



TIME FOR US



Rebecca Walker

illustrated by
María Díaz Perera

SCAFFOLDED STORYTIME GUIDE
FOR CHILDREN AGES 3-7

Time For Us by author, activist, and mother Rebecca Walker celebrates the caregiver-child relationship, and is all about the importance of spending time together, one of our most precious gifts. Time is a magical portal, and, when we dwell in it together, a richness emerges.

Use this storytime guide alongside the book in your library, classroom, or bookshop to engage children ages 3-7 intentionally – a sentiment that is perfectly in line with the theme of **Time For Us** – through a variety of scaffolded, interactive methods which incorporate these five important (early) literacy development practices (and plenty of fun, of course!):

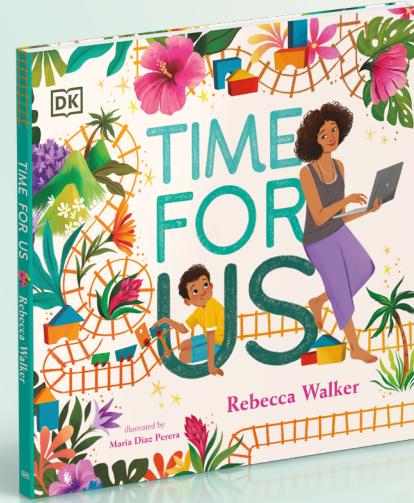
- Talking
- Singing
- Reading
- Writing
- Playing

In an environment where caregivers are present, it is important to engage with them as well, to model active participation in their child's learning, and to let them know what you are doing and what benefit it offers to their child.

**Note: You know your community best! There is no specific way you must execute a storytime, and perhaps you have ideas of your own that would better suit your setting and the age and ability of your storytime attendees. This is meant to aid you as little or as much as you'd like!*

Supplies Needed:

- One copy of **Time For Us** by Rebecca Walker
- Labels for printing blank name tags (at back of pack)
- Activity sheet printouts (at back of pack)
- Washable markers or crayons
- For song integration preparation: An electronic device connected to the Internet and with access to YouTube
- A great YouTube channel for sing-along songs is [Super Simple Songs - Kids Songs](#).



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Part One: Welcome

- Have sticky labels (see template at back of this pack) and washable markers or crayons set out and ready for children to use upon arriving. Prompt them to (or their caregiver to help them) write their name on the label and wear it anywhere on their torso.

Note: Let caregivers know that this activity is allowing children to practise their writing skills and helping them to develop both fine motor skills and phonological awareness as they connect the sound of their name to the letters they are writing.

- Gather everyone in a big circle in the storytime area, but don't get too comfortable yet! Have everyone remain standing and use a welcome song like "What's Your Name?", giving each child a chance to introduce themselves. Lead the song and incorporate hand movements like waves on each "hello", having each child jump into the centre of the circle as they announce their name, a handshake on each "nice to meet you", and having each child jump back to the edge of the circle after they've had their turn.

Note: Explain to caregivers that singing a repetitive song like this one helps children to build their memorization and listening skills. The active play movements incorporated help build gross motor skills; it also allows them to get some of their wiggles out before the read aloud begins.

- Have everyone settle in and sit down, and then lead another song that keeps with the theme of the **Time For Us** storytime; a great example is "Hickory Dickory Dock". Hold up the correct number of fingers as the clock strikes each hour; when it goes beyond 10, ask the children if they know how many fingers we have, and then show them 10 fingers followed by the relevant number of additional fingers needed. For scaffolding, you can give the 5-7 year olds the option of using their arms to mimic the position of the hands of the clock at that particular time.

Note: Before starting the singalong, let caregivers know this activity will help build on the children's knowledge of counting, as well as the concept of telling time. Movements for the younger children will work on fine motor skills, while those for the older children will work on gross motor skills.

Part Two: Storytime

Now it's time to settle in and read ***Time For Us*** by Rebecca Walker. You can incorporate the following **reading, talking, and playing** prompts throughout. You can either interrupt the story with them as appropriate, or come back to a page after the entire story has been read aloud, whatever you prefer.

**Remember: It is always appropriate to prompt children by asking a question, evaluate their responses by providing encouragement, expand on what they say and add further information, and repeat the initial question to give another child a chance or for the children to answer in more detail.*

COVER: Read the names of the story, author, and illustrator aloud. Ask the children if they know what an author is, and what an illustrator is, and then explain. Ask them what they see on the cover; you can even ask them what they think the story might be about based on its design.

