

Take a Hike!

Building Literacy Skills Through StoryWalk®



Funded by:
Race to the Top
Early Learning Challenge Grant



Meet the Partners

Department of Early Education and Care

The mission of the Massachusetts Department of Early Education and Care (EEC) is to support all children in their development as lifelong learners and contributing members of the community and to support families in their essential work as parents and caregivers. EEC is responsible for the licensing and regulation of approximately eleven thousand family, group, and school-age child-care providers, as well as nearly seven hundred residential care programs and adoption/foster care placement agencies. EEC also administers financial assistance for over fifty thousand children, enabling them to access high-quality early education and out-of-school time programs that support their developmental success; provides additional parenting resources and services for families; and supports the professional development of educators in the early education and care field.

Boston Children's Museum

Boston Children's Museum (BCM) is a welcoming, imaginative, child-centered learning environment that supports diverse families in nurturing their children's creativity and curiosity. BCM promotes the healthy development of all children so that they will fulfill their potential and contribute to our collective well-being and future prosperity. BCM builds brains every day! For over 100 years it has been engaging children in joyful discovery experiences that instill an appreciation of our world, develop foundational skills, and spark a lifelong love of learning.

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What We Know about Early Language and Literacy Development



Early language and literacy (reading and writing) development begins

in the first three years of life and is closely linked to a child's earliest experiences with books and stories. The interactions that young children have with such literacy materials as books, paper, and crayons, and with the adults in their lives are the building blocks for language, reading and writing development. This relatively new understanding of early literacy development complements the current research supporting the critical role of early experiences in shaping brain development.

Recent research supports an interactive and experiential process of learning spoken and written language skills that begins in early infancy. We now know that children gain significant knowledge of language, reading, and writing long before they enter school. Children learn to talk, read, and write through such social literacy experiences as adults or older children interacting with them using books and other literacy materials, including magazines, markers, and paper. Simply put, early literacy research states that:

- **Language, reading and writing skills develop at the same time and are intimately linked.**
- **Early literacy development is a continuous developmental process that begins in the first years of life.**
- **Early literacy skills develop in real life settings through positive interactions with literacy materials and other people.**

What Is the Importance of Early Literacy?



Nearly two decades ago, the landmark “Thirty Million Word Gap” study

by Betty Hart and Todd R. Risley concluded that a child from a low-income family hears an average of eight million fewer words per year than a child from a wealthier family. That’s more than thirty million fewer words by the time the child turns four. Research suggests that this is one of the key factors in the very real and rapidly growing achievement gap between high- and low-income students.

A follow-up study has found a language gap as early as eighteen months. New research by Anne Fernald, a psychologist at Stanford University, was published in *Developmental Science*. The study showed that at eighteen months, children from wealthier homes could identify pictures of simple words they knew—*dog* or *ball*—much faster than children from low-income families. By age two years, the study found, affluent children had learned 30 percent more words in the intervening months than the children from low-income homes. Since oral language and vocabulary are strongly connected to reading comprehension, the most disadvantaged children face increased challenges once they enter school and start learning to read.

