

# LAUNDRY & LITERACY

LAUNDROMAT OUTREACH GUIDE FOR LIBRARIANS



**BROUGHT TO YOU BY**  
Laundry & Literacy Coalition



**CO-AUTHORED BY**



# DEAR LIBRARIAN,

On behalf of the LaundryCares Foundation, *Too Small to Fail*, and the Laundry & Literacy Coalition, thank you for participating in this exciting opportunity to promote children's literacy development in laundromats!

As you know, the journey towards becoming a strong reader and writer begins the moment children are born through the daily conversations, songs, stories, and books parents and other caregivers share with them. Many parents may not realize how important it is to talk, read, sing, write, and play with their young children and the power they have to boost their children's early brain and language development. A simple conversation with a trusted messenger (like yourself!) can make all the difference in raising parents' awareness and providing them with the information and resources they need to help get their children ready for success in school and in life.

The laundromat is a place with tremendous opportunities to engage parents and children in underserved communities. Families spend an average of 2.5 hours during each visit to the laundromat per week. They are usually spaces with few or no literacy-rich materials, including books. Our goal is to transform laundromat spaces into colorful, family-friendly areas that encourage meaningful parent-child interactions like talking, reading, singing, writing, and playing.

This guide, developed by the children's librarians at the Chicago Public Library and *Too Small to Fail*, is designed to provide you with tools and information to complement the work you are already doing with families and extend your efforts into laundromats. Parents can benefit from hearing you explain the benefits of talking, reading, and singing during the early years—and seeing you model how to engage in these activities with their children in fun and easy ways.

In this guide, you'll find:

- Key messages to share with parents and caregivers
- Suggestions for ways to engage children in story time and other literacy activities
- Playful activities, games, and songs you can share with children and families
- Ideas for ways you can help families continue the literacy-rich activities at home

You know your community best, so we encourage you to use your expertise and creativity in tailoring the work you do with families. We are truly grateful for your partnership and for everything you do to create brighter futures for children!

Sincerely,

Your Friends at the Laundry & Literacy Coalition

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## Special Thanks to Our Expert Reviewers

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## STARTING AN OUTREACH PROGRAM IN LAUNDROMATS

Programming at a laundromat is not very different from programming at a library—the basics of the actual program are similar. The main differences lie in organizing the program in a laundromat setting and gathering an audience.

There are many libraries currently leading community outreach efforts in laundromats. For example, the Chicago Public Library has been working with the LaundryCares Foundation to connect them with laundromat owners interested in having their librarians come and facilitate STEAM (Science, Technology, Engineering, Art, Math) programming for children. Librarians in other communities are visiting laundromats to share information about local library services like story time events and sign families up for library cards. You know your community best so pick and choose the programmatic strategies, activities, and resources you think would be the best fit to complement your existing efforts.

Here are a few tips and ideas to help you get started:

- **Identifying a laundromat in your neighborhood for literacy programs:** If you are interested in connecting with a local laundromat owner, please contact the LaundryCares Foundation at [www.laundrycares.org/contact-us](http://www.laundrycares.org/contact-us) and they may be able to help you identify a local store and facilitate an introduction. You can also try to find local laundromats in your area through an online search using the neighborhood zip code or by visiting [www.findalaundry.org](http://www.findalaundry.org). If you are searching via zip code or [Reference USA](#), you will likely have to cold call the laundromats directly although you may be

most successful if you show up in person. Often, laundromat owners come at specific times every day or week. Ask the staff on-site when the owner comes if you arrive and they are not there. You may also ask them if they'd be willing to share the owner's phone number or email address. Keep in mind, the hardest conversation is the first one, but it will get easier after that. Prior to your conversation with the laundromat owner, it can be helpful to prepare notes and talking points on the type of programming you want to provide, how often, and what is expected from your library as well as from the business owner. It may help for you to mention that your goal is to engage the children and families visiting their laundromats. Let them know that you will be doing the work to lead the programs and that all you will need from them is a space to set up. If they are hesitant, try showing pictures, videos, or articles of laundromat programs at [laundryliteracy.org](http://laundryliteracy.org) and stress how this program will benefit the community, as well as the laundromat. You may need to visit the laundromat a few times in order to give the owner time to think.



- **Connecting with the owner and staff:** It's important to develop a good relationship with the laundromat owner and staff members. They can be instrumental in promoting your program because working with them as a team can make your efforts more successful. For example, laundromat owners may invest additional resources (beyond space) if they understand and believe in the impact of your work. Try to get to know each of them on a first name basis and regularly acknowledge how their commitment is making a difference in the lives of children and families within the community. Ask for their feedback often and take time to listen to any thoughts, ideas, or concerns they may have.
- **Scheduling and promoting your program:** If possible, try to schedule all of your programs for the same day and time each week, with the same staff members. Peak hours are often during the weekends and in the afternoon, though ask the laundromat staff since they'll know best. Make flyers you can hang up on the laundromat doors and smaller half-page flyers you can hand out to parents and caregivers. Building an audience can take time in the beginning, but consistency helps since the families will know when you will be at the laundromat and may need time to build trust. It can also be helpful to have your work ID on, or a cap or shirt that says, for example, "LIBRARY," so families know who you are and what organization you represent. This also helps give you a sense of legitimacy when approaching children and families. By keeping the same staff members, families come to know familiar faces. In time, many of those laundromat customers may seek out that library staff member at their local branch.

## GATHERING MATERIALS

Here is a list of suggested materials you can use to engage in playful, literacy-rich activities with children and families at the laundromat. Feel free to customize the tools and resources based on the needs and background of families living in your community and to involve local non-profits, who may have additional resources to contribute. We also encourage you to use inexpensive, everyday items parents may already have at the laundromat or at home—such as socks (turned into puppets) or shirts (to play games like peek-a-boo).

- Books
- Puzzles, games, manipulatives
- Carpet squares or gymnastic mat
- Flannel Board
- Blocks
- Scarves
- Shakers
- Blank paper
- Crayons
- Themed story time activity materials
- "Wash Time is Talk Time" coloring sheets
- "Wash Time is Talk Time" posters (laminated)
- "Wash Time is Talk Time" parent tip sheets
- Signage indicating who you are
- Library promotional handouts/booklists
- Applications for library cards
- A small box where customers can leave suggestions or ask questions
- A notebook to record statistics

## SET UP

Ask the laundromat staff if they have a preference on where to set up. They may not have an opinion, but they know the flow of traffic best. This also helps build a positive relationship with staff. If available, carpet squares or gymnastic mats are quick, portable ways to make an outreach space comfortable and welcoming. Keep in mind, every laundromat is different, so flexibility is key in laundromat outreach. Be aware that some furniture may move around the laundromat while other items, like books, may disappear. Find ways to distinguish between items that are being given away (i.e. handouts with a sign that says “please take” or “free”) and things that are meant to stay in the space (i.e. puppets, blocks, chairs, tables, etc. secured to the space).





# “WASH TIME IS TALK TIME” POSTERS & RESOURCES

The Clinton Foundation’s *Too Small to Fail* Initiative created a variety of “Wash Time is Talk Time” materials to help transform laundromats into literacy-rich environments and to provide parents with tips and information to boost their children’s language development. All these materials are available to download for free at [www.talkingisteaching.org/communities/spaces/laundry](http://www.talkingisteaching.org/communities/spaces/laundry).

## POSTERS

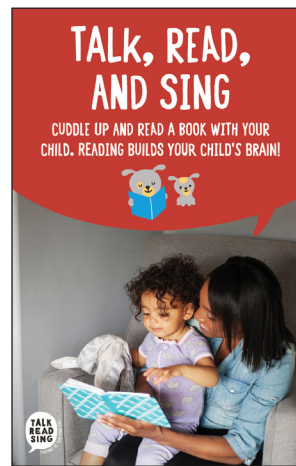
“Wash Time is Talk Time” posters, available in both English and Spanish, are designed to spark fun laundry-related conversations between parents and children. We encourage you to print, laminate, and display these posters at the laundromat where you are working.

