noise

Children this age may wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is what babies do! If your babies start to wail loudly or seem very unhappy, take them out of the room for a few minutes. It's usually easier for babies to calm down when they're not surrounded by people and noise. Also, it's easier for us to talk and sing when we're not trying to be louder than a crying baby. But please, come back in as soon as your baby calms down, because we want you both here.

Virtual Version: Babies like to wiggle, cry, make noises, fall asleep or many other things. They're babies; being unpredictable is what babies do! If your baby is crying, feel free to mute yourself (if you are not already muted). All babies cry at some point, and we all know what it is like! If you feel uncomfortable being on video, turn your camera off. But, please turn your camera back on as soon as your baby is ready.





Don't wake the baby!

Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. Just continue to sing and join in with the activities.

There will be plenty of time for you to share the songs and rhymes with your baby at home. Now will be a great opportunity for you to learn them.

Virtual Version: Babies need their sleep! If your babies are asleep or fall asleep during the program, please don't wake them up! Sleep is important for their growth and for their health. Just continue to sing and join in with the activities. If you have a stuffed animal or doll nearby, you may want to practice with that. Then you'll be all ready to do the activities with your babies when they wake up.

Tell parents they don't need to sit still either

If you need to get up and walk with your baby or rock your baby, that's absolutely fine.

How your baby can participate

Even though your babies won't be able to do the activities because they don't yet have the coordination to move their fingers, clap, or sing along, it's important for them to see you doing everything. They can participate by exploring the props, even if it's with their mouths! And, of course, they love watching you.

Taking care of your baby's needs

Feel free to feed or nurse your baby during the program. We are comfortable as long as you are comfortable. If you

need to change a diaper, go to the changing room. Don't worry about walking out of the program. But, please, return!

Be enthusiastic / cell phones away

Parents are their babies' first teachers. Babies learn the most by imitating the people they love. In order for your babies to get the most out of this program, it's important for you to do all the rhymes and motions with me, in an enthusiastic manner. So, please put your cell phones away or on silent. Your enthusiasm for anything -- a book or toy or a pretty leaf -- teaches your babies that there is a world of things to be interested in. It will encourage them to explore more of the world.

Show Panel 2

2. RHYMES AND READS

Studies show that the number of words children know and can use when entering kindergarten affects their entire education, making it easier for them to learn how to read. And it's easy to help your child build a large vocabulary; just talk, sing, share books and play with your child, starting from the very first moments you have together. Here's a song to remind you what to do:

Talk, sing, share books, and play.
Talk, sing, share books, and play.
Talk, sing, share books, and play.
Talk, sing, share books, and play -- Hooray!

Sing it with me! (*Repeat*)

During the rest of the program, I will recite each rhyme twice. The first time you can listen; the second time, recite the rhyme





along with me. If you already know the rhyme, please feel free to say it both times.

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

(Repeat)



Show Panel 3

In each *Hatchlings* session, we've used this book, *Happy Baby*. *(show book)* We talked about the black and white illustrations for newborns who enjoy high contrast pictures and the colorful faces for older babies. We also spoke about the importance of Tummy Time, when babies spend time on their tummies and look up at interesting objects. This strengthens their head, neck, and upper body muscles.

If your baby is up for it, place a blanket on the floor. Take *Happy Baby* out of your kit and open up the book into the accordion fold with the pictures of children's faces facing the blanket. Place your baby on the blanket, belly down. *(show an example)* If your baby doesn't like tummy time, when you're at home, try lying chest-to-chest. Tummy Time is a perfect time for talking and playing with books and other toys.⁵⁷



One of the faces in *Happy Baby* is made of a reflective material, so babies looking at it will see their own faces! You might want to describe aloud what you think your baby is seeing. Let's take a moment to pull the book out of our kits, open it to a picture of a face and talk about it with our babies.

(Pause 2 minutes for activity)

Talking or singing about the pictures you see in a book teaches

⁵⁷ Mendres-Smith, A. E., Borrero, J. C., Castillo, M. I., Davis, B. J., Becraft, J. L., & Hussey-Gardner, B. (2020). Tummy time without the tears: The impact of parent positioning and play. *Journal of Applied Behavior Analysis*.

your children the names of things. Talking about the expressions on the babies' faces in the book labels the emotions and gives names to different feelings.⁵⁵ It is easiest to soothe a crying baby if you know why they are crying. Is it hunger? Teething? A wet diaper? Giving your babies words to express emotions or problems will help them communicate with you when they are able to talk.

Your baby's eyes move across a line to look from one picture to another. This is what they also do to read a sentence from beginning to end. These movements strengthen and train eye muscles. When we show pictures to our babies, they pick up cues to look at pictures in a certain direction and to focus on them.

Here's a picture of rain coming down from a cloud. You can tell a story about it: "It's a rainy day. The rain is pouring down. See the cloud? The rain is pouring down from the cloud."

Or you can play with the idea of rain. Try tapping your fingers very gently on your baby's forehead and saying "It's raining. It's raining! We need an umbrella. Quick, let's get out of the rain." Then pretend to run for an umbrella, moving your finger feet very quickly.

Pick up your baby and let's try that together. *(Pause while parents pick up their babies)*

Start by tapping your fingers very gently on your baby's forehead like raindrops. Then tell the story: "It's raining. It's raining! We need an umbrella. Quick, let's get out of the rain." *(Move baby's legs in a gentle running motion)*

We can also sing about rain. Does anyone know a rain song?

⁵⁵ Vallotton, C. (2011). Babies open our minds to their minds: How "listening" to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal*, 32(1), 115-133.



(Pause for answers)

Show Panel 4

Here's a nursery rhyme song:

It's raining, it's pouring.
The old man is snoring.
He knocked his head when he went to bed,
And it grew to a bump in the morning.
Rain, rain go away, come again another day *(2x)*

Let's sing it together. *(Repeat)*

Each week, we've told you to feel free to change the words to the rhymes or songs. Here's an adapted version of "It's Raining, It's Pouring" written from the point of view of an active baby who wakes up very early in the morning. I'll sing it twice so you can listen the first time and sing it with me the second time. The words are also in the *Hatchlings'* song book, so if you like it, you can sing it at home!