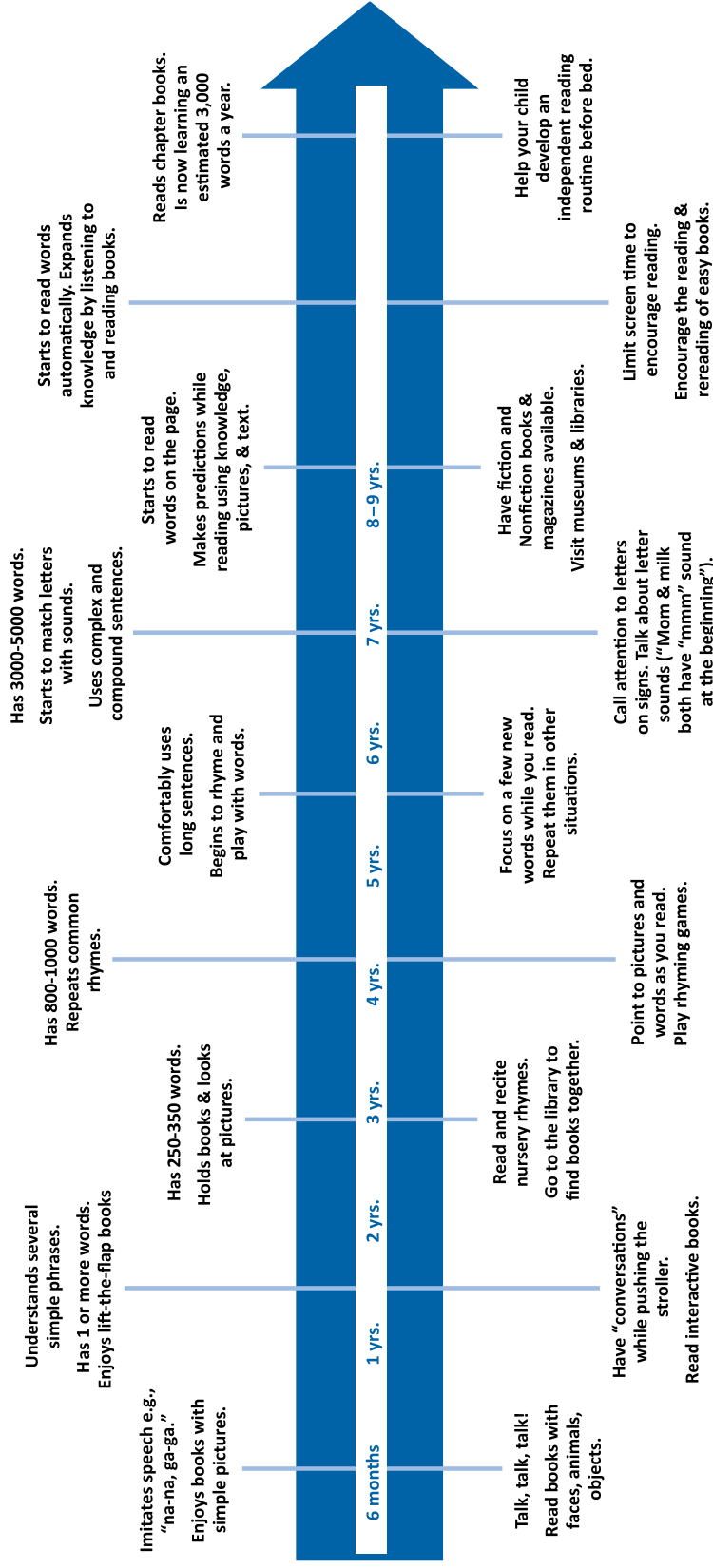
In 2010, Strategies for Children, a Massachusetts child advocacy organization, commissioned a report called “Turning the Page: Refocusing Massachusetts for Reading Success.” The author of the report, Dr. Nonie K. Lesaux, says,

“To refocus Massachusetts on reading success, we should direct our efforts toward improving the quality of infants’ and children’s language and reading environments across the many settings in which they are growing up, playing and studying. Why focus on quality? A decade into this 21st century, science has never been as clear and convincing about the long-term effects of the quality of a child’s early environment and experiences on his brain architecture.

These lay the foundation for important outcomes, including children’s reading and academic achievement, and are also related to how well a child will be able to think; every new competency is built upon competencies that came before. Similarly, science has never been as clear and convincing about how dependent reading skill is upon high-quality environments and experiences. Becoming a skilled reader—one with strong language skills, well-developed knowledge about the world, and critical thinking skills—is a process that begins at birth and continues through to adulthood.”

A Developing Reader's Journey to Third Grade

A reader's typical milestones



Ways adults can support children's language and reading

Libraries and museums are ideal locations for families to lay the foundation for reading. Massachusetts libraries and museums reach millions of families and caregivers each year. They are trusted, welcoming places where story time, alphabet soup lap-sit events, crafts, music and movement, therapy dog reading programs, and special programming happen every day. Children make discoveries, deepen common interests, expand their vocabulary and knowledge, and connect their natural curiosity to the wider world. Neuroscientists tell us that the type of learning that occurs in these institutions—self-directed, experiential, content-rich—promotes executive function skills that can shape a child’s success in school and life.

