# Build a Better World – READ!

##### Bibliography and Resources

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**Boom Chicka Boom!**

I said a-Boom Chicka Boom

I said a-Boom Chicka Boom

I said a-Boom Chicka Rocka Chicka Build a Better World

I said a-Boom Chicka Rocka Chicka Build a Better World

Uh Huh?

Uh Huh!

Oh, yeah!

Oh, yeah!



You wanna world full of hope? You wanna world full of love?

You wanna world full of hope? You wanna world full of love?

You wanna make a better, build a better, have a better world?

You wanna make a better, build a better, have a better world?

Uh Huh?

Uh huh!

Oh, yeah!

Oh, yeah!



You gotta come to the PLACE!

You gotta come to the PLACE!

You gotta come to the PLACE – to the LI-BRA-REE!

You gotta come to the PLACE – to the LI-BRA-REE!

Uh Huh?

Uh Huh!

 Oh, yeah!

Oh, YEAH!



I said a-Boom Chicka Boom

I said a-Boom Chicka Boom

I said a-Boom Chicka Rocka Chicka Build a Better World

I said a-Boom Chicka Rocka Chicka Build a Better World

Uh Huh?

Uh Huh!

Oh, yeah!

OH YEAH!

**The Three Little Javelinas**

by Susan Lowell (Rising Moon, 1992)

Skit or Puppet Script by Sherry Norfolk

**For Puppet Play**

PUPPETS:

3 javelinas (hairy pigs) with distinct costume differences (2 male, 1 female)

1 Coyote

BACKDROP and SETS:

Desert with cacti, sand

Tumbleweed house with window

Saguaro rib house with window

Adobe house with window and chimney

PROPS:

Tumbleweeds

Saguaro ribs (sticks)

Adobe bricks

**For Skit**

ACTORS:

1 Narrator

3 Javelinas

1 Coyote

PROPS:

Tumbleweed House (large stick puppet)

Saguaro Rib House (large stick puppet)

Adobe House (large stick puppet)

Tumbleweed

Bundle of sticks

1 or 2 adobe bricks

NARRATOR: Once upon a time, way out in the desert, there were three little javelinas.

(Enter javelinas)

JAVELINA 1: We may be hairy…

JAVELINA 2: Right down to our hard little hooves…

JAVELINA 3: But our snouts are soft and pink!

J1, J2, J3: Snort!

J1: Let’s go seek our fortunes!

(Javelinas move off-stage singing “Off to Seek Our Fortunes” to tune of “Off to See the Wizard.” Re-enter from other side of stage)

J1: Uh-oh! There are three different ways to go here!

J2: Oh no! What we do now?

J3: We will each go a different way and seek our fortunes!

J1, J2, J3: Snort!

NARRATOR: So they each chose a different path, and off they went…

(J2 and J3 move off-stage in different directions, singing “Off to Seek Our Fortunes”)

J1: (Looking around) I think I like it right here! No need to go any further…now, what can I build my house out of? (Looks around, exits and re-appears with a bunch of tumbleweeds) Tumbleweeds! Just right!

NARRATOR: The first little javelina built his tumbleweed house and moved in. (Put up tumbleweed house with J1 inside looking out window). Then along came a coyote!

(Enter Coyote)

COYOTE: Sniff, sniff…Mmmm! I smell a tender, juicy pig! Little pig, little pig, let me come in!

J1: Not by the hair of my chinny-chin-chin!

COYOTE: Then I’ll huff, and I’ll puff, and I’ll blow your house in! Huff-puff-huff-puff-SWOOSH! (Remove tumbleweed house)

(J1 exits quickly, squealing)

NARRATOR: The first little javelina ran to find his brother and sister. The coyote, who was very sneaky, tip-toed along behind…

(Coyote follows J1 offstage)

NARRATOR: Meanwhile, the second little javelina had gathered the sticks from inside a dried-up cactus, and built himself a house.

(Put up stick house with J2 inside looking out a window. J1 runs onstage…)

J1: Heeeeeeelllllllp! There’s a coyote after me!