It's raining, it's pouring,
So I can't go exploring.
I'll go to bed with a kiss on my head *(kiss baby)*
And I'll wake up my parent(s) in the morning.

Sing it with me now!

It's raining, it's pouring,
So I can't go exploring.
I'll go to bed with a kiss on my head *(kiss baby)*
And I'll wake up my parent(s) in the morning.

Please put *Happy Baby* back into your kits.



Books away, books away, put your books away today.
Books away, books away, put your books away today

(Repeat as often as necessary until all books are collected.)

3. BODY RHYMES

For babies, there's no better way to develop a sense of self, a sense of identity, than to look at their hands and feet and see how they move. After a while, they realize, "That's me!" When you say "Is that your foot?" or "Is that your foot wiggling?" They are already learning a noun and a verb. They love looking at themselves in a mirror. "There's me again!" And when you say, "There's Kaya!," they get to know who they are even better.

Naming the parts of the body and the movements they make through a song helps your children build a useful vocabulary.

Two little eyes to look around, *(point)*
 Two little ears to hear a sound. *(point)*
 One little nose to smell what's sweet... *(take a deep smell)*
 And one little mouth that likes to eat. *(make nom nom noises)*
(Repeat)

Here's another song about body parts:

Put your finger in the air, in the air. *(2x)*
 Put your finger in the air.
 And wave it way up there.
 Put your finger in the air, in the air.

Put your finger on your nose, on your nose. *(2x)*
 Put your finger on your nose.
 Now touch it to your toes,
 Put your finger on your nose, on your nose.

Put your finger on your knee, on your knee. *(2x)*
 Put your finger on your knee.
 Count together: one, two three.
 Put your finger on your knee, on your knee.



Sing these songs as much as you like. Children learn more each time they hear a song, a rhyme, a word or a story. They won't get bored! The more you sing to them, the better.

Show Panel 5

Here's a song that names body parts and what they do.

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

Can you clap with two hands, two hands, two hands?
Can you clap with two hands, clap, clap, clap, clap, clap.
Can you wave with two arms, two arms, two arms?
Can you wave with two arms, wave, wave, wave,
wave, wave.

(Continue with: wiggle with ten fingers, kiss with two lips, etc.)

Sing this often and you'll see your baby start to imitate your gestures. When you read books or sing songs over and over, your baby soon learns what comes next. The repetition will familiarize your baby with all of the repeated elements.



4. DRUM SEQUENCE

Take out a tambourine or hand drum.

Let's take out the *Happy Baby Book*. Let's use our imagination and pretend that our books are drums.

Rum pum pum. This is my drum. *(Tap to the beat.)*

Rum pum pum. This is my drum.

My name is _____. What's your name? *(Tap your name with syllables on the drum.)*

As I walk around the circle, I'd like each child to tap his or her name on the drum with syllables. For instance, Joe would just be Joe, but Shaniqua would be Sha-ni-qua with three syllables. *(Demonstrate as you say the names.)*

Tapping out names helps children to become aware of syllables and the sounds in words. What word do babies know best? Their own name! So, when I'm walking around the circle, please tap your name on the drum, and then gently lift your babies' hands and help your babies tap out their own names, too. That way, they feel the syllables as well as hearing them.

What's your name? *(Hold out drum and pause for an answer)*

Hello, Gail. *(If you hear the spoken name, then repeat it back)*

What's your name? *(Hold out drum and pause for an answer. If you don't hear the name, just give a greeting)*

I'm so glad you're here.

What's your name? *(Hold out drum and pause for an answer)*

Glad to see you, Finn.

(Go around the entire circle and make sure everyone has a chance to tap their name. Then, in the same sing-song voice, say:) Everybody, Stand up and make a circle!

Show Panel 6

5. STAND UP ACTION

Point to the center of the circle. Then start moving and singing without needing to give an explanation.)

Here we go in, in, in

Here we go out, out, out.

Here we go in, in, in

And we turn ourselves about.



Here we go up, up, up, up.
 And here we go down, down, down, down.
 Here we go up, up, up, up.
 With the sweetest baby in town. *(end with a few kisses)*
(Repeat)
 - Barbara Cass-Beggs

Let's walk around the circle in this direction. *(Point to your desired direction)* Hold your baby in your arms, and let's walk together.

And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we walk, and we walk, and we walk, and we stop.
 And we all turn around — WOOOOOOOOOOO

Now let's bend down and creep very quietly.

And we creep, and we creep, and we creep, and we stop.
 And we creep, and we creep, and we creep, and we stop.
 And we creep, and we creep, and we creep, and we stop.
 And we all turn around — WOOOOOOOOOOO!

Freeze games are great because they help children learn the meaning of "stop". When you're playing this freeze game at home, don't limit yourself to "walk" and "creep." There are many more movement words that you can use, as long as you remember to move gently with your baby. Can anyone name other movement words? *(Pause for answers like sway, hug, and rock. Point out words that may be too energetic for a young baby.)*

Here's another example of playful ways to teach your baby the names of body parts, The Hokey Pokey! Instead of the traditional last line, let's sing, "I love you without a doubt. Hug!"

You put your hand in, you take your hand out.
 You put your hand in and you shake it all about.
 You do the Hokey Pokey and you give a little shout.
 I love you without a doubt.. Hug!



*(Pretend to give your baby a hug)
(You put your foot in...., head in.... whole self....)*

The “Hokey Pokey” may remind you of other songs and rhymes you learned as a child. See if you can remember them and add them to your singing time with your baby. Songs and rhymes often come in handy when your babies are fussy and walking around is the only thing that will calm them. Songs in any language are fine. Sharing songs that your parents or grandparents sang to you is a great way to pass on some wonderful family traditions.