### Tips for Displaying Posters:

- Post in high-traffic areas where they are easily visible by families.
- Place at young children’s eye level.
- Find space on walls that are uncluttered.

## WALK, TALK, AND PLAY!

The posters can also be used for a fun “walk and talk” around the laundromat. Take a group of children and parents through the laundromat searching for the posters. Read them and do the activities together, like playing “peek-a-boo,” “I Spy,” or a sorting game with clothes. Encourage parents to join in the game. See if you can find them all!



## COLORING SHEETS

*Too Small to Fail's* "Wash Time is Talk Time" coloring pages include conversation starters you can use while coloring, scribbling, and drawing with children. Model these positive conversations for parents and encourage them to join in! You can also encourage children to use the blank back side of the paper to get creative by drawing their own pictures or writing their own words and stories.



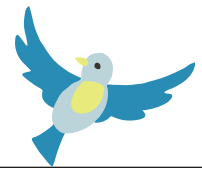
## PARENT TIP SHEETS

Passing out our parenting tip sheets encourages families to continue talking, reading, and singing at the laundromat and wherever they go. Like all materials, the tip sheet is available in both English and Spanish.





# DEVELOPING YOUR PROGRAM



Librarians will typically spend between an hour and three hours in the laundromat. Due to the nature of the laundromat, families are expected to filter in and out. The best thing to do in laundromat outreach programming is to go with the flow. The experience will be more enjoyable for you and the families you work with when you remain calm, relaxed, and flexible.

## THINGS TO EXPECT WHEN LEADING A LAUNDROMAT-BASED PROGRAM

Laundromats can be busy and noisy with families doing laundry. You also may have limited space. Here are some things you might expect as you conduct your programming:

- Families may come and go multiple times while you are there.
- Children may get up and leave in the middle of a song or story.
- Parents may send their children over to you while doing laundry.
- Families may come over right as you are at the end of your program. When this happens, start your program over or start a new one!
- You may be interrupted by the sounds of laundromat washers and dryers.



## QUICK TIPS

- Be flexible.
- Focus on parents and caregivers.
- Repeat books and songs as patrons cycle in and out.
- Use subtle gestures to welcome new drop-ins seamlessly into ongoing programs, e.g. a wave or a wink.

**Remember, some people may come over right away, some may not want to participate, and some may wait and come over later. Staying positive, friendly, and welcoming will go a long way. If someone hesitates or says no, we typically say, “Okay, no problem! We will be over here if you change your mind, so feel free to come over. We are here until 1pm.” Some families may be wary initially but ultimately join in after a few weeks once they get to know you better.**

# ENGAGING WITH FAMILIES



## YOUR ROLE IN THE LAUNDROMAT

Hosting a story time in a laundromat is a great opportunity to engage young children in early literacy activities, but it is even more important to engage the parents. Parents are their child's first teacher and it is crucial for the community to support them in this role. Librarians are the perfect messengers to spread the message that by talking, reading, singing, writing, and playing with their young children, parents are building their brains for success in school and in life.

## TIPS ON ENGAGING WITH PARENTS AND CAREGIVERS

- Walk around the laundromat before you begin, especially if this program is new to the community. Invite them personally to come to your story time and join in during your activities.
- Tell them why you are asking certain questions while reading a story.
- Answer any questions they may have about talking, reading, singing, writing, and playing with their child.
- Encourage them to choose a book with their child and read it together at the laundromat or distribute the book and encourage them to practice story time in their own homes.
- Empower them by complimenting them on ways they are already talking, reading, singing, writing, and playing with their child.
- Follow the Warm Hand-Off approach.



**The librarian's role in the laundromat is to model talking, reading, singing, writing, and playing for parents and to show them how they can engage their children in literacy-rich activities.**



## WARM HAND-OFF

Librarians can play a critical role in helping to increase parents' awareness about how important simple, everyday activities like talking, reading, singing, writing, and playing are for their children's early brain and language development.

The **Warm Hand-Off** is a brief two-minute interaction that gives the librarian a moment to talk with the parent, offer the tip sheet, and connect with them. The Warm Hand-Off includes:

- An opening prompt
- Key message
- Information about the laundromat literacy program
- Invitation to join the story time

### Example of a Warm Hand-Off:

- *"Welcome to the laundromat! Did you see the colorful posters beside the washing machines? The posters are part of a program to help your children learn at the laundromat. Laundromats aren't just for washing clothes. When you talk, read, and sing with your children every day, you are building their brains and preparing them for a successful future. We are having a story time over on the rug in a few minutes and I would love to invite you to join us!"*

## KEY MESSAGES TO SHARE WITH PARENTS:

While programming will vary from laundromat to laundromat, we encourage all librarians and volunteers to share the following key messages with families in a positive and reassuring way.

- **Learning begins the moment your children are born.** When you talk, read, and sing with your children, you are building their brains and preparing them for success in school and in life.
- **Read with your children for at least 20 minutes every day.** It is never too early to read with your baby. Making this a daily routine will help them become a strong readers and writers as they get older.
- **Talk, read, and sing with your children in your native language.** Talking with your children in your native language benefits all areas of their learning and boosts their brain development. Using your native language will also help you better express your thoughts and feelings to your children.
- **Laundromats are not just for washing clothes! You can talk, sing, read, write, and play here too!** Words are all around. Point to them and read them with your children. You can even talk about the clothes you are washing or folding by using words like blue, soft, rough, small, or humongous.
- **Have back-and-forth conversations about the everyday things** you see and do together—like doing laundry! You can also talk together as you ride in the car, go for a walk, or shop for groceries. Make cuddling and reading a part of your bedtime routine. Hold your child close and sing a song together. These small moments are BIG for your child.
- **This tip sheet** is filled with ideas on ways you can have fun talking, reading, singing, writing, and playing with your children every day.

# STORY TIME FORMAT



Below is a sample story time format. You know your community best, so we encourage you to use your expertise and creativity in tailoring the work you do

1. Welcome
2. Songs, Rhymes, and Fingerplays
3. Books
4. Activities
5. Closing

\*Repeat as needed during your time there

**Remember:** It is good to keep a flexible schedule and be open to adapting your planned activities to fit the laundromat environment.

## Welcome:

Welcome the children and families to the laundromat and your story time. You can say, "I'm so happy to be here with you!" Introduce yourself to your audience. Encourage parents to join you and make sure they have a place to feel comfortable.

This is a great time to begin with the Warm Hand-Off, sharing with parents a research tidbit, the talk, sing, read, write, play message, and information about your local library.

## Books:

Choose an age-appropriate book to read to your group. Practice book reading skills and engagement techniques.

**WHY?:** While reading, explain to parents why you are using such techniques and give tips for what they can do when reading at home with their child. Remember the 3 E's when it comes to modeling best practices:

## EXPLAIN, EXAMPLE, EMPOWER

- **Talk about the meaning of words as you read them.**
  - For example, while reading the book *Pete the Cat and His Four Groovy Buttons* by Eric Litwin, you might say, "The word groovy means cool or great. Parents, explaining the meaning of words to your children helps to build their vocabulary."
- **Involve the parents/caregivers.**
  - Use books with refrains to make it a call and response. For example, "Did Pete Cry?... Goodness No!"
- **Picture walks.**
  - Talk about the pictures as you read the book. You might ask, "What do you think is happening on this page? What do you predict will happen next?"
- **Make connections between the characters and the children's lives.**
  - For example, "Look! You are wearing buttons too! Let's see who else is wearing buttons!"
- **Ask questions.**
  - Take pauses to hear responses from the children.
  - "How does Pete feel when he sings his song?"

Make it clear to parents that they can use the same reading techniques when they read with their own children at home.