J2: Quick, get inside my house! (J1 enters house with J2)

(Enter Coyote)

COYOTE: Sniff, sniff…Mmmm! TWO tender, juicy pigs! Little pig, little pig, let me come in!

J2: Not by the hair of my chinny-chin-chin!

COYOTE: Then I’ll huff, and I’ll puff, and I’ll blow your house in! Huff-puff-huff-puff-SWOOSH! (Remove stick house)

(J1 & J2 exit quickly, squealing)

NARRATOR: The little javelinas ran to find their sister. The coyote tip-toed along behind…

(Coyote follows J1 & J2 offstage)

NARRATOR: Meanwhile, the third little javelina had built herself a sturdy adobe house, using bricks made out of mud and straw. (Put up adobe house with J3 inside)

(J1 & J2 run squealing into the house)

J1 & J2: HEEEEEEEEELLLLLLLP!! There’s a coyote right behind us!

J3: Well, hurry inside so I can lock the door! (J1 & J2 enter house). CLICK!

J3: Now, I’m just going to build up this fire and make sure it’s nice and warm in here!

(Enter Coyote)

COYOTE: Sniff, sniff…Mmmm! THREE tender, juicy pigs! Little pig, little pig, let me come in!

J3: Not by the hair of my chinny-chin-chin!

COYOTE: Then I’ll huff, and I’ll puff, and I’ll blow your house in!

J3: Just try it!

COYOTE: Huff-puff-huff-puff-huff!

J1, J2, J3: Snort, giggle!

COYOTE: I *said*, I’ll huff, and I’ll puff, and I’ll blow your house in! HUFF-PUFF-HUFF-PUFF-huff…*phew*! (Coyote looks around…) Hmph! There’s more than one way to get a pig dinner. I’ll just go down the chimney like Santy Claus! (Coyote climbs onto the roof…)

NARRATOR: The coyote fell right into the big, hot fire that the third little javelina had built! SWOOSH!

(Coyote “falls” into the house)

NARRATOR: Then the three little javelinas heard an amazing noise. It was not a bark. It was not a cackle. It was not a howl. It was not a scream. It was all of those sounds together.

COYOTE: Yip! Yap! Yeep! YEE-OW-OOOOOOOOOOOOOO!

(Coyote-shaped puff of smoke exits house and goes offstage howling)

NARRATOR: The three little javelinas lived happily ever after in the sturdy adobe house. And the coyote? Well, if you ever hear his voice, way out in the desert night, you’ll know what he’s remembering….yee-ow-ooooooooooooo!

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NARRATOR: The third little javelina knew how to build a better house – probably by reading a book at the library!

This summer, we’re not just going to build a better house for javelinas – we’re going to Build a Better World!! Join us this summer for…blah, blah, blah…

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**THE TAILOR**

**By Bobby and Sherry Norfolk in *The Moral of the Story: Folktales for Character Development, 2nd ed.* (August House, 2013)**

Once upon a time there was a man named Tesoro who was the very best tailor in the whole world. He mad clothes for kings and queens, for movie stars and rock stars – even for superheroes! His stitches were so tiny that they were almost invisible; his patterns fit as closely as second skin; his fabrics were the finest, the softest, and the most durable to be found.

 But he himself wore rags. His shirts had holes in the cuffs, his jackets had holes in the elbows, and his pants had holes in the seat. He was a very bad advertisement for his wares.

 His wife begged, “Please, Tesoro, make yourself a suit of clothes that will show people how finely you sew!” His children pleaded, “Daddy, don’t embarrass us so!” But it was no use.

 “I will make myself new clothes only when I find fabric that suits me,” Tesoro would answer. And then he would describe that fabric: “It will be dark as night but all the colors of the rainbow; strong as iron but light as a feather; warm as wool but cool as cotton.”

 “Then you will be naked before you make yourself new clothes!” his family wailed. But it was no use. Tesoro waited patiently for the perfect fabric to arrive.