Using more than one language with babies is not confusing. At this early age, their brain is like a sponge and they are absorbing everything. Children can learn two languages at the same time.⁵⁹ Not only can a four month old tell the difference between languages, but studies have shown that people with bilingual brains find it easier to pay attention and switch from one task to another.⁶⁰ Being bilingual not only helps children but often results in benefits to their entire family.⁶¹

(Go immediately into the next rhyme without any introduction)

Handy Spandy, naptime is dandy, we all walk in.
Handy Spandy, naptime is dandy, we all walk out.
Handy Spandy, naptime is dandy, we turn around.
Handy Spandy, naptime is dandy, we all sit down.

Show Panel 7

⁵⁹ Baker, C. (2006). Foundations of bilingual education and bilingualism. (5th ed.) Bristol, England: Multilingual Matters

⁶⁰ Marian, V., & Shook, A. (2012, September). The cognitive benefits of being bilingual. In Cerebrum: the Dana forum on brain science (Vol. 2012). Dana Foundation.

⁶¹ Ball, C. E. (2012). The richness diversity brings: Diverse languages and literacies in early childhood education, ix (Doctoral dissertation, Auckland University of Technology).



6. ANIMALS

Please take this book out of your kits. (*Hold up Wiggle! March!*) In the past few sessions, we have talked about the pictures, made up stories around the pictures, and sung songs about the animals. Can anyone think of a new animal song that we haven't sung yet? (*Pause for answers. If no-one answers, suggest Old MacDonal and sing two verses. Or, you can sing the same song that has been sung every week, "I Went to Visit the Farm."*)

(*Limit singing to 3 or 4 animals*)

I went to visit the farm one day.

I saw a duck across the way.

And what do you think the duck did say?

"Quack, quack, quack."

(*Sheep...baaa, pig...oink, horse...neigh*)

Last week, I mentioned talking and singing about the ordinary things you do. I gave this example:

I went to visit the store one day,

I saw a carrot along the way.

What color was the carrot that day?

Orange, orange, orange.

Sing it with me!

I went to visit the store one day,

I saw a carrot along the way.

What color was the carrot that day?

Orange, orange, orange.

Did anyone try using the song to tell your baby about a place you were visiting this past week? (*Pause for answers*) If so, could you please tell us about it? We can always use new ideas! (*Pause if there are volunteers*)

Put your books away now and take out your frog puppets.

Books away, books away, put your books away today.
Books away, books away, put your books away today.

Show Panel 8

Hold your frog puppets in front of you! If you think your baby needs some entertainment, sing this song with your frog puppet. Stuffed animals and puppets make singing even more fun!

(Hold up the frog puppet, put it on your head and start singing.)

I dropped my frog, pick it up, pick it up. *(Drop frog in lap)*
I dropped my frog, pick it up, pick it up.
I dropped my frog, pick it up, pick it up.
And put it on my tummy. *(Put frog puppet on stomach)*

I dropped my frog, pick it up, pick it up.
I dropped my frog, pick it up, pick it up.
I dropped my frog, pick it up, pick it up.
And put it on my shoulder. *(Continue as long as you want with different body parts!)*

(Optional: Today, your gift for attending this final Hatchlings session will be a frog finger puppet just like this!)

Let's do one more frog rhyme. Put the frog on one of your fingers. Use your other arm as the log.

Little frog, on a log
Sings his song, all day long.
Ribbit, ribbit, ribbit,
Ribbit, ribbit, ribbit *(Kisses to your baby can be used in place of the word "Ribbit!")*

Let's do that again! *(Repeat)*



If you don't already have a song & rhyme booklet (*show one*) don't forget to pick one up and take it home with you. It has the songs and rhymes we've used in all of the four *Hatchlings: In the Nest* sessions. There are also links to websites where you can hear and see someone using it, so you don't have to worry about forgetting the tunes or actions. We hope you will continue singing the songs and reciting the rhymes at home with your babies.

Time to drop your puppets back into the kit. You can use this song or something similar to encourage your children to clean up when they are bigger!



Frogs away, frogs away, put your frogs away today.
Frogs away, frogs away, put your frogs away today.
(*Sing as many times as needed*)

Show Panel 9

7. MUSICAL INSTRUMENTS



Please take your shakers out of your kit. There should be one for you and one for your child. If possible, let your babies hold their shakers while watching you shake your shaker. They will explore how it feels, what it does, and how it sounds. Although it seems that your baby isn't doing more than simply holding it or tasting it, they are gathering information like scientists, which helps their brains develop even though they are so little. Don't worry, soon enough your child will be shaking it around to the beat!

We'll all shake our shakers, we'll all shake our shakers,
We'll all shake our shakers because it's fun to do.
We'll all shake our shakers, we'll all shake our shakers,
We'll all shake our shakers because it's fun to do.
Shake them up high. (*shake up high in a high voice*)
Shake them down low. (*shake down low in a low voice*)
And shake them in the middle.
(*shake in front, using a normal voice*)

And again! *(Repeat)*

Now let's put a smile on baby's face while shaking our rattles to the beat.

I've got something in my pocket, it belongs across my face.
I keep it very close at hand, in a most convenient place.
I'm sure you couldn't guess it if you guessed a long, long while.

So I'll take it out and put it on, it's a Great Big Loving Smile!
(Repeat)

Baby smiling at you, you smiling at baby — this type of interaction can foster that sense of continuity, closeness and connection. But don't worry if your baby isn't smiling at you yet; it takes a while for those muscles to develop!

Here's a new shaker song. Try it with me.

I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.
It can be a carousel, going round and round.
It can be a shooting star, falling to the ground.
I have a little shaker, I'll shake it in the air.
I'll shake it over here. I'll shake it over there.

(Repeat)

Isn't that playful? Play is important because babies learn best by interacting with you and by discovering things on their own. Although we don't have time here, when you are home, try to give your baby time to play with the shaker WITHOUT imitating you. Of course, supervise your babies if they are holding a prop! You must always be careful about choking hazards with babies and not leave them unattended with toys. But giving them something to play with, without telling or showing them what to do, builds their learning in a different way.