## SONGS, RHYMES, AND FINGERPLAYS:

Include songs and nursery rhymes in your time together at the laundromat. Let parents know that it does not matter if they think they can carry a tune or not. Singing together is great way to boost children's early brain and language development. Children also enjoy participating in fingerplay rhymes, which can help build their vocabularies while developing their fine motor skills.

### You might say:

- "Singing with your child is very important, and it doesn't matter if you sing in English or another language. In one scientific study, babies as young as one week could distinguish their mother's voice from a group of other female voices. Children love being sung to by their parents, and such singing helps to trigger their speech development." (Diament-Cohen and Ghoting, 2010).
- "It doesn't matter if you are a great singer or not! Singing boosts your baby's brain development and helps your child learn new words, too!"

### Choosing Songs

- Choose a mix of songs that families already know and can continue singing later on.
- Introduce new and engaging songs the families can learn together.
- Incorporate songs that reflect the culture of the community you are working in.

### Motions

- To keep families engaged, sing songs with lyrics you can pair with fun motions like "Itsy-Bitsy Spider" or "Head, Shoulders, Knees, and Toes."

### Encourage Family Participation

- Again, keep encouraging family participation during singing time.
- Ask parents and children if they have a favorite song they like to sing at home. Ask parents or children if they would like to teach the group some of these songs.

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## Nursery Rhymes

The repetition in nursery rhymes helps build vocabulary. Young children need to hear something 2 times to remember it, so try to repeat those rhymes!

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### Fun and simple children's songs include:

- Itsy-Bitsy Spider
- Five Little Monkeys
- Head, Shoulders, Knees, and Toes
- Old MacDonald
- B-I-N-G-O

### ACTIVITIES:

Feel free to get creative with any activities you choose to lead. They can be as simple as providing a coloring time for families to color together or playing "I Spy" around the laundromat. The goal is to continue promoting talking, reading, singing, writing, and playing opportunities for children and their families. This is also a chance to ask children to choose their own book and read it with their own families.

### Keep in mind:

- **Materials**
  - Make sure you have enough materials for all children who may attend (i.e. coloring pages, shakers, scarves, etc.).
- **Age of Children**
  - Choose age-appropriate activities for young children.

- You may have a group with vast age differences. Focus on activities for the youngest of children that parents can continue at home, but try to have programming that engages older children as well. Bringing multiple activities related to the same theme can help you meet the needs of all the children and families.

### Sample activities include:

- Coloring time
- Arts & crafts
- Building with blocks
- I Spy
- Scavenger hunt
- Playing with flannel board rhymes
- Yoga/Stretch time
- Dance party singalong
- Parent/Child reading time



## CLOSING:

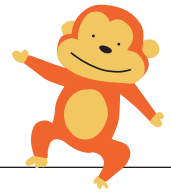
In closing, encourage families to continue these important talking, reading, and singing activities at home or wherever they go—the playground, the grocery store, or the bus stop.

Thank them for joining you and remind them of their important role in shaping their child's brain and language development.

- Hand out parent tip sheets.
- Provide Library Card information.
- Inform parents about other library programs.
- Invite parents to the next laundry story time (provide date/time).
- Encourage families to share ideas they may have for the next story time. Are there specific types of books they would want to read?
- Answer any questions parents may have.



# APPENDIX A: STEAM LEARNING TIPS



The Chicago Public Library STEAM Team created these tips to align with the practices of Talk, Sing, Read, Write and Play and to highlight STEAM concepts through literacy. You can easily add them into your story time or share them with parents.

- **Alphabet**
  - **Write:** Practice writing the letters in the alphabet. Identify and try to write the letters in your name.
- **Body Awareness and Movement**
  - **Play:** Put on your favorite song and dance! Pay attention to how your body parts are moving and working together. You can also try out some yoga poses.
- **Bubbles:**
  - **Talk:** Blow bubbles with your child. Ask how far he or she thinks the bubbles will float before they pop, and which direction they will go.
- **Colors:**
  - **Write:** Make a list of several colors. Then go on a color hunt looking for objects of each color!
- **Loud and Quiet:**
  - **Sing:** Ask your child what their favorite song is. Then sing it together 3 different ways: normal volume, loud and quiet. Repeat multiple times, so your child can learn the difference.
- **Math:**
  - **Read:** Go to your local library branch and ask your librarian to help you find fun books on math. Ask your child simple math questions as you read together. Try out *Count the Monkeys* by Mac Barnett.
- **Music:**
  - **Write:** Dip your fingers in paint with your child and move them to the beat of some music. Compare and discuss your pictures together when you are done.
- **Patterns and Clothes:**
  - **Play:** Create movement patterns and act them out. For example: “clap, clap, stomp, clap, clap, stomp.” Take turns deciding the next pattern.
- **Shapes:**
  - **Talk:** Point out and name shapes that you see every day. Try new words such as: oval, diamond, cube and octagon.
- **Water:**
  - **Sing:** Sing and act out the movements, “If All the Raindrops.” In the song, raindrops, snowflakes, and sunbeams come out of the sky. “What else comes out of the sky?”



# APPENDIX B: ADAPTING STORY TIME FOR CHILDREN WITH SPECIAL NEEDS



You might notice...	You can...
No verbal responses to your questions	<ul style="list-style-type: none"> <li>• Ask the child to point to a picture in the book</li> <li>• Encourage parents to get involved by asking them what they think.</li> <li>• Offer alternate ways to respond.</li> <li>• Provide extra time to answer the question.</li> <li>• Give a hint.</li> </ul>
Extra noise or movement	<ul style="list-style-type: none"> <li>• Begin talking quietly so the child has to stop to hear you.</li> <li>• Engage the group in an active song or movement activity.</li> <li>• Try to keep books short (or try to sing or act them out physically).</li> <li>• Play a “freeze” dance with any song.</li> <li>• Have a basket of fidget toys or let the child play with one of the scarves.</li> <li>• Make songs tactile with items like scarves, ribbons, egg shakers, or parachutes.</li> <li>• All young children need to move! Frequently alternate between sitting and moving.</li> </ul>
Children who are anxious or upset	<ul style="list-style-type: none"> <li>• Let parents know at the beginning of the program that it’s okay if their child gets upset and may need a little break. They can always come back when they are ready!</li> <li>• Keep things simple. Consider having an outline of your program using picture cards and a brief explanation for each part of your program.</li> <li>• Keep your voice calm and reassuring.</li> <li>• Give the child a soft puppet or stuffed animal to hold.</li> </ul>

\*Note that this list is not exhaustive and does not include examples of children who may be blind, physically disabled, or deaf/hard of hearing and require additional assistance.

# APPENDIX G: THINGS CHILDREN DO AND WHY THEY DO THEM



## TROUBLESHOOTING YOUR STORY TIME

Sometimes parents get embarrassed by their child's very developmentally normal behaviors—but they may think their child is misbehaving. Try to reassure the parent and let them know why their kid may be behaving that way. It may help to understand the Early Childhood Indicators of Progress (MN Department of Education).

**Example:** A baby puts a scarf, puppet, or shaker in his mouths and the parents feel bad that it is dirty now.

**Explanation:** Oral exploration is a key developmental phase. This lets kids know the taste and texture of items. They may also be getting ready for teeth! Consider placing a small basket in the laundromat for toys that have been “eaten” so parents recognize their children are not alone.

**Example:** A toddler keeps throwing down the egg shakers, repeatedly.

**Explanation:** Kids are natural scientists. They test out how the world works by seeing if they get the same results, with the same actions, over and over.

**Example:** A baby is crying during story time and the parent doesn't know how to respond.

**Explanation:** Babies communicate by crying. A child may be hungry, sleepy, need to be changed, or want to be held. It is okay to step out to check on what your baby needs and come back when you are both ready.

**Examples:** 1) A child does not want to stay seated 2) a toddler wants to touch the flannel board, so they go up and take down the felt pieces 3) a toddler gets up and wants to touch the book while presenter reads.