 And one day, a bolt of fabric was delivered to Tesoro’s shop that was dark as night but all the colors of the rainbow; strong as iron but light as a feather; warm as wool but cool as cotton.

 “This is it!” cried Tesoro. “Now, I will make myself a coat that goes from the tip of my chin to the tips of my toes!”

 And he got out his scissors and he cut: shh, shh, shh.

 Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

 Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful coat! It went from the tip of his chin to the tips of his toes! He put it on immediately, and he liked it so much that he wore it here, he wore it there, he wore it everywhere until it was all worn out.

At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a jacket.

 And he got out his scissors and he cut: shh, shh, shh.

 And he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

 Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful jacket! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

 At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a vest.

 So he got out his scissors and he cut: shh, shh, shh.

 Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

 Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful vest! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

 At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a cap.

 So he got out his scissors and he cut: shh, shh, shh.

 Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful cap! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

 At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a button.

 So he got out his scissors and he cut: shh, shh, shh.

 Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

 Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful button! He wore it here, he wore it there, he wore it everywhere until it was all worn out.

 At least, he thought it was all worn out until he took it off and looked at it, realllly looked at it, and found there was enough good fabric to make a story.

So he got out his scissors and he cut: shh, shh, shh.

Then he got out his sewing machine and he sewed: ch-ch-ch, ch-ch-ch, ch-ch-ch.

 Then he finished it off with a needle and thread: Psst, T! Psst, T!, Psst, T! T!

 Tesoro had made a beautiful story! He told it here, he told it there, he told it everywhere,

 And because it was a story, it will never be All Worn Out.

**NOT A BOX!**

**Skit script by Sherry Norfolk**

**Inspired by IT’S NOT A BOX by Antoinette Portis (HarperFestival, 2011)**

KID 1: Bored, bored, bored, bored, BORED! There’s nothing to DO in this town!

(Enter Kid 2 with a BOX)

KID 2: Yeah, well I guess I’m lucky. I have a BOX!

KID 1: Yeah, real lucky! What are you gonna do with a BOX?

KID 2: Well, it’s not really a box – it’s a \_\_\_\_\_\_\_\_\_\_\_\_\_(fill in with your own idea and act it out)

KID 1: (Still bored) Is that all it can do?

(Enter Kid 3)

KID 3: (Takes box) Oh, cool! A \_\_\_\_\_\_\_\_\_\_\_\_\_(fill in with your own idea and act it out)id

(Enter Kid 4)

KID 4: (Takes box) Awesome! A \_\_\_\_\_\_\_\_\_\_\_\_\_(fill in with your own idea and act it out)

(Enter Kid 5)

KID 5: (Takes box) Excellent! A \_\_\_\_\_\_\_\_\_\_\_\_\_(fill in with your own idea and act it out)

KID 1: Wow, you guys are so lucky! You have a \_\_\_, a\_\_\_, a\_\_\_, and a\_\_\_! I wish I had all of those cool things! Where did you get all those ideas?

KID 2, 3, 4, 5: At the LIBRARY! You can Build a Better World – and better BOX, at the LIBRARY!

KID 1: (Climbs in the box) Thanks!! I’m not bored anymore! I’m going to the library to find out more!

**The BUILDING BLOCKS OF LITERACY**

**RESEARCH SAYS**...emotions play an important role in both memory and motivations. Strong negative emotions inhibit the learner’s ability to think; positive emotions provide motivation and promote learning. Laughter increases white blood cell activity and boosts alertness and memory.

**SO...**read funny stories and laugh together! Help children to understand and verbalize their emotions by sharing stories with strong emotional messages. Tell stories with emotional content (laughter, sadness, a bit of fear) will help children learn concepts. For example, “The Little Red Hen” teaches children about making choices and facing the consequences.

**RESEARCH SAYS...**there are multiple ways to demonstrate intelligence or high ability. Howard Gardner names eight: Linguistic (word smart), Mathematical (logic smart), Spatial (picture smart), Bodily Kinesthetic (body smart), Musical (music smart), Interpersonal (people smart), Interpersonal (self smart) and Naturalist (nature smart).