In a scientific study with two groups of preschool children, a teacher introduced a toy that did many different things. In one



group, the teacher showed the children a couple of things that the toy did, but did not show them everything. In the other group, she left the children alone to play with the toy without showing them anything. The children in the first group imitated what the teacher had done and then quickly got bored and stopped playing with it. In the group where the children didn't know what was supposed to happen, they explored on their own and discovered more of the different things the toy could do than the children in the first group.⁶² They also played longer with the toy.

That's why we need to make sure our babies have time to explore on their own terms in addition to the time they are interacting with us. We need to supervise to make sure they don't choke on little objects or do something dangerous, but even at this young age, their minds are active and they learn best by doing.

(Show by example - put your shaker back in the kit and sing the following song)



Shakers away, shakers away, put your shakers away today.
Shakers away, shakers away, put your shakers away today.

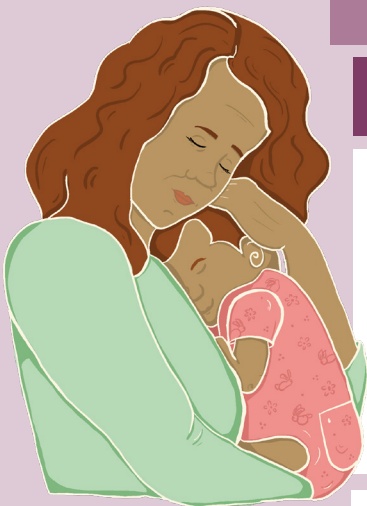
(Sing as many times as needed.)

Sing to your child about putting shakers away, dolls away, clothes away, anything fits into this clean-up song!

Show Panel 10

8. LULLABY

At the sweetest time of the day, it's wonderful to hold your babies close so they can hear your heartbeat and sing a lullaby. It's a time to sing a love song to your little one, using new words to an old tune. Rock gently from side to side while singing this lullaby. Feel free to substitute your baby's name in place of the word "hatchling."



⁶² Gopnik, A. (2011). Why preschool shouldn't be like school. Slate Magazine, 1-2.

Too ra loo ra loo ra, too ra loo ra lie,
 You're my little hatchling, so here's a lullaby.
 Too ra loo ra loo ra, too ra loo ra lie,
 Let's both relax together, resting - you and I.

Your baby hears everything you say, or sing, so singing and humming a quiet lullaby can be effective. And the soft, slow pace of the melody helps you and your baby to relax. Let's try humming one verse of this song. *(hum)*

Show Panel 11

9. LIBRARY INFORMATION

I'm so glad you came to this program at our library / the Judy Center/ this location. Come visit me at the library, too! A library is a place for finding answers to your questions, about your babies or anything else. A librarian's job is to help people find what they are looking for, so you can always feel comfortable asking questions. And we have programs for you and your baby, so you don't have to worry about a babysitter. You'll meet other families with babies, future friends in the making.

(If you have upcoming programs, bring flyers or mention the program, date, and time.)

Show Panel 12

The more words your baby hears, the better. The library song has lots of exciting words that your baby will hear now and learn to understand later.

Oh, the place for you and the place for me
 is the local public library.
 They have books and things
 that they lend for free.
 It's the latest, it's the greatest,
 it's the library.



Educational, informational,
 Entertainment that's sensational
 It's a way of life, it's for you and me.
 It's the latest, it's the greatest, it's the library.
(Dum ba da da da dum, dum dum)

Get a library card and become a regular! We'd love to see you!

Show Panel 13

10. CLOSING RITUAL

Hatchlings: In the Nest was created especially for new parents and their babies, because parents are their babies' first and very important teachers. Today was our last session! Babies — I hope you enjoyed coming. Parents — I hope you enjoyed coming, too! We certainly enjoyed singing and talking with you. We hope will leave with good, practical information and ideas.

Optional: Before returning your kits to the bin, please remove the frog puppet from your kit and keep it. We hope you will enjoy using it to talk, sing, and play with your baby. Take care; although these puppets are fun to use with babies, they can present a choking hazard if left alone with children under age 3. So, do not let your baby play with the puppet unless you are watching carefully. Constant supervision is needed for using these puppets and the shakers with the babies.

Also, feel free to take one of the early literacy calendars, over there (point to them). These "Day by Day" calendars produced by the Maryland State Library with funding from the U.S. Institute of Museum and Library Services suggests fun, literacy building activities that you can do with your baby every day of the year! You can fill in the actual day of each month, so the calendar never goes out of date (show an example). Also, the illustrations are beautiful!

Let's go around the circle one last time. Can each person share something about your experience today, or about the *Hatchlings* program as a whole? I know you have been completing evaluation surveys for us, but we thought it might be nice for you to share with one another since this is our last program.

Have you seen singing and reading change your baby's behavior in any way? What did that look like? (*pause for answers*) Remember the four practices? Talk, sing, share books, and play.

Today, we're going to end with a lullaby. It's in your song book, so if you like it, you can continue singing it at home. It's easy to pick up and it has four verses, so I'm only going to sing it once and I hope you'll join in. Please hold and rock your babies for this last song.

My little baby is going to sleep. (3x)
 Bye love, bye love, sleep, sleep, sleep.
 Ten little fingers are lying at rest. (3x)
 Bye love, bye love, sleep, sleep, sleep.
 Ten little toes are curling up tight. (3x)
 Bye love, bye love, sleep, sleep, sleep.
 Two little eyes are closing up tight. (3x)
 Bye love, bye love, sleep, sleep, sleep.
 - Barbara Cass-Beggs



Show Panel 14

11. QUESTIONS AND INFORMATION

I hope you found today's session fun, with lots of good information. I'd like to go around the circle now and ask whoever wants to share to tell us one new idea or action from this session that you hope to practice at home with your baby. (*Pause to give time for parents to comment.*)

Does anyone have any questions? (*Pause for question and answer time*)

Please return your kits and fill out an exit survey.



