

# Madison Public Library Storytime Kit (all ages)

*What Will We Build? Summer 2023*

## BOOKS

### **Books for babies:**

[\*Tip Tip, Dig Dig\*](#). Emma Garcia.

[\*10 Little Excavators\*](#). Annie Bailey.

### **Books for toddlers:**

[\*Construction\*](#). Sally Sutton.

[\*Construyendo\*](#). Sally Sutton.

[\*Construir una carretera\*](#). Sally Sutton.

[\*Mighty, Mighty Construction Site\*](#). Sherri Duskey Rinker.

[\*Blocks\*](#). Irene Dickson.

[\*Bulldozer's Big Day\*](#). Candace Fleming.

[\*Smashy Town\*](#). Andrea Zimmerman.

[\*These Hands\*](#). Hope Lynne Price.

[\*Play with Clay!\*](#) Jenny Pinkerton.

[\*A Beautiful House for Birds\*](#). Grace Lin.

[\*Road Builders\*](#). B.G. Hennessy.

### **Books for preschoolers:**

[\*Let's Build a House\*](#). Mike Lucas.

[\*Journey of the Midnight Sun\*](#). Shazia Afzal.

[\*The Stack\*](#). Vanessa Roeder.

[\*Dreaming Up: A Celebration of Building\*](#). Christy Hale.

[\*Building\*](#). Henry Cole.

[\*Jabari Tries\*](#). Gaia Cornwall.

[\*One Little Lot\*](#). Diane C. Mullen.

[\*Build a House\*](#). Rhiannon Giddens.

[\*Bird Builds a Nest\*](#). Martin Jenkins.

[\*The Thingity-Jig\*](#). Kathleen Doherty.

[\*Harold and the Purple Crayon\*](#). Crockett Johnson.

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[Hey Otter! Hey Beaver!](#) Brian Pinkney.

[Find Out About Animal Homes.](#) Martin Jenkins.

[The Digger and the Flower.](#) Joseph Kuefler.

[A Girl Can Build Anything.](#) e.E. Charlton-Trujillo.

## Books for school-age:

[Oye, Muro.](#) Susan Verde.

[Sam and Dave Dig a Hole.](#) Mac Barnett.

[Building Zaha.](#) Victoria Tentler-Krylov.

[Building Our House.](#) Jonathan Bean.

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## SONGS, RHYMES & FELT BOARDS

### For Babies/Toddlers

#### Dump Truck

Bumpity-bumpity comes the dump truck,

Bumpity-bumpity comes the dump truck,

Bumpity-bumpity comes the dump truck,

Duuuuuuuuuuuuuuump out the load!

(Bounce baby on lap)

#### Cranes

Cranes reach up,

Cranes reach down,

Cranes reach out,

And all around.

### For Preschoolers:

#### This is the Way We Build A House

This is the way we pound the nails,

pound the nails, pound the nails

This is the way we pound the nails  
so early in the morning.

This is the way we saw the wood,  
saw the wood, saw the wood.

This is the way we saw the wood so early in the morning.

#### **Repeat with:**

Pound the nails; stack the bricks; stir the paint; paint the wall

#### Old MacDonald Has Some Tools

Old MacDonald has some tools, e-i-e-i-o

And with those tools he has a hammer, e-i-e-i-o

With a bang, bang here and a bang, bang there

Here a bang, there a bang, everywhere a bang, bang!

Old MacDonald has some tools, e-i-e-i-o!

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## **Repeat with:**

*Saw – see saw*

*Wrench – turn turn*

*Screwdriver – twist twist*

*Pliers – pinch pinch*

*Drill – zzz zzz*

*(make fist with other hand)*

With a bam, bam, bam

*(tap fist to a finger)*

That nail goes down

*(lower finger)*

Now there's just four little nails to pound

*(countdown)*

## Five Little Nails

Five little nails, standing straight and steady

*(hold up 5 fingers)*

Here I come with my hammer ready

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## ADDITIONAL ELEMENTS

Open-Play: Add blocks, magnetiles, Stapelsteins, blankets and other materials that encourage building structures to the “*Balance and Build*” kit toys, you can highlight this as an opportunity for youth to build structures! For multi-age groups, create an area for building with large materials and a separate area for small scale building.

Art Idea: Cover a table in paper and put out materials for youth to make a giant map together - you can choose to pre-draw a few basic roads for kids to add to, or leave the paper blank.

Suggested materials: shape stickers, colorful paper scraps, drawing utensils, pipe cleaners, washi/painters tape.

Storyhouse 3-D craft: recycling something that HAW already had printed - may be too challenging for preschoolers, but fun for school aged youth.

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## CAREGIVER TIPS

**Building structures encourages skill development** in young children. Some of these skills are; hand-eye coordination, cooperation, creativity, problem-solving, and spatial awareness.