**SO...**tell stories (linguistic) with logical, predictable patterns (math/logic). Share the illustrations and have the kids draw their own illustrations or story maps (spatial). Provide opportunities for the kids to act out the story (kinesthetic) or sing along (musical). Share stories about nature. Stories help children understand other people (interpersonal) and themselves (intrapersonal).

**RESEARCH SAYS...**listening to (or making) music can boost memory, attention, motivation, and learning.

**So...**share books based on songs such as *The Wheels on the Bus* by Raffi; integrate rhythm instruments into stories when appropriate; play appropriate music in the background as you read a story aloud. For example, find scary music for when the wolf comes to the pigs’ door, or happy music when the pigs are safe.

**RESEARCH SAYS...**the brain pays closer attention to things that are new and different.

**SO...**tell familiar stories from new perspectives (for example, after the children know the Three Pigs, read *The Real Story of the Three Pigs*, from the wolf’s point of view). Add a new characters to an old favorite like *Brown Bear, Brown Bear.*

**RESEARCH SAYS...**the brain thrives on making and detecting patterns.The more one reads about brain research, the more evident it becomes that the key to our intelligence is the recognition of patterns and relationships in all that we experience.

**SO...**read books and stories that have a repetitive pattern in the language of the text, such as *Brown Bear, Brown Bear* or “The Three Pigs.” Read stories that have a repetitive pattern in the action such as “Three Billy Goats Gruff” or “The Gingerbread Man.” Help kids discover patterns in the illustrations of their favorite books.

**RESEARCH SAYS...**problem solving is one the brain’s favorite exercises. The brain only learns when it is confronted with a problem.

**SO...**Read stories that are focused on problem-solving such as *Stone Soup* or Lionni’s *Swimmy*. Encourage children to evaluate the solutions. Can they think of other solutions? Read stories that present problems, such as Hutchins’ *The Doorbell Rang*. Stop after the problem has been identified and invite kids to brainstorm solutions. Use a story such as *Imogene’s Antlers* by David Small to encourage kids to dictate their own story with problem and a solution. After telling a story such as “The Three Billy Goats Gruff,” ask questions that require high level thinking (“Do you think it was okay for the little goats to tell the troll to wait for his bigger brother? Why or why not?”) Provide opportunities for kids to compare and contrast stories (like the variants of “The Little Red Hen” or “Fat Cat.”)

**RESEARCH SAYS...**in order for information to be stored in long-term memory, it must make sense (fit into the learner’s existing understanding) and be meaningful (be relevant to the learner.)

**SO...**if we want children to be motivated to read, the act of learning to read must be meaningful and make sense to the child. Reading stories and information to them demonstrates that reading is useful and sensible in their life experience. It demonstrates that reading is fun -- and that’s the best motivation of all for learning!

**RESEARCH SAYS...**using the fingers not only stimulates the hands, it also stimulates the brain. Manipulating the fingers stimulates an increase in both size and connections in the brain.

**SO...**do fingerplays every day. Integrate fingerplays into stories and storytime, then encourage children to engage in manipulative activities such as drawing a picture of the characters in the story, making a clay model of Old MacDonald’s farm, baking bread along with the Little Red Hen, or prepare the vegetables for Stone Soup.

**For further information, read Pam Schiller’s book*,* *Start Smart: Building Brain Power in the Early Years* (Gryphon House, 1999), which summarizes the findings of this research, and provides practical, easy ways to apply it in the library and classroom.**

**City (*Sky Scrape/City Scape*, p.4)**

*Tableaux collage or choral reading*

In the morning the city

Spreads its wings

Making a song

In stone that sings.

In the evening the city

Goes to bed

Hanging lights

About its head.

*Langston Hughes*

**Sky Scrape/City Scape (p. 6)**

*Sound Collage*

Sky scrape,

City scape,

High stone,

Steel bone,

Cloud crown,

Smog gown,

Hurry up,

Hurry down.