If you don't already have a *Hatchlings* Songbook, please take one.

Thank you for coming, everybody! Now let's stand together for a group picture. Try to make sure your name tags are showing.

(Once the group picture has been taken)

Show Panel 15



Virtual Version: I hope you found this session fun, with lots of good information. Let's unmute ourselves / write in the chat box. Whoever is interested, please share one new idea or action from this session that you hope to practice at home with your baby.(Pause for sharing)

Goodbye! *(If you can, say goodbye to everybody, including the babies, by name.)* Please come back and visit us at the library! Remember we have other programs to attend and materials that you can borrow for free. I hope to see you there!



SESSION 4

Cheat Sheet



Panel 1

- Welcome to *MGOL Hatchlings - In the Nest 4*
- Introductions
- Your name, baby's name & age, one thing you'd like to share about your baby or something you are now doing at home as a result of coming to *Hatchlings*.
- Fill out paperwork - (research & photos for articles and conference presentations)
- Reassure parents not to worry if their children make noise.
- Give guidance on what to do if a child start loudly crying or wailing
- Tell parents they don't need to sit still either
- Don't wake the baby!
- Your baby learns by imitating you
- Be enthusiastic / cell phones away


Panel 2

- The more words your child knows, the easier it will be to learn to read
- Children learn words when you talk, sing, share books, and play with them.
-  "Talk, Sing, Share Books and Play"
-  "Old Mother Goose when she wanted to wander, would fly through the air on a very fine gander."

Panel 3


-  *Happy Baby*
- Tummy time strengthens baby's head, neck and upper body muscles. It can be on a blanket or chest-to-chest.
-  Describe to your baby what you see in the picture.
- Talking teaches the names of things.
- Describing emotions will help your baby have words to communicate feelings.

SESSION 4

 Looking at pictures trains eyes for reading.

- Run in the rain, open the umbrella.

Panel 4

 “It’s Raining It’s Pouring / Rain, Rain, Go Away”

 “It’s Raining It’s Pouring”

 “Books Away”


- Naming parts of the body and movement builds vocabulary.

 “Two Little Eyes”

 “Put Your Finger in the Air”

Panel 5

- “Can You Kick with Two Feet?”
- Repeating songs and stories helps your baby learn.
- Steady beats are reassuring, bounces are fun.
- Drum Sequence

 “Rum Pum Pum, This is My Drum!”

- What’s your name?
- Tapping out the sounds in words = hearing syllables


Panel 6

 “Here We Go In, In, In, In”

- Freeze games help children practice stopping!

 “And We Walk...”

- Other movement words?


 “Hokey Pokey” (from Panel 7, session 2) “without a doubt”

- Share songs that you remember

 “Handy Spandy”

Panel 7

 *Wiggle! March!*

 Sing an animal song.

- Talk and sing about daily life:

 “I Went to Visit the Store One Day”

I saw a carrot along the way.
What color was the carrot that day?
Orange, orange, orange

- Did anyone use this song last week?
- New ideas for this song?
- What else can we sing about?

 “Books Away”

Panel 8

 “I Dropped my Frog”

- This week’s gift: the frog puppet!!!

 Little Frog On a Log

Little frog, on a log
Sings his song, all day long.
Ribbit, ribbit, ribbit,
Ribbit, ribbit, ribbit (*Kisses*)

- Song & rhyme booklet

 “Frogs Away”

Panel 9

- Babies are scientists, exploring everything

 “We’ll All Shake Our Shakers”

 “I Have a Little Shaker

- Always supervise babies with props - be aware of choking hazards
- Children learn best through exploration (study about the toy)

 “Shakers Away”

Panel 10

- Singing lullabies calms and relaxes babies.
- Rocking motions and hearing your heartbeat calms them.
- Use your baby’s name!

 “Too Ra Loo Ra Loo Ra”

Too ra loo ra loo ra, too ra loo ra lie,
You’re my little hatchling,
so here’s a lullaby.
Too ra loo ra loo ra, too ra loo ra lie,
Let’s both relax together,
resting - you and I.

Panel 11

- Libraries are places for finding answers to your questions.
- Librarians help people find what they are looking for
- Libraries welcome parents and babies
- You can meet other families with babies at the library.

- Meet future friends during library programs.

Panel 12

- The more words your baby learns, the better!

 “Library Song” (with lyrics)

Oh, the place for you
and the place for me
is the local public library.
They have books and things
that they lend for free.
It’s the latest, it’s the greatest,
it’s the library.

Educational, informational,
Entertainment that’s sensational
It’s a way of life, it’s for you and me
It’s the latest, it’s the greatest,
it’s the library.
(Dum ba da da da dum, dum dum)

Panel 13

- Parents are their babies’ first and very important teachers.
- Watch carefully when your baby plays with the frog puppet.
- Play with the puppet or shaker should always be supervised.
- Share something about your experience today, or about the *Hatchlings* program. Do you sing, talk, share books, or talk more with your baby?

 “Talk, Sing, Share Books and Play”

 “My Little Baby is Going to Sleep”

Panel 14

- Questions?
- Please return the kits & fill out exit surveys
- Take a book, a bag, a calendar, and a *Hatchlings Songbook*
- Group picture time! Be sure your nametag shows.
- Thank you for coming! We're glad you were here.
- Please join us again next week!

Panel 15

- Thank you for coming!

AFTER THE SESSION

Debrief & Ways to Modify

4

Once the session has ended and everyone has left, either while you are clearing up or just after you've finished, take some time for self-reflection. It is rare for a program to be 100% perfect the first time it is presented. Taking time to self-reflect after each program gives the opportunity to pinpoint challenging situations that arose and to determine which parts of the program (if any) were difficult to present.

To make *Hatchlings* truly terrific, it has to evolve via insights provided by the program facilitators after each actual session. Your honest reflections and feedback to yourself will enable you to make modifications that improve each session you present. Keep a binder with your *Hatchlings* materials, or set up a simple Word file. Once the program finishes, jot your impressions down as soon as you can (so you don't forget), and review them before you present your next program.