**Explanation:** Children acquire knowledge through doing—through movement! Moving allows children to connect concepts to action and also learn through trial and error.

**Examples:** 1) A child asks questions (or talks or tells stories) while we are reading a book 2) a toddler replies to a question with a complete different topic.

**Explanation:** Questions play an important role in brain development. If a kid is having a problem with their current knowledge state, they may just ask questions to learn what they need to know at that moment. Try to answer quickly and re-direct back to story time.

**Examples:** 1) A child does not want to participate in an activity 2) a toddler may raise their hand to answer a question but at the last second not speak.

**Explanation:** All children are born with different temperaments. Shyness is a normal behavior for many children. Maybe they will warm up as they get used to the situation and become more familiar. Let us give them some time to become more comfortable!

**Example:** When the children are sitting together or participating together one toddler will push another toddler or just put their hands on them.

**Explanation:** Toddlers are learning to socialize, and they just do not know their strength yet! You may need to step in and model different behavior.

# APPENDIX D: STORY TIME PLANS



## Story Time Examples:

Here are 12 story time examples—10 English, 1 bilingual English/Spanish, and 1 Spanish. Feel free to use these story times in the laundromat and adapt them to fit your needs. These are a guideline, but you know your community best, so use the ones that work best for you! It's also helpful to remember songs and rhymes from other story times, so you can pull them out if you have a few minutes left and need to fill in some time.

## THE ALPHABET

**Books:** *Max's ABC* by Rosemary Wells  
*Chicka Chicka Boom Boom* by Bill Martin Jr.  
*ABC I Like Me* by Nancy Carlson

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

### **Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about the alphabet! The alphabet is made up of 26 letters that make up the words we use to talk every day. There are letters all around us here! Do you know them?

**Book 1:** \_\_\_\_\_

**Talking Point:** We went through all the letters in that story. We went through them kind of quickly though—let's go through and name all our letters together!

**Talking Point:** Good job naming and identifying all the different letters! Let's sing the alphabet together to help us remember the order our letters go in.

**Song:** The ABC's

**Talking Point:** Great job! The alphabet is made up of vowels and consonants. How many of you know the vowels? A-E-I-O-U! Let's sing a song to help us remember our vowels.

**Song:** The Vowels (tune: BINGO) have the letters written out or bring felt letters

The Vowels of the alphabet, I know them all by name-oh  
A-E-I-O-U, A-E-I-O-U, A-E-I-O-U  
I know them all by name-oh!

**Book 2:** \_\_\_\_\_

**Song/Activity:** Do You Know What Letter This Is? Write out letters and point at them or bring letter magnets or any other materials in the letter shape and sing the song below: (Tune: Muffin Man)

Do you know what letter this is?  
What letter this is? What letter this is?  
Do you know what letter this is, I'm holding in my hand?

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Activity:** Use paper and writing instruments or a whiteboard to let the kids spell their names for writing practice to share with the group. For older kids, ask them to go on a laundromat scavenger hunt and look for a specific letter in posters, machine instructions, or vending machines. Then have them make as many words as they can with those letters.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.

## BODY MOVEMENT

**Books:** *Max's Wiggle* by Doreen Cronin

*From Head to Toe* by Eric Carle

*Here Are My Hands* by Bill Martin Jr. and John Archambault

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about our bodies! We are going to identify different parts and compare how they move!

**Intro Game:** Identify Body Parts

Say body parts and ask children to point to them on their own bodies.

**Rhyme:** Open Shut Them (do the actions)

Open shut them, open shut them  
Give a little clap, clap, clap.  
Open shut them, open shut them  
Put them in your lap, lap, lap.  
Creep them, creep them  
Slowly creep them  
Right under your chin  
Open wide your little mouth....  
But do not let them in!

**Book 1:** \_\_\_\_\_

**Song:** I Can Make My Hands Go Clap (tune: The Wheels on the Bus)

I can make my hands go clap, clap, clap

Clap, clap, clap

Clap, clap, clap

I can make my hands go clap, clap, clap

They're a part of me

*(other verses: arms go up and down; feet go stomp, stomp, stomp; legs bend up and down)*

**Rhyme:** Zoom Zoom Zoom

Zoom, zoom, zoom!

We're going to the moon *(during these lines, have the kids cross their midline by sliding their palms against each other in front of them)*

Zoom, zoom, zoom!

We're going to the moon.

If you want to take a trip *(walk two fingers up one arm)*

Climb aboard my rocket ship *(walk two fingers down the other arm)*

Zoom, zoom, zoom!

We're going to the moon.

5, 4, 3, 2, 1...blastoff! *(crouch lower and lower as you countdown then jump up on blastoff)*

**Book 2:** \_\_\_\_\_

**Song with scarves:** Hokey Pokey

**Chant with scarves:** Sticky, sticky, sticky bubblegum

Sticky, sticky, sticky bubble gum *(pretend the scarf is gum stuck to your hands)*

Bubble gum, bubble gum

Sticky, sticky, sticky bubble gum

Sticking your hands to your shoes.....*(have the kids put the scarves on the different body parts when mentioned)*

UN-STICK!

*(other verses: ears to your shoulders, elbows to your knees, hand to someone else's hand, back to someone else's back etc.)*

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

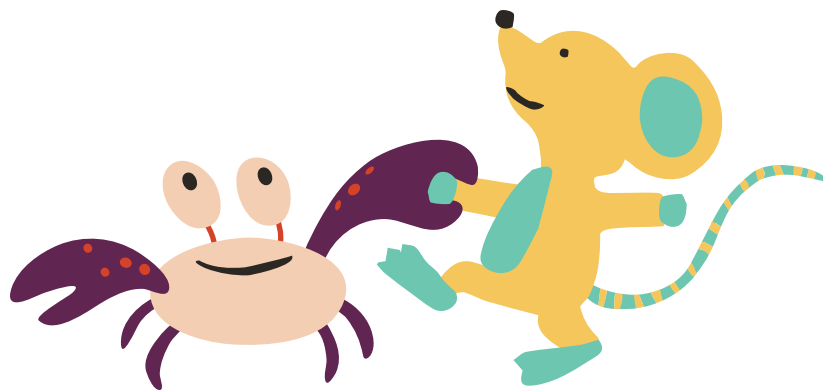
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Game:** Simon Says! (say a command and if it's preceded with "Simon Says" the kids can do the action. If you don't say "Simon says" and the kids do the action, they are OUT)

Simon says...put your hands on your head.  
Simon says...shake your elbow.  
Simon says...touch your clothes.  
Simon says...bend and touch your toes.  
Spin Around! (if they do this action they are out! You didn't say "Simon says"! etc. )

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.



# BUBBLES

**Books:** *Bubble Trouble* by Margaret Mahy  
*Pop! A Book About Bubbles* by Kimberley Brubaker Bradley  
*Knuffle Bunny: A Cautionary Tale* by Mo Willems

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

---

Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about bubbles! What is a bubble? A bubble is a little bit of air trapped inside a very thin shell of liquid. What shape are bubbles? Where do we see bubbles? Especially in a laundromat?

**Song:** Bubbles (tune: This is the Way)

This is the way we blow our bubbles, blow our bubbles, blow our bubbles  
This is the way we blow our bubbles, all day long.  
*(slowly open arms wider and wider)*  
This is the way we POP our bubbles, POP our bubbles, POP our bubbles  
This is the way we POP our bubbles, all day long.  
*(clap hands on POP)*

**Book 1:** \_\_\_\_\_

**Rhyme:** Five Little Bubbles (have 5 pictures or felt of bubbles)

Five little bubbles floating to the floor,  
One bubble POPPED *(clap hands)* and then there were four.  
Four little bubbles round as can be,  
One bubble POPPED *(clap hands)* and then there were three.  
Three little bubbles were flying just to you,  
One bubble POPPED *(clap hands)* and then there were two.