Educators in museums, libraries, and the community can support families as they develop habits of talking and reading to their children from birth to build up children’s knowledge. As an educator, you can teach the grown-ups to sing songs and play games with their young children. Remember, you’re a role model! Elaborate on what children say to increase their language. Then tell stories about your everyday life—about what happened on the bus on the way to work, what you saw in the grocery store, what you heard on the radio—and encourage children to tell their own stories. Remind families that babies enjoy being held and talked to while looking at simple picture books. Toddlers like to look at pictures while lifting flaps, feeling textures, and hearing rhymes. Children ages four to nine enjoy longer books and repeated readings of their favorite stories and nonfiction books. Recommend chapter books that families can read out loud. Listening is tough work for children at first, but it gets easier with practice. Tell parents/caregivers that it is valuable for children’s language growth to hear great stories that are beyond their reading ability.

Are you ready to learn about a new and unique way to engage families in reading? Welcome to StoryWalk!

What Is StoryWalk?



Imagine you are taking a walk through a park and you come upon a page from a children's picture book, laminated and mounted on a stake in the ground. As you walk along the path, you discover another page, and then another, and you realize you're reading a story!

StoryWalk combines the pleasures of reading wonderful children's books aloud with all the joys and benefits of walking together outdoors. StoryWalk is a fun, educational activity that places the pages from a children's story along a popular walking route in your community. You may have seen one placed on posts around a library or along a path in a park, on storefronts down Main Street, or on the walls of a long hallway. Conceived as a way to inspire parents, teachers, and other adults to take young children outdoors to enjoy reading stories together, StoryWalk helps build children's interest in reading while encouraging healthy outdoor activity for both children and their grown-ups.

StoryWalk was created by Anne Ferguson in Montpelier, Vermont, when she worked for the Vermont Department of Health. Anne was thinking about ways to prevent or lessen the impact of chronic disease on adults and children by increasing physical activity. She wanted to find something that was fun for families to do together in natural settings.

In the fall of 2007, Anne partnered with the Vermont Bicycle and Pedestrian Coalition and the Kellogg-Hubbard Library to create a collection of StoryWalk books. She says,

"I started the project as a way to promote physical activity, early literacy, and family time together in nature. I wanted to create something that would involve parents and other grownups along with children that would be fun and draw people outside to enjoy parks and trails and fresh air! I have been pleasantly surprised to see how people of all ages enjoy a StoryWalk."

Today, anyone in the community can borrow thirty-six StoryWalk books through the Kellogg-Hubbard Library. Over thirty Vermont organizations borrowed them in 2013 and used them across the state. Anne has trained educators, librarians, and others to do StoryWalk projects in forty-seven states and in Germany, Canada, England, and Bermuda.

Massachusetts is the first state to establish a collection of StoryWalk books that will be available statewide. Collections will be housed in five libraries: Cambridge Public Library, Falmouth Public Library, Haverhill Public Library, Springfield Public Library, and Norfolk Public Library. StoryWalk books can be borrowed from these libraries and delivered through the Massachusetts Library System's interlibrary loan and delivery program.

Why Sponsor a StoryWalk for Families?



StoryWalk is one of those unexpected, delightful ideas that combines three critical elements for overall family health: early literacy learning, family engagement outdoors, and physical activity.

Early Literacy Learning

Early literacy is “what children know about reading and writing before they actually learn to read or write.” Early literacy builds the foundation for “mature” literacy (learning about all print forms of language and using them to communicate). Without basic literacy skills, children can quickly fall behind the learning curve, leading to low academic success, which has a negative impact on long-term outcomes.

Literacy experts recommend that adults support early vocabulary acquisition by having regular conversations with children, asking questions while reading books, and helping children identify words as they play or go through the day. Reading a StoryWalk with adults gives children the opportunity to learn new words, describe things and events, enjoy and tell stories, learn how to follow a story in sequence (physically moving from page to page), and hear and play with sounds and letters in words.