AFTER THE SESSION

In the Nest Reflections

A MEMORABLE MOMENT

1 Did the session run the way I expected? If not, what was different?

.....

.....

.....

2 What went well? What were the challenges?

<p>+</p>	<p>-</p>
----------	----------

3 What would I like to change when I present this program again?

.....

.....

.....

4 Did I smile when welcoming everyone? YES NO

5 Did the parents all join in with the songs and rhymes? YES NO

6 Were there moments when I noticed that the parents looked bored or uninterested? If so, what did I do to re-engage them?

.....

.....

.....

7 How did I let the program participants know that the library staff appreciated their attendance?

.....

.....

.....

8 How did I show that their involvement in this session was important to their babies' development?

.....

.....

.....

Resources

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- 10 American Optometric Association. "Infant Vision: Birth to 24 Months of Age." AOA.org: Infant Vision: Birth to 24 Months of Age, www.aoa.org/healthy-eyes/eye-health-for-life/infant-vision.
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5 Appendices

Where possible, we have included resources to help you throughout your facilitation. Because flyers and artifact would have reduced image quality if included here as a screenshot, we have linked all relevant materials in Appendix A: Clickable links. If you are accessing this guide online, you can directly click each link.

Below are several documents which will help you structure your program from beginning to end:

- 147** Appendix A: Clickable Links
- 149** Appendix B: Timeline Checklist
- 151** Appendix C: Program Considerations
- 153** Appendix D: Library Checklist
- 154** Appendix E: Information Sheet
- 155** Appendix F: Surveys for Workshop Evaluation
- 156** Appendix G: Materials Checklists
- 159** Appendix H: Online Session Preparation Checklist
- 161** Appendix I: Design Your Session Template

Clickable Links

All of the following materials are available for download from the *Mother Goose on the Loose* Website (www.mgol.net) by clicking on “MGOL Hatchlings” on the top menu, and then on the subheading “MGOL Hatchlings - Materials.” It is password protected - the password is: Libraries. Anytime a password is requested for *Hatchlings* materials, the password will always be “Libraries”.

Before the session

- **Introductory Video** - To understand the context of programming for parents with newborns in the public library, watch this video but start at 9:13 to avoid all of the housekeeping information: <https://mgol.net/mgol-hatchlings/preparing-for-hatchlings/>
- **A sample Hatchlings: In the Nest program** - <https://youtu.be/Gw3Q7-ISbh8>
- **Timeline** - (editable checklist detailing everything that needs to be done 3-6 months before your program) <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/timeline-checklist/>
- **Advertising Flyer** - <https://mgol.net/hatchlings-in-the-nest-flyer/>
- **Program Considerations** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/program-considerations/>
- **Library Checklist** (check list of services and items the library can offer) - <https://mgol.net/mgol-hatchlings/ready-to-hatch-materials/library-checklist/>
- **Information Sheet** (information for staff to read over before signing up) - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/information-sheet/>
- **Sign-up Sheet**- <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/in-the-nest-sign-up-sheet/>
- **Design Your Own Session Template** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/design-your-own-in-the-nest-sessions/>
- **Materials Checklist** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/materials-checklist/>
- **Cheat Sheets** - <https://mgol.net/in-the-nest-cheat-sheets/>

APPENDIX A

- **Online Session Preparation Checklist** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/virtual-session-preparation-checklist/>
- **List of recommended books and ebooks** for display or borrowing: <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/list-of-book-for-display/>

At the session

- **Consent Form**
 - **Downloadable PDF**- https://mgol.net/wp-content/uploads/2021/08/ITN_ConsentForm.pdf
 - **Online Consent Form** - <https://www.surveymonkey.com/r/InTheNestConsent>
- **Sign-in sheet** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/in-the-nest-sign-in-sheet/>
- **Workshop Evaluations**
 - **Downloadable Paper Evaluation** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/workshop-evaluation-surveys/>
 - **In the Nest Workshop Evaluation** - <https://www.surveymonkey.com/r/InTheNest>
 - **In the Nest Follow-Up Survey** - <https://www.surveymonkey.com/r/InTheNestFollow-up>

- **Downloadable follow-up Survey** - https://mgol.net/wp-content/uploads/2021/07/SurveyMonkey_294111292-2.pdf
- **In the Nest Panels** - <https://mgol.net/mgol-hatchlings/materials/in-the-nest-panels/>
- **Cheat Sheets** for all 4 sessions - <https://mgol.net/in-the-nest-cheat-sheets/>
- **Songbook** - All families attending any of the Hatchlings sessions should receive an In the Nest songbook, listing lyrics to all songs and rhymes used in the sessions, some developmental tips, and often links to audio or video clips. Instructions for downloading and printing the song book can be found at: <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/song-book/>
- **PowerPoint for Virtual In The Nest Sessions** - <https://mgol.net/mgol-hatchlings/ready-to-hatch-materials/powerpoint-for-virtual-in-the-nest-sessions/>
- **Hatchlings Highlights** - handouts for all 4 sessions - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/hatchlings-highlights/>

After the session

- **Reflection Sheet** - <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/reflection-sheet/>

Timeline Checklist

3 - 6 Months Ahead

- Determine who will be the *Hatchlings* administrator and facilitators for the programs
- Decide on times and dates in collaboration with library branch(s)/community partner location(s)
- Schedule location/technology availability for in-person, virtual only, and/or hybrid programming options
- Determine take-home kit procedures (pick-up and/or delivery before, during, after program options) and create a plan for distribution
- Determine which additional language versions will be needed, for example, Spanish; secure translator to prepare surveys, handouts, promotional materials
- Ensure that publicity is entered and fliers/signage is ordered
- Work with communications department/staff to arrange for any special publicity or signage needs, such as press releases, social media, special distribution, and, inclusion in email blasts
- Check catalog, as appropriate, to determine materials to highlight for the program; work with materials management department if program requires the purchase of materials
- Determine hands-on activity materials, refreshments, if appropriate