Two little bubbles were having so much fun,  
One bubble POPPED (*clap hands*) and then there was one.  
One little bubble round as the sun,  
That bubble POPPED (*clap hands*) and now there are none!

**Book 2:** \_\_\_\_\_

**Song:** Bubbles in the Air (tune: If You're Happy and You Know It)

There are bubbles in the air, in the air. POP POP!

There are bubbles in the air, in the air. POP POP!

There are bubbles in the air, there are bubbles everywhere.

There are bubbles in the air, in the air. POP POP!

*(there are bubbles on the floor, there are bubbles in the back, there are bubbles in the machines etc.)*

**Song:** Bubbles Floating All Around (tune: Twinkle Twinkle Little Star) do the actions

Bubbles floating all around

Bubbles fat and bubbles round

Bubbles on my toes and nose

Blow a bubble up it goes

Bubbles floating all around

Bub...bles fall...ing to...the...ground

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Makes a reader every day!

**Activity:** Bubble bounce

Play music during this if you can. Toss a couple balloons in the air and challenge the kids to keep them in the air. You can also play a variation where when you turn the music off, then kids have to stop and let the balloons drop to the floor.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.

We hope you liked our story time and had a lot of fun.

Come back to wash, come back to sing, come back to read and play!

We'd love to talk with you again each and every day.

## COLORS

**Books:** *Mix It Up* by Herve Tullet  
*Pete the Cat: I Love My White Shoes* by Eric Litwin  
*Blue Goose* by Nancy Tafuri  
*Little Blue and Little Yellow* by Leo Lionni

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk all about colors! Colors are all around us. Here in the laundromat, there are colors everywhere! Let's look for some.

**Song:** Can You Find the Color? (tune: Do You Know the Muffin Man)

Oh, can you find the color red,  
The color red, the color red?  
Oh, can you find the color red,  
Somewhere in this room?  
*(Repeat with other colors that children choose)*

**Book 1:** \_\_\_\_\_

**Talking Point:** One of the most common ways we see and use color every day is when we see or pick out or clothes. Take a look at your clothes, think about the colors, and let's sing this song together.

**Song:** If You Are Wearing Red (tune: If You're Happy and You Know It)

If you are wearing red, shake your head

If you are wearing red, shake your head

If you are wearing red,

Then please shake your head

If you are wearing red, shake your head

*(continue with other colors-Blue, touch your shoe; Black, pat your back; Green, bow like a queen; Yellow, shake like Jello; Brown, turn around; Pink, give us a wink; White, say goodnight)*

**Book 2:** \_\_\_\_\_

**Song with scarves:** Color Pokey- pass out different colored scarves. Ask the kids which colors they received or picked and tell them to listen to the song for when their color is said and do the motions.

You put your blue scarf in, you take your blue scarf out,

You put your blue scarf in, and you shake it all about!

You do the color pokey and you turn yourself around,

That's what it's all about!

*(continue with all colors so everyone gets a turn)*

**Talking Point:** Great job today pointing out all the colors and recognizing them all around you and ON you! Next time you help with the laundry, look at the colors and say their names aloud to remember.

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Makes a reader every day!

**Activity:** Ask the kids to find objects in the laundromat that are the color of their scarf! Then have them switch scarves and do it again, this time with a different color. Provide coloring sheets and crayons for those who would like to color.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.

We hope you liked our story time and had a lot of fun.

Come back to wash, come back to sing, come back to read and play!

We'd love to talk with you again each and every day.

## LOUD AND QUIET

**Books:** *Say Zoop!* by Herve Tullet

*Listen to My Trumpet!* by Mo Willems

*Loud, Soft, High, and Low Sound* by Natalie M. Rosinsky

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

### **Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about sound! We will talk about sounds that are loud and sounds that are quiet. Is it quiet in here or loud? What do you think?

**Book 1:** \_\_\_\_\_

**Song:** Five Little Monkeys (Begin by asking kids what sound monkeys make, and then whether that is loud or quiet. Ask them to act like monkeys. Then ask, "What about at bedtime? Do you think monkeys should be loud or quiet at bedtime? What about jumping on the bed at bedtime?")

Five little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor  
And the doctor said  
No more monkeys jumping on the bed  
Four little monkeys jumping on the bed  
One fell off and bumped his head  
Mama called the doctor  
And the doctor said,  
No more monkeys jumping on the bed  
(Keep counting down until no more monkeys)

**Activity: Is This Animal Loud or Quiet?:** Tell kids you are all going to pretend to be different animals. Ask, "What noise does a lion make? A roar! Is a roar loud or quiet? That's right, loud. Let's all roar like lions!"

Lion: roars, loud  
Mouse: squeaks, quiet  
Elephant: trumpets, loud  
Snake: hisses, quiet  
Dinosaur: roars, loud  
Fish: makes no noise, quiet (silent)  
Dog: barks, loud  
Butterfly: makes no noise, quiet (silent)

**Book 2:** \_\_\_\_\_

**Rhyme:** Loud & Quiet (*act out the motions*)

Quietly, quietly not a sound  
I'm listening and I'm listening  
As I look around  
No sounds as I nod (nod)  
No sounds as I clap (clap)  
No sounds as I tap my hands on my lap (tap)  
Loudly, loudly, stomp, and clap (stomp and clap)  
Loudly, loudly, stomp, and clap (stomp and clap)  
Loudly, loudly, stomp, and clap (stomp and clap)  
All that noise, well fancy that!

**Song: Shake Your Shakers** (tune: London Bridge) (*if no shakers available just change lyrics from "shake" to "clap" and "shaker" to "hands" then follow the motions*)

Shake your shaker in the air,  
Shake it here, shake it there.  
Shake your shaker in the air,  
Shake your shaker.

Shake it high and shake it low,  
Shake it yes, shake it no.  
Shake it high and shake it low,  
Shake your shaker.

Shake it fast and shake it slow,  
Shake it stop, shake it go.  
Shake it fast and shake it slow,  
Shake your shaker.

**Song with or without shakers:** John Jacob Jingleheimer Schmidt

John Jacob Jingleheimer Schmidt  
His name is my name too  
Whenever we go out  
The people always shout  
There goes John Jacob Jingleheimer Schmidt  
Da da da da da!

*(Repeat verse 4 times singing more softly each time. On the last one sing all the lines super quietly but when "There goes John..." starts, yell it out!)*

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Talking Point:** Ask the kids to identify different sounds. Are the washing machines/dryers loud or quiet? Are the TVs loud or quiet? Are we loud or quiet? Are the washing machines always quiet or always loud?

**Activity:** Use scarves or hands to differentiate loud noises and quiet noises. Make various sounds and noises with your hands, feet, or materials in the laundromat. If a sound is quiet, have the kids put their scarves or hands low. If it is loud, have them raise their scarves or hands as high as they can.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.



## MATH

**Books:** *Fish Eyes* by Lois Ehlert  
*Pete the Cat and His Four Groovy Buttons* by Eric Litwin  
*Count the Monkeys* by Mac Barnett

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

---

Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about numbers and math! We use numbers every day for everything, sometimes without even realizing it! What are some ways we use numbers? Do you see any number here in the laundromat?

**Song:** Five Green and Speckled Frogs

Five green and speckled frogs,  
Sitting on a hollow long,  
Eating some most delicious bugs, YUM YUM!  
One jumped into the pool,  
Where it was nice and cool.  
Now there are four little speckled frogs, glub glub.  
*(continue counting down until zero)*

**Book 1:** \_\_\_\_\_

**Talking Point:** How did we use math and numbers in the book? What happened?

**Talking Point:** Now we are going to use our body to show numbers. How many eyes do you have? Ears? Nose? Arms? Etc. Great! Now let's get moving to some numbers!