Family Engagement Outdoors

Family members play a vital role in helping children develop a joy for learning and an understanding that learning is a process, something that all children and adults do all their lives. Doing things together as a family helps build values, traditions, and rituals that keep children connected to their family. StoryWalk is a perfect opportunity for parents and other adults to be their children’s first teacher while reading and playing outdoors.

There are things that families can do only outside: feel the wind on their faces, jump in a mud puddle, look for worms, walk on the beach, explore nature, observe, investigate, and learn about the world. StoryWalk offers a chance to make memories with a grandparent or other special adult. After experiencing StoryWalk, families can borrow the book from the library to read it at home to extend the learning and the memory.

Physical Activity

Physical activity is an essential component of a healthy lifestyle and must begin in infancy and extend throughout adulthood. Regular physical activity increases lean body mass, muscle, and bone strength and promotes good physical health. It fosters psychological well-being, can increase self-esteem and capacity for learning, and can help children and adolescents handle stress. Families should emphasize physical activity early in a child’s life because as children mature, modern culture provides many temptations to adopt a sedentary lifestyle.

Early Literacy

Family values and literacy rituals can develop by reading together.

Physical activity affects the brain. Cognitive skills and motor skills appear to develop through a dynamic interaction.

Family Engagement

Families experience healthy, happy, family time learning outdoors.

Physical Activity

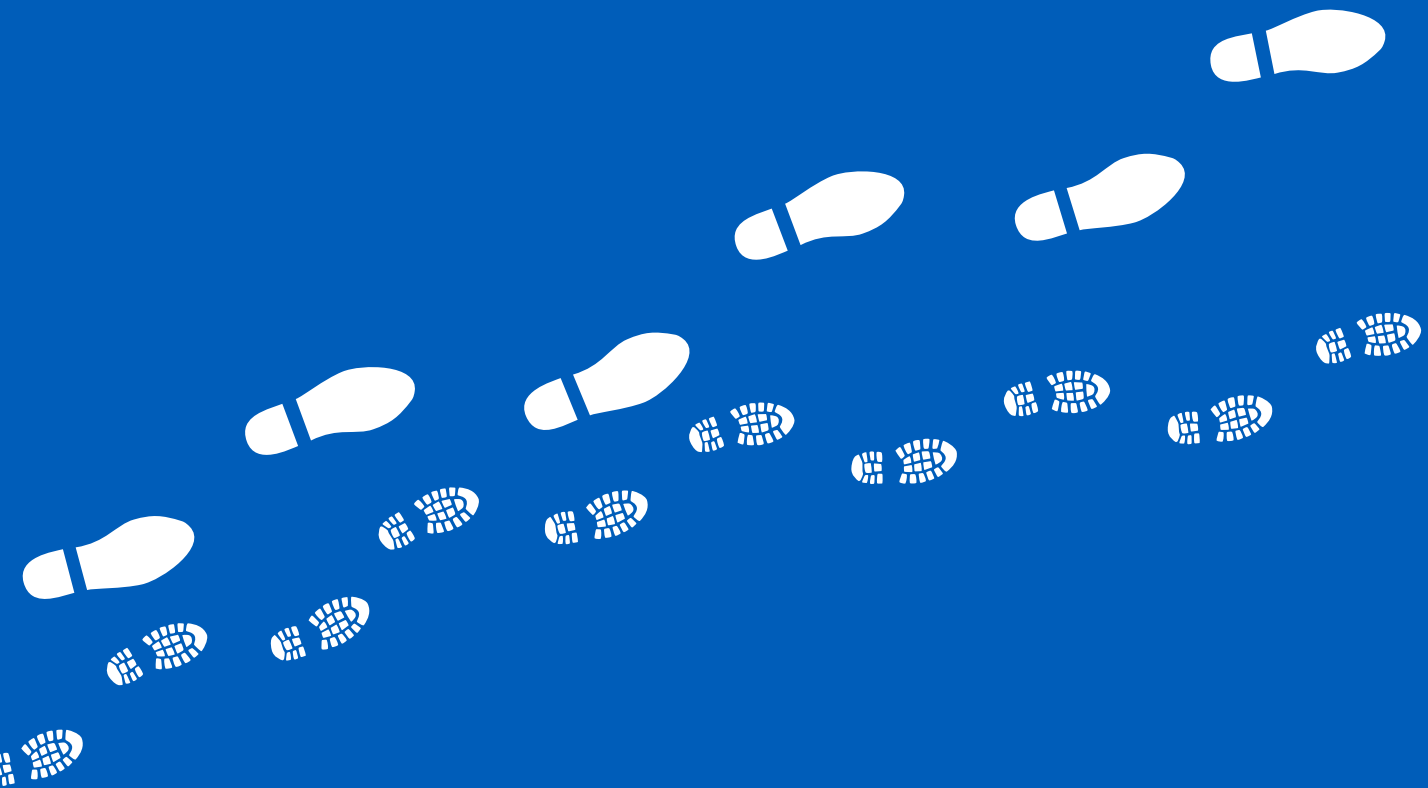
Families can develop values related to physical activity by spending time outdoors together.