1 - 2 Months Ahead

- Determine who will be responsible for on-site/virtual needs, such as room set-up
- Schedule virtual platform (Zoom, StreamYard, etc.), tech producer, greeters, and others
- Hatchlings* administrator/facilitators, & community partners finalize plans
- Confirm staff for on-site needs as appropriate, such as set-up, presenter introduction, sponsors, other
- Collate materials into kits ready for pick-up, delivery

2 - 3 Weeks Before a Program

- Confirm final details with team, including social media promotional push
- For registered programs, check current registration list and manage accordingly, use email, phone, What's App, etc. to begin building relationships with registrants
- Track and manage take-home kit distribution to branches for pickup or delivery to partners/individual homes

1 Week Before a Program

- Confer with team for last-minute details and confirm
- Confirm arrangements, arrival time with branch staff/community partners

APPENDIX B

- Confirm staff/community partner assignments such as set-up, tech producer, and others
- Confirm presenter materials, kits for in-program activities, refreshments, if appropriate
- For registered programs, check current registration list and manage accordingly. Send email reminders/phone call/What's App reminders

Program Day

- Program facilitator will meet with on-site contact/staff to work through any last minute details
- Ensure that consent forms, surveys are available
- Display appropriate library materials (cardboard books for circulation, flyers, etc.)
- Implement program, including room set-up and tear-down
- Count attendance
- Take photos as appropriate

After the Program

- Enter program statistics, work with Elaine re: consent forms, surveys
- Upload photos to cloud storage
- Jot down observations, quotes, anecdotes for final report
- Send a “thank you” to those involved (if deemed appropriate)

Program Considerations

Below is a list of program considerations for local librarians to discuss before offering the program:

Accessibility

- Can you provide transportation to and from the program?
- Are the building/rooms where the sessions will take place accessible?
- How can you help parents with mobility issues?
- How can you publicize the program to members of the deaf community?

Interpreters

- Each county has its own process for arranging interpreters. Different paperwork needs to be filled out depending on the language or the signing needed. Will you offer interpreters and how much lead time do you need for scheduling?
- You may want to add a sentence to the flyer saying, “Let us know in advance if you need an interpreter” (If targeting the Spanish-speaking community, use “Si necesita un intérprete en español, por favor háganos saber de antemano.”)
 - Since translating is time consuming and the content in each session is sizable, material must be given to the translator well ahead of time.
 - NOTE: As the program grows and the funding grows (hopefully) we would like to translate all of the materials into Spanish. Since we are just at the beginning stages, there is not time or funding to do so.

Siblings

- Is there a program for siblings taking place at the same time?
- SibShops can be considered as an option <https://siblingsupport.org/sibshops>

APPENDIX C

Lending Policies

- Do you lend out digital media, such as tablets? How can you let participants know this?

Targeting Specific Audiences

- Can you offer the training to pregnant teenagers? Would this be possible through their school based health center? If not, how can you reach them?
- Are there any other groups that you would like to specifically target?
- For instance
 - Head Start
 - Judy Centers
 - Family Support Centers
 - Pregnancy Centers
 - WIC Sites
 - Health Departments
 - Incarcerated youth
 - Young Parents Programs at high schools
 - Faith communities/ Places of Worship
 - Mi Casa
 - Homeless youth
 - Domestic Violence programs
 - Safe homes
 - Battered Women's Shelters
 - Populations with special needs (i.e. pregnant teens with a specific special need)
 - Pediatrician offices
 - OB/Gyn Offices
 - City/County Schools
 - Hospitals
 - Birthing Centers
 - HHS/Family Involvement Centers
- Would you consider reaching out to social workers to provide assistance identifying local groups / individuals that could benefit from *Hatchlings*?"

Communication

- How can you continue communicating with families in between sessions? How will you encourage adults to bring their babies to library programs once *Hatchlings* has finished?

Staffing

- Will another staff person be available to help you set-up and clear-up? If not, is there a volunteer available to help?
- Do you want an additional person with you during your first few programs? If so, how can that be arranged?

APPENDIX D

Library Checklist

As you go through the 'Program Considerations', use the checklist below to note which services your library provides. Keep this list handy alongside the 'Information Sheet' when following up with participants.

Checklist of Services the Library Can Provide

- Provide transportation to and from the program (via collaboration with partners)
- Accessible building/room where the sessions will take place
- Offer interpreters (languages/ ASL)
- Programs for older siblings offered at the same time
- Lend out digital media
- Provide the materials in Spanish (other languages: _____)
- Playtime offered after the session
- Provide a blanket or mat for parents who forget to bring one.
- _____
- _____
- _____
- _____
- _____

Information Sheet

This information should be shared with people who want to register to attend either of the *Hatchlings: In the Nest* programs.

Information to Share

Hatchlings: In the Nest for you (and your baby) combines tips about early literacy with lots of fun activities. (Optional, if applicable: You will receive a gift after each session to take home and keep. Depending on the sessions you attend, the gifts include a board book, a puppet, a musical toy, and a calendar.)

We will be doing some program evaluation and taking photos of the sessions for articles and conference presentations. You will be asked to fill out a permission form for photos and videos. You will also be asked to fill out a survey about the session. Is that okay with you?

- You may want to bring a doll or stuffed animal with you, so you can continue doing the activities even if your baby falls asleep.
- Please bring a baby blanket for activities that will take place on the floor. Let us know if you need us to provide one for you (if possible).

For library staff:

Ask people registering:

- “Do you or your baby have any special needs that we should be aware of?”
- “What is your pronoun?” Or “How would you like to be referred to in the program?”
- Was your baby in a NICU and do you have clearance to attend the session(s)?
 - All babies who were in Neonatal intensive care units (NICUs) should get clearance from their doctors before coming to *Hatchlings*.

Note: Since participants will be signing our Consent Form for photos, they do not need to also sign the library’s permission form.