**Song:** If You're Happy and You Know It (but change movements to numbered movements-bring dice to roll for added fun).

If you're happy and you know it, clap two times.  
If you're happy and you know it, clap two times.  
If you're happy and you know it, then your face will surely show it.  
If you're happy and you know it, clap two times.  
(hop three times, spin one time, jump 6 times etc.)

**Rhyme:** 1, 2, Buckle my Shoe

1,2 buckle my shoe  
3,4 Shut the door  
5,6 Pick up sticks  
7,8 Lay them straight  
9, 10 A big fat hen.  
Let's get up and count again!

**Book 2:** \_\_\_\_\_

**Rhyme:** 5 Little Froggies (have kids act it out)

1 little froggy goes- HOP!  
Along comes another and they just can't stop,  
So...  
Two little froggies go- HOP! HOP!  
Along comes another and they just can't stop,  
So...  
Three little froggies go- HOP! HOP! HOP!  
Along comes another and they just can't stop,  
So...  
Four little froggies go- HOP! HOP! HOP! HOP!  
Along comes another and they just can't stop,  
So...  
Five little froggies go- HOP! HOP! HOP! HOP! HOP!  
DROP!  
Time to stop!

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!



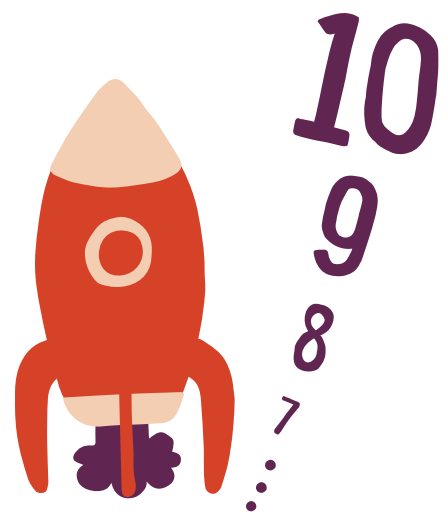
**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Activity:** Ask the kids how old they are if they haven't told you already. Then have them go around the laundromat and try to find those numbers. Tell them when they help with the laundry, they should count how much of each thing they are going to wash! How many socks? Can they match the socks? How many shirts? How many pants? How many dresses? If you have time and the ability, hide a few objects around the laundromat and have the kids pick out its pair from a bag/bin— then go on a hunt to find the match!

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.



## MUSIC

**Books:** *Charlie Parker Played Bee Bop* by Chris Raschka  
*Max Found Two Sticks* by Brian Pinkney  
*Listen to My Trumpet* by Mo Willems

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

---

Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about music! One of the key things about music is that it is made up of sounds! Let's be quiet for a moment and tell me what do you hear inside this laundromat? You might hear machines, people talking, and TVs. If we had the equipment we could make these sounds into a song! But we can also make a song using just our mouths and our hands. We just need to make the sounds and repeat them.

**Rhyme:** Clap, Clap, Clap Your Hands

Clap, clap, clap your hands,  
Clap them high and low,  
Clap them all around the room,  
Whichever way you go.  
Clap, clap, clap your hands,  
Clap them left and right.  
Clap them all around the room.  
Clap them out of sight!  
Clap, clap, clap your hands.  
Clap your hands with me.  
Clap them fast!  
Clap—them—slow.  
Clap your hands with me.  
*(other verses-stomp your feet, slap your knees, la-la sing a song)*

**Book 1:** \_\_\_\_\_

**Game:** Follow the Beat

Create a beat with your hands and/or knees and have the kids try to follow it. Alternately, have a kid create a beat and have the rest of the group try to follow. You can incorporate stomping, making noise on the table or anything else.

**Song:** Ask the kids some of their favorite nursery rhymes or songs! (if they are shy some popular ones are *Row Row Row Your Boat*, *The Wheels on the Bus*, and *Twinkle Twinkle Little Star*)

**Book 2:** \_\_\_\_\_

**Activity:** Bring plastic toys or letters, scarves, or other materials (or ask to borrow them from the laundromat) and see if the kids can make music with them! Create a song!

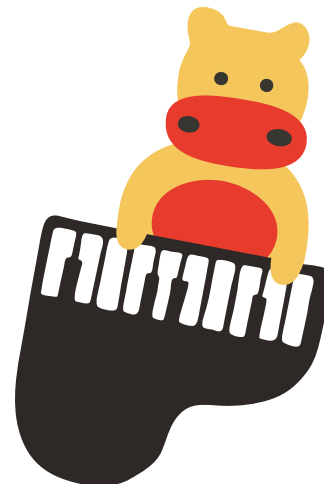
**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.



## PATTERNS AND CLOTHES

**Books:** *Farmyard Beat* by Lindsey Craig

*Pattern Fish* by Trudy Harris

*Teddy Bear Patterns* by Barbara Barbieri McGrath

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about patterns! We see patterns before we even know what they are called. A pattern is something that repeats. Like blue, green, blue, green, blue, green. Or stripe, dot, stripe, dot, stripe, dot. Do you see any patterns right now? Look at your clothes. Is anyone wearing a pattern?

**Book 1:** \_\_\_\_\_

**Song:** The Pattern of the Colors/Shapes etc. (tune: The Wheels on the Bus) Use anything to make a pattern (felt shapes, scarves, shakers) or find a pattern on a shirt or other piece of clothing and sing that pattern!

The pattern of the colors goes  
Red, Blue, Green,  
Red, Blue, Green,  
Red, Blue, Green,  
The pattern of the colors goes  
Red, Blue, Green,  
All through the town.

**Felt Game/Physical Game Song:** Mitten Match (tune: If You're Happy And You Know It)

Each mitten has a mate, has a mate.  
Each mitten has a mate, has a mate.  
Can (child's name) find the pair?  
(He/She) is looking here and there.  
Can (child's name) find the mate.  
Find the mate?

*(Have various colors or patterns for many kids to participate. Can do this with socks or shoes as well!)*

**Book 2:** \_\_\_\_\_

**Song:** Hickory, Dickory, Dock (socks version)

Hickory, dickory, dock.

Let's put on our socks.

We'll walk around,

Without a sound,

When we put on our socks.

*(Repeat while changing underlined word to things such as: slide, tiptoe, jump, etc)*

**Song:** This is the Way (getting dressed version)

This is the way we dress ourselves, dress ourselves, dress ourselves

This is the way we dress ourselves, so early in the morning!

This is the way we put on our shirt, put on our shirt, put on our shirt

This is the way we put on our shirt, so early in the morning!

*(Continue adding clothes and act out each movement ex: shoes, pants, boots, scarves, raincoat, etc.)*

**Activity:** Ask the kids to walk around the laundromat and see if they can find a pattern! The pattern might be on the clothes that have just been washed, on a wall, or in the vending machine. Alternatively, bring some colored blocks or other objects that kids can use to create patterns. Bring coloring sheets with outlines of socks or a scarf and have them color in their own pattern.

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Makes a reader every day!

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.

We hope you liked our story time and had a lot of fun.

Come back to wash, come back to sing, come back to read and play!

We'd love to talk with you again each and every day.

# SHAPES

**Books:** *Round Is a Tortilla* by Roseanne Greenfield Thong  
*The Shape of Things* by Dayle Ann Dodds  
*Shape by Shape* by Suse MacDonald

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are going to talk about shapes! So many items around us are made up of shapes. Our homes, our city, even our food are all different shapes. So many things can be built from simple shapes. For example, a house is a square with a triangle on top. A tree is a rectangle with a triangle on top. The moon and a clock are round and circles. Even pizza has shapes! A slice of pizza is a triangle! It's important and fun to learn so let's get started.

**Rhyme:** Little Circle

A little circle (*Make small circle in the air*)  
a bigger circle, (*Make bigger circle in air*)  
and a great big circle I see. (*Make large circle in the in the air with arms*)  
Now help me count them, one, two three!!