StoryWalk is a win-win for everyone. Families play outside together, having fun and creating memories. Children build school-readiness skills, families connect to and feel ownership of their community, and everyone experiences fresh air and physical movement!

StoryWalk books not only build vocabulary, but can also open the door to conversations about important issues like respect, kindness, forgiveness, and love. These stories encourage communication, pique curiosity, introduce new concepts and ideas, and create memorable moments for children and their families.

Notes

Community Partners



Libraries, museums, and other early childhood community organizations

are successfully forging strong collaborative relationships across multiple community sectors—including schools, public broadcasting groups, housing authorities, hospitals, family health centers, municipal governments, corporations, and universities—to address gaps in service provision and programs and to celebrate families in their community. These are potential partners for museums, libraries, and early childhood educators who want to host StoryWalk. Here are more examples of potential partners:

- Parks and recreation departments. Events can be scheduled in many settings throughout the year.
- Nature and recreation centers, including hiking, biking, and skiing areas. Set up a StoryWalk along a trail or bike path.
- Audubon societies. Find a good location in a woods or along a birding trail.
- Hospitals and pediatrician's offices. StoryWalk is a stress-relieving activity for patients young and old and for medical professionals.
- The child-care community, including family child-care providers. Week of the Young Child or Brain Building in Progress Week would be a great time for this event.
- After-school programs. Celebrate the start or end of the school year with a good book about school.
- Senior centers. Grandparents can bring their grandchildren.
- Girl and Boy Scouts. Senior and Eagle Scouts can help set up the StoryWalk event.
- Boys and Girls Clubs. Family Literacy Month is a great time for a StoryWalk.

Try This!

There are many opportunities to set up a StoryWalk as part of an existing community event. Below are some ideas to inspire your community to help families be physically active and build young children's literacy skills.

- Local talent. Contact authors in your area to see if they want to donate books to be made into a StoryWalk. Perhaps they will agree to read their book and lead a StoryWalk. Work with a local bookstore or library to do a book signing for the author.
- Community venues. Support a new venue in your community. Is there a new bike or hiking trail in the park, a new store, or a newly renovated library? If the local museum is having a special exhibit, see if you can pair a StoryWalk with the theme of the exhibit.
- Celebrations of all kinds. Grandparents' Day, Mother's Day, Halloween, Flag Day! Any holiday is a great opportunity to create a StoryWalk for families to enjoy!
- Local farmers' market. Set up a StoryWalk at your local farmers' market. There are wonderful stories about fruit and veggies!
- Community days. Have a StoryWalk scavenger or treasure hunt.
- Festivals. Participate in community harvest, apple, or story festivals by providing a StoryWalk to go along with the theme.
- Family Literacy Month. November is Family Literacy Month in Massachusetts! This means plenty of opportunities to showcase StoryWalks in any venue.
- School vacations. Summer vacation, December holidays, and February and April breaks are all great times to sponsor a StoryWalk that can remain in place for a week or more!
- Week of the Young Child and Brain Building in Progress Week. April is the time for these special celebrations, both natural match-ups for StoryWalk events.
- Kindergarten registration. You can support the important transition to kindergarten with a meaningful story about going to school for the first time.
- Physical activity. Work with your community's pediatrician's offices, hospital, Y, or health department to promote getting outdoors and moving. Encourage physical activity with walk-to-school days, get-active days, a community walkathon, or a 5K run or walk.