APPENDIX F

Surveys for Workshop Evaluation

The evaluation survey is meant to be administered after each participant's first and last *In the Nest* session, in order to get immediate feedback on the effectiveness of the program. If possible, use the online survey at <https://www.surveymonkey.com/r/InTheNest>

If Internet access is an issue, downloadable copies of the survey can be printed out from https://mgol.net/wp-content/uploads/2021/07/SurveyMonkey_294099349.pdf




The *In the Nest* Follow-up Survey is to understand the impact of In the Nest Sessions 2-months after the end of the 4th session. If possible, use the online survey at <https://www.surveymonkey.com/r/InTheNestFollow-up>. The downloadable follow-up survey can be accessed online at <https://mgol.net/mgol-hatchlings/hatchlings-in-the-nest-materials/follow-up-survey/>

Materials Checklists

The Materials Checklist consists of a few different lists: 1) items for the in-house *Hatchlings* kits; 2) materials (by week) for taking-home from on-site and virtual programs; 3) items needed to present the *Hatchlings* sessions; and, 4) optional items for storage and transport; in-House Kit Materials Checklist.






These kits are for use in each session. There should be one kit per person and facilitator (and guests) which will be sanitized after each session and reused in subsequent sessions. Use a permanent marker to make a long line across the handles on the totes which are for library use only. This will distinguish them from totes which are meant to be taken home.

Items for in-house *Hatchlings*' kits

-  MGOL Tote Bag
-  Songbook
-  Maraca
-  *Wiggle! March!*
-  *Happy Baby!*
-  Frog Puppet

Take Home Kit Materials From On-Site Programs

WEEK 1

-  MGOL Tote Bag*
-  Songbook
-  *Happy Baby!***
-  Early Literacy Calendars
-  Flyers about library programs for babies

If the Calendars and flyers are too big to fit into the tote bag, they can be stacked on a table for pick up at the end of the session.







* Denotes the giveaway item for the week

** Denotes an optional giveaway item

APPENDIX G








WEEK 2

Returning families receive only the maraca. Only new families at the second session receive kits. Everyone is always welcome to take an Early Literacy Calendar and library flyers.

-  MGOL Tote Bag
-  Songbook
-  Chickita*
-  *Happy Baby!***
-  Early Literacy Calendars
-  Flyers about library programs for babies









WEEK 3

Returning families receive only the book, *Wiggle! March!* Only new families at the third session receive kits. Everyone is always welcome to take an Early Literacy Calendar and library flyers.

-  MGOL Tote Bag
-  Songbook
-  Chickita
-  *Wiggle! March!**
-  *Happy Baby!***
-  Early Literacy Calendars
-  Flyers about library programs for babies

WEEK 4

Returning families receive only the frog puppet. Only new families at the fourth session receive kits. Everyone is always welcome to take an Early Literacy Calendar and library flyers.

-  MGOL Tote Bag
-  Songbook
-  Chickita
-  *Wiggle! March!*
-  *Happy Baby!***
-  Frog Puppet*
-  Early Literacy Calendars
-  Flyers about library programs for babies

APPENDIX G

Program Set up Checklist — In person

This downloadable checklist of props needed to set up for your In the Nest sessions makes it easy to gather the materials.

- Flannel board / Easel / Stand for holding panels
- *In the Nest* Panels
- 1 empty Mother Goose on the Loose tote
- *In the Nest* Kits (one per person to place on chairs before the program starts, one for the facilitator and a few extra just in case) consisting of:
 - Mother Goose on the Loose Tote Bag (to hold all the items)
 - Chickitas (one per kit)
 - *Happy Baby* by Violet Lemay (one per kit)
 - *Wiggle! March!* indestructible book (one per kit)
 - A frog puppet (one per kit)
- 1 Display Kit for “In the Nest” containing:
 - A Mother Goose on the Loose tote bag
 - the *Happy Baby* cardboard book,
 - the *Wiggle! March!* indestructible book,
 - a shaker,
 - a frog puppet,
 - an *In the Nest* songbook, and
 - an early literacy calendar.
- Homemade shaker (water bottle with dried lentils or rice) for display
- Tables and chairs for participants as needed
- (Optional) A changing area with wipes and a lined waste basket with a lid for dirty diapers and/or written directions to the nearest restroom with a changing table.
- A large plastic bin with a printed sign saying “Kit Returns” attached to it.

Online Session Preparation Checklist

General:

- After people have registered, send them an email with Zoom (or equivalent platform) invitation.
- Remind everyone that having both audio and video capabilities set up on their computer will provide the best experience.
- Prepare kits with printed materials and props. Deliver them, mail them, or schedule pick up time.
- About a week before each session, send a reminder email to participants. Invite them to fill out the consent form on Survey Monkey if they have not already done so.
- Send an email reminder one day before the session, with another reminder and link the consent form.

Printing:

For each participating family, print:

- The *Hatchlings: In the Nest* Song Book
- *Hatchlings Highlights* (a PDF with the PowerPoint slides)
- Post-sessions surveys for the first and last sessions

APPENDIX H

Kits:

- one Mother Goose on the Loose tote bag
- one copy of *Happy Baby*
- one chickita
- one copy of *Wiggle! March!*
- the frog finger puppet
- one Maryland State Library's Maryland Day by Day Family Literacy calendar
- *In The Nest* songbook
- *Hatchlings Highlights*
- Post-session surveys (only when participants don't have access to SurveyMonkey)
- any selected materials from the library and outreach site hosting the session.

Presenter Supplies

- Computer and power cord with audio and video capabilities
- Microphone or headset
- One full kit with all supplies (listed above)
- PowerPoint loaded on computer and ready to go
- Glass of water and refill next to the desk

APPENDIX I

Design Your Session Template

Use the following structure to design and adapt your own *Hatchlings: In the Nest* programs.

Welcoming Comments

Rhymes and Reads

Body Rhymes

Stand-up Actions

APPENDIX I

Animals

Musical Instruments

Lullaby

Library Information

Questions and Information

Closing Ritual