*Jane Yolen*

**Skyscrapers** (p.7)

*Tableaux collage*

Do skyscrapers ever grow tired

Of holding themselves up high?

Do they ever shiver on frosty nights

With their tops against the sky?

Do they feel lonely sometimes

Because they have grown so tall?

Do they ever wish they could lie right down

And never get up at all?

*Rachel Field*

**I’m Building...Something**

*Choral reading*

1……………………..Bottle tops and rubber bands,
1&2………………….Empty boxes, varied brands.
1,2,3…………………Plastic tubs and sticky tape,
1,2,3,4……………….Last Halloween's black Vampire cape.
1,2,3,4,5……………..Cardboard tubes and burst balloons,
1,2,3,4,5,6…………...Assorted bent and broken spoons.
1,2,3,4,5,6,7…………Three magazines, my sister's shoes,
8…………………….(I took them whilst she had a snooze.)
7……………………..My winter gloves, a paper bag,
6&7………………….A flapping pirate castle flag.
5, 6, 7………………..A pot of glue, some old pen tops,
4,5,6,7……………….And two of my mum's kitchen mops.
3,4,5,6,7……………..A pile that's twice as high as me,
2,3,4,5,6,7……………A diverse heap, as you can see.
1,2,3,4,5,6,7………….I scratch my head as I begin,
8……………………...What was I going to build again?
*©2005 Gareth Lancaster*

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* **Building and Construction Activities** [http://mynearestanddearest.com/building-and- construction-activities/#\_a5y\_p=2226475](http://mynearestanddearest.com/building-and-construction-activities/#_a5y_p%3D2226475)
* **Construction Songs and Fingerplays** <http://www.prekfun.com/themes/prekthemes/a-> f/Construction/Construction Songs.htm
* **Construction Zone signage at Shindigz** <http://www.shindigz.com/party/construction-> signs/pgp/8web1207
* **Design Games for Girls** <http://www.games2girls.com/designgames.htm>
* Dowd, Nancy. “Social Media: Libraries Are Posting, but Is Anyone Listening?” *Library Journal.* May 7, 2013. <http://lj.libraryjournal.com/2013/05/marketing/social-media-libraries-are-posting-but-is-anyone-listening/>
* **“Egg Drop” on PBS Kids Zoom** <http://pbskids.org/zoom/activities/sci/eggdrop.html>
* **FairyTales STEAM Kit ($325)** Contains three hardcover books, puppets, and STEM learning projects – think engineering a bridge, building a house, etc. <http://www.lakeshorelearning.com/product/productDet.jsp?productItemID=1%2C689%2C949%2C371%2C930%2C555&ASSORTMENT%3C%3East_id=1408474395181113&bmUID=1466429517871>
* **Geodesic Dome** <https://www.pinterest.com/pin/129408189267896435/>
* Kroski, Ellyssa. *10 Social Media Marketing Tips for Libraries.* February 12, 2013 <http://oedb.org/ilibrarian/10-social-media-marketing-tips-for-libraries/>
* **Learn 4 Good** http://www.learn4good.com/games/building-construction.htm Online construction activities free with no download.
* **“The Little Red House with No Doors and No Windows,”** [http://www.waynecc.edu/sherryg/wp- content/uploads/sites/10/TheLittleRedHouse.pdf](http://www.waynecc.edu/sherryg/wp-%20content/uploads/sites/10/TheLittleRedHouse.pdf)
* **“Milk Carton Houses” on KinderArt** <http://www.kinderart.com/recycle/milkcar.shtml>
* **“Musical instruments” at ActivityVillage** [**http://www.activityvillage.co.uk/musical-instruments**](http://www.activityvillage.co.uk/musical-instruments)
* **Peace First.org** Activities and Games to promote peaceful communities <http://www2.peacefirst.org/digitalactivitycenter/resources/search>

###### Pocket of Preschool. *How to Set Up the Blocks Center in an Early Childhood Classroom.* <http://www.pocketofpreschool.com/2016/06/how-to-set-up-blocks-center-in-early.html>