**Book 1:** \_\_\_\_\_

**Song:** Can You Find? (tune: Do You Know the Muffin Man) Ask the children if they can spot any of these shapes in the laundromat]

Can you find a circle shape, a circle shape, a circle shape?  
Can you find a circle shape somewhere in this room?  
(Repeat with other shapes)

**Song:** Shapes Song (Tune: Wheels on the Bus) *have shape examples or draw it to show*

A circle is a shape that goes round and round,  
round and round, round and round.

A circle is a shape that goes round and round,  
round and round.

A triangle is a shape with three sides, three sides, three sides.

A triangle is a shape with three sides,  
One, two, three!

A square is a shape with four sides, four sides, four sides.

A square is a shape with four sides,  
One, two, three, four!

**Book 2:** \_\_\_\_\_

**Song with cut outs/shakers:** Squares (tune: Twinkle, Twinkle, Little Star) *give each child a pre-square OR bring shakers and replace the words "square shapes" with "oval shapes"*

Put your square shapes in the air,  
Hold it high and keep it there.  
Put your square shape on your back,  
Now please lay it on your lap.  
Put your square shape on your toes,  
Now please hold it by your nose.  
Hold your square shape in your hand,  
Now will everyone please stand.  
Wave your square shape at the door,  
Now please lay it on the floor.  
Hold your square shape and jump, jump, jump,  
Now throw your square shape way, way up.

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play  
Talk, sing, read, write, play  
Talk, sing, read, write, play  
Makes a reader every day!

**Activity:** Bring paper, cut out shapes, and glue. Let the kids create a scene or objects or anything they want using the shapes.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.  
We hope you liked our story time and had a lot of fun.  
Come back to wash, come back to sing, come back to read and play!  
We'd love to talk with you again each and every day.

# WATER

**Books:** *All the Water in the World* by George Ella Lyon and Katherine Tillotson  
*Ice Boy* by David Ezra Stein  
*Water is Water* by Miranda Paul

**Introduction Song:** Welcome to the Laundromat! (tune: supercalifragilisticexpialidocious)

Welcome to the laundromat where clothes get very clean.  
We're going to have some fun today, I'll tell you what I mean!  
We'll read some books, sing some songs, and learn with everyone.  
We're so glad you're here today, let's go and start our fun!

**Name chant:**

Hickety, Pickety, Bumblebee  
Won't you say your name for me?

\_\_\_\_\_  
Let's all say it...  
Let's all whisper it...  
Let's all clap it...  
Hooray!

**Talking Point:** Today we are here in the laundromat surrounded by water. We are going to learn how the water gets from the sky and into things like our bathrooms and washing machines. When was the last time you touched water? What's so cool about water is that it can also transform into snow, vapor, or ice. Let's learn how this happens. (*All the Water in the World* or *Ice Boy* is recommended to be read next since they both talk about the water cycle).

**Book 1:** \_\_\_\_\_

**Song:** The Rain is Falling Down (tune: The Farmer in the Dell)

The rain is falling down (*flutter fingers down*)  
SPLASH! (*clap once loudly*)  
The rain is falling down (*flutter fingers down*)  
SPLASH! (*clap once loudly*)  
Pitter patter pitter patter (*tap legs softly*)  
The rain is falling down (*flutter fingers down*)  
SPLASH! (*clap once loudly*)  
The hail is coming down (*wave fingers down*)  
PING! (*snap your fingers*)  
The hail is coming down (*wave fingers down*)  
PING! (*snap your fingers*)  
Ding, ping, ding, ping (*tap legs quickly*)  
The hail is coming down (*wave fingers down*)



*PING! (snap your fingers)*

The snow is floating down (*flutter fingers down*)

SHHH! (*finger to lips*)

The snow is floating down (*flutter fingers down*)

SHHH! (*finger to lips*)

Floating, floating, down, down, down (*flutter fingers down*)

The snow is floating down (*flutter fingers down*)

SHHH! (*finger to lips*)

**Book 2:** \_\_\_\_\_

**Song:** Rain, Rain (tune: Row, Row, Row Your Boat)

Rain, rain, falling down, (*flutter fingers from high to low like rain*)

Landing all around.

What a lovely sound you make

Splashing on the ground. (*clap loudly when "splashing"*)

**Song with felt:** Five little raindrops

Five little raindrops

Dancing on the walk

Pitter patter, pitter patter, that's the way they talk.

Out comes the golden sun, shining in the sky

And away goes a raindrop

Bye, bye, bye!

(*continue singing counting down until no more rain drops*)

**Talking Point:** There are five things we did today, that you probably do every day without realizing it, that will help you become an amazing reader! Those things are: talk, sing, read, write, and play! How did we do each one or some? I have a song that will help you remember!

**Song:** Talk, Sing, Read, Write, Play (tune: Skip to My Lou)

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Makes a reader every day!

**Activity:** Bring colored construction paper, water, and paint brushes. Have each child create works of art using only those materials.

**Ending Song:** (tune: supercalifragilisticexpialidocious)

We're so glad you came today, thank you everyone.

We hope you liked our story time and had a lot of fun.

Come back to wash, come back to sing, come back to read and play!

We'd love to talk with you again each and every day.

## COLORS (BILINGUAL)

**Books:** *¿Oso Pardo, Oso Pardo, Que Ves Ahi/Brown Bear Brown Bear What do you see?* by Bill Martin Jr.  
*Green is a Chile Pepper* by Roseanne Greenfield Thong  
*¡Mézclalo Bien!/Mix it Up!* by Herve Tullet

**Introduction Song:** Buenos Dias (tune: If You're Happy and You Know It)

Buenos días amigos como están? Muy bien! (x2)  
Buenos días amigos, Buenos días amigos, Buenos días amigos como están?

Good day friends how are you? Very good! (x2)  
Good day friends, good day friends, good day friends how are you?

**Talking Point:** ¡Hoy vamos hablar acerca de los colores! ¿Tienes un color favorito? Today we are going to talk about colors! Do you have a favorite color?

**Felt Squares with Rhyme:** Colors (tune: Ten Little Monkeys)

Rojo, amarillo, azul, y verde  
Negro, morado, y anaranjado  
Blanco, café, y rosado  
Y al final el gris

**Book 1:** \_\_\_\_\_

**Song:** Colors (tune: Where is Thumbkin)

Red is rojo, blue es azul, yellow is amarillo, verde green.  
Black is negro, blanco is white, purple es morado, brown café.  
Pink is rosa, gris is gray, anaranjado es orange, shout hurry!

**Book 2:** \_\_\_\_\_

**Game:** ¿De que color es? Have various materials (e.g. clothing or books) and ask the kids, "What color is it? ¿De que color es?"

**Song with scarves:** Color Pokey every child gets a different colored scarf and when their color is called they shake it in the middle. Before singing the song ask each child, "What color do you have? ¿De que color es tu bufanda?"

You put your blue scarf in, you take your blue scarf out.  
You put your blue scarf in and you shake it all about!  
You do the color pokey and you turn yourself around,  
That's what its all about! Color Pokey!  
(repeat with all colors then do a final "you put all the colors in!" verse)

**Activity:** Camino de Colores. Walk of Colors. Put different colored materials on the floor (beanbags, scarves, paper etc.) in a line or any direction you want. Have all the kids stand at the beginning and then you say a color in Spanish. The kids should then try to move to that color as quickly as possible. You can make them go backwards, to the side, in a circle, or anything you want before they get to the end. This helps ensure that they really recognize the colors and their names.

**Talking Point:** ¿Que hicimos hoy? ¿Hablamos? ¿Leímos? ¿Cantamos? ¿Jugamos? ¿Escribimos algo? ¿Haciendo unos o todos de estas cosas todos los días te ayuda a crecer y aprender!

What did we do today? Did we talk? Read? Sing? Play? Write something? Doing one or all of these things every day helps you to grow and learn!

**Song:** Talk, Sing, Read, Write, Play (chant)

¡A jugar! ¡A leer! ¡Y cantar!  
¡A hablar! ¡A escribir! ¡Explora más!