PAGE 1: On the first page of the story, prompt children to mimic the movements and sounds of nature that are being described. To encourage phonological awareness, ask them which letter they think “eep!” begins with.

PAGE 2: Ask children if they've ever felt bored. Encourage them to connect the facial expression pictured on Jackson to the feeling by pointing out the illustration.

PAGES 3 & 4: Point to each image as you read to connect it to the action of the text. Ask children what they do to try to get rid of their own boredom.

PAGE 5: Prompt children to make “clickety clack” noises and big movements with their arms and hands as if they’re typing on a keyboard.

PAGES 7 & 8: Again, connect each action as it is read aloud to the corresponding image on the page. Then ask children what else they think Jackson could do to pass the time. Ask them to remember some of the things they suggested in the prompt for pages three and four to practise recall of details, as well as connecting the dots between each prompt and the story itself.

Part Two: Storytime (continued)

PAGES 9 & 10: Ask children if they have ever had to be patient and how it felt at the time.

PAGES 15 & 16: Point out Jackson's facial expressions and ask the children how they think he is feeling now.

PAGE 17: Point out the accompanying image as each action is read aloud. Ask the children what they like to do with their mum, dad, nanny, or other loved one who takes care of them.

PAGE 18: Draw the children's attention to the clock in the top right corner of the page, and tie things together by reminding them of the song sung just before the read aloud began. Ask the older children if they know what time the image is indicating.

PAGES 21 & 22: Express the beauty of the setting depicted in the illustration. Ask children what they see, where they think this might be, and if they have ever been anywhere that looks like this.

PAGES 23 & 24: Ask children if they have ever seen any of the trees mentioned as you read them aloud. Ask them if they have ever eaten any of the foods that grow on each particular tree.

PAGES 25 & 26: Continue making connections between the text and the pictures, pointing things out to the children as you go along, especially when reading out words they probably don't know, like "proboscis".

PAGE 29: Point out the illustration of Jackson and ask the children how they think he is feeling based on his facial expression. Reflect on how his facial expressions and feelings have changed throughout the story.

PAGE 30: Point out the clock and ask the older kids what time it reads, and to recall what time the clock read earlier in the book. How much time has gone by? Emphasize that we often don't need a lot of time with our loved ones to make it feel fun and special. At the conclusion of the story, give each child a chance to express who they love spending time with and what they like to do during that time together.

Part Three: Activity

- The final prompt in part two above is the perfect segue into the recommended activity. Make copies of the activity sheet on page eight of this pack for this segment. Prompt children to head over to where the washable markers or crayons are set up and draw themselves with someone they love, doing something they love to do together. As they're doing so, go around and ask each of them about their picture and ask them to tell you the story behind it to help build their communication skills.

Note: Let caregivers know this activity and your incorporated prompts build writing and talking skills.

- If you prefer and have the space and/or supplies to do so, you can instead use this time for a caregiver-child activity, or “time for us”. Page seven of this pack offers ideas for all types of settings and spaces.

Part Four: Farewell

- After the activity portion, have everyone return to the circle formation. Ask two or three children if they would like to share what they've done. This is completely optional and its appropriateness will depend on the age level of your group; instead you can just ask everyone to hold up their artwork in the air.
- Sing a song about nature that ties into the imagery of ***Time For Us***. **“Mr. Golden Sun”** is a great choice. Incorporate hand motions like framing your face to imitate the sun, and wiggling your fingers and moving your hands from high to low for the shine, for example.
- End the storytime session with a farewell song. A great choice is **“Bye Bye Goodbye”**; have children mimic the waving, clapping, and stomping motions each time the relevant words repeat in the lyrics.
- Thank everyone for coming and be sure to hand out the extension ideas flyer on page seven of this packet to all the grown-ups in attendance so they can continue the valuable practice of “time for us” at home with their little ones.

Time For Us Extension Ideas for Caregivers

Sharing 20 minutes of quality time with their caregiver(s) each day has been shown to have a positive impact on a child's development. Activities don't have to be expensive either. In fact, the best ones are often free and readily available!

Here are some of our favorites:

- Walking around the neighbourhood
- Crafting with recycled materials
- Helping to make a snack or treat
- Stretching or mindful movement
- Cloudspotting or bug-catching
- Reading a story like *Time For Us!*



Learn more about the book:



Penguin Random House collects and processes your personal information. See our Notice at Collection and Privacy Policy at prh.com/notice.



Draw a picture of you and a loved one doing something fun together.

Name: _____



