



## Craft: Spring Doily Banner

**Supplies Provided:** 6 doilies, 2 watercolor bottles, 6' twine, glue stick  
**Supplies Optional:** Paper towels, paintbrush

### Directions

1. Layer paper towels on a flat surface and place doily on top.
  - a. Note: For a pastel or tie dye effect, moisten the doily before adding watercolor.
2. Paint the doily on one side.
  - a. Note: You may either squeeze directly from the bottle or use a small container for dipping a paintbrush.
3. After doily dries, measure approx. 12 inches from the end of the twine and place the twine in the center of the doily, non-painted side up.
4. Apply glue to the bottom half of a doily and foldover with the twine inside, creating a semicircle with the doily. Repeat 5 more times.

### Educational Play Benefits: Artistic expression, fine motor

**TALK** about the colors that your child is using for paint and identify the colors in things all around you.

**SINGING** to little ones and using fingerplays like “Here Is a Bunny” (see reverse side) is a great way to help young children learn language, gain large and small motor skills, and work on memory and social skills.

**READ** simple books about Spring that celebrate and help explain changing seasons. Our favorites are *Bloom Boom* by April Pulley Sayre, *One Springy*, *Singy Day* by Renee Kurilla, and *Worm Weather* by Jean Taft.

One of the first skills needed for **WRITING** is the fine motor pincer grasp. Practice this skill with the small watercolor bottles.

Pretend with your child that the white doily is snow on the ground, and the spreading drops of watercolors are the emerging colors of spring. Symbolic **PLAY** is a precursor for literacy and numeracy. When we write letters and numbers they are symbols for what we are trying to convey. When children are engaged in symbolic play, they are working through the same concept.



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## Here Is a Bunny

**Here is a bunny with ears so funny**  
*(hold up index and middle fingers for ears)*

**And here is his hole in the ground**  
*(make a circle with the other hand)*

**At the first sound he hears, he pricks up his ears**  
*(extend two fingers)*

**And hops in the hole in the ground**  
*(fingers jump into the hole)*

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