## MATH (SPANISH)

**Books:** *Oso En Un Cuadrado* by Stella Blackstone  
*Vamos a Sumar y Restar en el Lago* by Amy Rauen  
*Cinco Monitos Brincando en la Cama* by Eileen Christelow

**Introduction Song:** Buenos Dias (tune: If You're Happy and You Know It)

Buenos días amigos como están? Muy bien! (x2)  
Buenos días amigos, Buenos días amigos, Buenos días amigos como están?

Good day friends how are you? Very good! (x2)  
Good day friends, good day friends, good day friends how are you?

**Talking Point:** Hoy vamos a hablar acerca de los números y las matemáticas. Nosotros usamos los números para todo sin pensar. ¿Como usamos los números? Por ejemplo, Los usamos cuando necesitamos ver el tiempo para ir a la escuela, cuando queremos pedazos de galletas, para saber cuántos años tenemos, ¡y cuando estamos lavando la ropa! ¡También sumamos y restamos todo el tiempo!

**Felt with Rhyme:** Cinco Manzanas Rojas (make a felt tree and 5-10 felt apples. As you say the line "el viento soplo bajo y soplo enojado", you and the kids blow as hard as you can and see how many apples fly away! Then ask "Ahora cuantas manzanas hay?" And count them. Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve o diez.)

Cinco manzanas rojas  
Colgándose del árbol  
El viento sopló bajo  
Y sopló enojado  
Y una manzana pequeña calló rodando

**Book 1:** \_\_\_\_\_

**Talking Point:** Ahora vamos a jugar con un dado y contar sus puntos. Vamos a rodar el dado y vamos actuar de acuerdo al número.

**Song with dice/pick out numbers on paper from a container:** If You're Happy and You Know It (instead of it just being "if you're happy and you know it clap your hands" it's going to change to an action and doing that action according to how many dots are on the dice rolled by the kids/what number they pick out)

Si tú estás feliz pisa cinco veces (*the kid rolled/picked a five but change this to whichever number*)  
Si tú estás feliz y quieres demostrarlo  
Si tú estás feliz pisa cinco veces.

(*Change action as well to get the kids involved. Ex: Aplaudes, grita, brinca, voltea, baila, brinca con una sola pierna, etc.*)

**Song with dice 2:** Adding (tune: Frere Jacques) roll the dice/pick out a number and sing the following song in accordance to the number that's rolled/picked out

Uno más uno, uno más uno.  
¿Cuánto es, cuánto es?  
Es igual a dos, es igual a dos.  
¡Eso es, eso es!

*If they answer incorrectly ex:*  
Es igual a tres.  
No lo es, no lo es.  
Es igual a dos, es igual a dos.  
¡Eso es, eso es!

**Book 2:** \_\_\_\_\_

**Song:** Un Elefante (use with felt elephants for visuals)

Un elefante se balanceaba,  
sobre la tela de una araña.  
Como veía que resistía,  
fue a llamar a otro elefante.

Dos elefantes se balanceaban,  
Sobre la tela de una araña.  
Como veían que resistía,  
fueron a llamar otro elefante.

Tres elefantes se balanceaban,  
sobre la tela de una araña.  
Como veían que resistía,  
fueron a llamar otro elefante.

Cuatro elefantes se balanceaban,  
sobre la tela de una araña.  
Como veían que resistía,  
fueron a llamar otro elefante.

Cinco elefantes se balanceaban,  
sobre la tela de una araña.  
Como veían que resistía,  
fueron a llamar otro elefante.

(this song can go on and on as long as you'd like)

**Rhyme:** Spaceship Blastoff (have the kids act out the lines and when counting down get lower and lower to the ground then jump!)

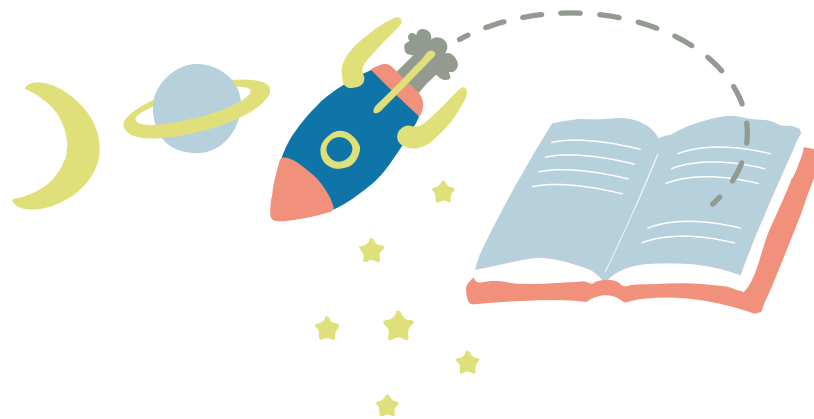
Este es un cohete que va a despegar  
¿Preparado?  
Todos a sus puestos y...  
5...4...3...2...1... (blastoff noise)

**Activity:** ¿Cuántas máquinas lavadoras están aquí adentro? ¿Pueden adivinar? ¿Que más ven que pueden contar? Have the kids count how many machines there are in the laundromat! Or maybe just a row if there are a lot. Have them count other things that they see! Clothes, toys, TVs, etc.

**Talking Point:** ¿Que hicimos hoy? ¿Hablamos? ¿Leímos? ¿Cantamos? ¿Jugamos? ¿Escribimos algo? ¡Haciendo unos o todos de estas cosas todos los días te ayuda a crecer y aprender!

**Song:** Talk, Sing, Read, Write, Play (chant)

¡A jugar! ¡A leer! ¡Y cantar!  
¡A hablar! ¡A escribir! ¡Explora más!



# APPENDIX E: CUSTOMIZABLE STORY TIME EVENT FLYERS

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WASH TIME IS  
TALK TIME!



# FAMILY STORY TIME AT THE LAUNDROMAT!

Laundromats aren't just for washing clothes.  
You can talk, read, sing, write, and play here too!

Come join our local librarian who will lead story time and fun literacy activities for the whole family to enjoy.

Date & Time \_\_\_\_\_

Location: \_\_\_\_\_

For free information and resources for parents, please visit: [TALKINGISTEACHING.ORG](http://TALKINGISTEACHING.ORG).

LEARNING BEGINS  
AT BIRTH!





¡LA HORA DE LAVAR ES  
LA HORA DE HABLAR!



# ¡LA HORA DE LA LECTURA EN FAMILIA EN LA LAVANDERÍA!

Las lavanderías no son solo para lavar la ropa.  
¡Pueden hablar, leer, cantar, escribir y jugar aquí también!

Acompáñenos en nuestra biblioteca local donde habrá horas de lectura  
y actividades divertidas de lectura para el disfrute de toda la familia.

Fecha y hora: \_\_\_\_\_

Ubicación: \_\_\_\_\_

Para información y recursos para padres gratis, por favor, visite: [hablaresenseñar.org](http://hablaresenseñar.org).

APRENDIZAJE  
COMENZA  
AL NACER



## ADDITIONAL RESOURCES

More “Talking is Teaching: Talk, Read, Sing” Resources: [www.talkingisteaching.org/communities](http://www.talkingisteaching.org/communities)

Association for Library Services to Children and the Public Library Association. *Every Child Ready to Read @ Your Library*. 2nd edition.

Diamant-Choen, Betsy, Ellen Riordan, and Regina Wade, “Make Way for Dendrites: How Brain Research Can Impact Children’s Programming,” *Children and Libraries* (Spring, 2004): 15.

Diamant-Cohen, Betsy, and Saroj Nadkarni Ghoting. *The Early Literacy Kit: a Handbook and Tip Cards*. American Library Association, 2010.

Minnesota Department of Education. *Early Childhood Indicators of Progress*  
Online: <https://education.mn.gov/MDE/dse/early/ind/>. 2018.