* **PreK Fun “Construction songs and rhymes for preschoolers”** [**http://www.prekfun.com/THEMES/PREKthemes/A-F/Construction/Construction\_Home.htm**](http://www.prekfun.com/THEMES/PREKthemes/A-F/Construction/Construction_Home.htm)
* **RaceBridgesStudio.com:** Building bridges with stories.
	+ **Quiet Building Blocks** [https://www.pinterest.com/search/pins/?q=quiet%20building%20blocks&rs=typed&0](https://www.pinterest.com/search/pins/?q=quiet%20building%20blocks&amp;rs=typed&amp;0=quiet%7Ctyped&amp;1=building%7Ctyped&amp;2=blocks%7Ctyped)

 [=quiet%7Ctyped&1=building%7Ctyped&2=blocks%7Ctyped](https://www.pinterest.com/search/pins/?q=quiet%20building%20blocks&amp;rs=typed&amp;0=quiet%7Ctyped&amp;1=building%7Ctyped&amp;2=blocks%7Ctyped)

* **Simple Machines** [www.brainpop.com](http://www.brainpop.com/)

###### Soda straw flutes

* + **StopBullying.gov** games and activities <http://www.stopbullying.gov/kids/games/games.html>
* **Thailand Knowledge Park** (TKPark) offers children, teens and adults the opportunity to play and learn about a multitude of instruments. Check out their edutainment offerings at [www.tkpark.or.th/](http://www.tkpark.or.th/)
* **“Three Fabulous Simple Machine Projects for Kids,” Bright Hub Education.**
* http://www.brighthubeducation.com/science-fair-projects/108533-simple-machine-projects-for-kids/#imgn\_0
	+ **Youth Leader’s Toolkit Stopbullying.gov** <http://www.stopbullying.gov/resources-files/youth-leader-toolkit.pdf>
	+ **Youth Workin’ It** <http://youthworkinit.com/>

## Recommended Websites for Passive Programming

* ***Abby the Librarian***“Passive-Not-Aggressive” <http://www.abbythelibrarian.com/2009/08/passive-not-aggressive.html>
* ***Another Library Blog***<http://anotherlibblog.wordpress.com>
* ***Bounce Back Parenting***“15 independent play ideas for preschoolers” <http://bouncebackparenting.com/15-independent-play-ideas-for-preschoolers/>
* ***Bryce Don’t Play***“Story Action Pod” <http://brycedontplay.blogspot.com/search?q=story+action+pod>
* [***Kids Library Program Mojo***](http://kidslibraryprogrammojo.blogspot.com/) *“*You Say Passive, I Say Fantastic” <http://kidslibraryprogrammojo.blogspot.com/2014/03/you-say-passive-i-say-fantastic.html>
* ***Learn4Good***free online games <https://www.learn4good.com/games/building-construction.htm>
* ***The Library Adventure***“Ten Passive Library Programs for Tweens” <http://www.libraryadventure.com/ten-passive-library-programs-for-tweens/>
* ***MLISsing In Action*** Passive Programs and Other Experiential Library Doings
* <https://mlissinginaction.wordpress.com/2013/04/11/passive-programs-and-other-experiential-library-doings/>
* ***Ms. Kelly at the Library***http://mskellyatthelibrary.blogspot.ca/2014/09/library-card-signup-month-guessing-game.html?m=1
* “Passive Library Programs” on Pinterest <https://www.pinterest.com/cmrlslibrary/passive-library-programs/>
* ***Passive Programs Throw Down!*** by [Dana Horrocks](https://jbrary.com/author/dana/) <https://jbrary.com/passive-programs/>
* ***Primary Games*** online arcade <http://www.primarygames.com/arcade/skill/constructionacademy/>
* ***The YALSA Blog*** <http://yalsa.ala.org/blog/2009/03/13/3664/>
* <http://static.lawrencehallofscience.org/kidsite/#widgetized-home-page-activities>