Where to Set Up a StoryWalk

Outdoors:

Library grounds
Museum grounds
Bicycle paths
Trails
School grounds and playgrounds
Nature Centers
State parks
Orchards, gardens, and farms
Farmers' markets
Urban areas—on a fence, on
downtown storefronts, at the mall,
in the windows of a strip mall; have
kids hold the pages for a short time

Indoors:

Along a wall
Along a wall of glass
Inside stores
Inside museums and libraries
Down a long hallway in any building

Notes

Let's Get Technical:

Facts about the Massachusetts StoryWalk Collection



What stories are currently in the Massachusetts StoryWalk® collection?

The collection was started with six books. Communities are welcome to add new books at their own expense. The original six books are:

- *Corduroy* by Don Freeman
- *Look Out, Kindergarten, Here I Come! Prepare, kindergarten! Alla voy!* by Nancy Carlson
- *Mouse Paint* by Ellen Stoll Walsh
- *The Dot* by Peter H. Reynolds
- *The Mitten* by Jan Brett
- *The Ugly Vegetables* by Grace Lin

Please see the Appendix for the libraries housing the Massachusetts StoryWalk® collection.

How long can we keep StoryWalk?

A StoryWalk can be set up for one day or more than a week. It's suggested that you borrow StoryWalk for no longer than two weeks. However, if you have a special event and require it longer than that, talk to your local librarian.

What are the requirements for offering StoryWalk in my community?

StoryWalk books come with a start page and an end page that include a statement about the creation, development, and sponsorship of StoryWalk. It is suggested that you use these pages on each StoryWalk. In your marketing and advertising for the event, you must use the registered trademark symbol with the word StoryWalk.

You will also need about 30 stakes for your StoryWalk. See the question, "How do I set up a StoryWalk outdoors?" to secure the stakes.

How much does it cost?

There are no costs involved in borrowing StoryWalk materials. Massachusetts librarians, museum educators, and Coordinated Family and Community Engagement (CFCE) grantees can borrow StoryWalk through a local library and return it in about two weeks. If a book is vandalized or damaged during your event, check with the library about their replacement policy.

What types of venues work best for StoryWalk?

Outdoor and indoor venues can both be successful. Outdoor venues include any green space, such as library grounds, parks, recreation areas, trails, and community greenways. Other outdoor options include storefront windows along a business area in your town. Indoor venues include the store windows inside a mall or a long hallway in any public building. (See the box “Where to Set Up a StoryWalk.”)

How do I set up a StoryWalk outdoors?

You will need one wooden stake for each page in the book (usually about thirty) pre-made with Velcro attached. The stakes are pounded about 4”–6” into the ground.

One hundred sets of thirty stakes have been distributed throughout Massachusetts to museums and libraries participating in the Museums/Libraries Project funded by Race to the Top—Early Learning Challenge grant. These stakes will be shared by early childhood advocates and other social service agencies as they collaborate with museums and libraries to do StoryWalk locally. If you do not have a set of stakes, ask the librarian from whom you borrowed the book to help you locate them near your community.

Space the stakes about forty paces or so apart. A StoryWalk with a total distance of a half mile works well for small children. However, this will also depend on the length of the total route available and the number of pages in the book. It’s helpful if readers have a sight line to the next page.

Attach the laminated book pages to the stakes along the route, and make sure they are firmly connected. Start with the “Welcome” page and finish with “The End” page.

StoryWalk books can be paired with a craft activity either during or at the end of the story. If you are preparing a craft, add some signage that helps families know where to go after they finish reading the story.

How do I set up a StoryWalk indoors?

You will need a long stretch of windows or a wall surface that can hold onto a suction cup with a hook attached. As with the stakes, suction hooks and bulldog clips have been distributed across the state and are available to borrow to put up your indoor StoryWalk. You can hang one page of the book from each suction cup hook with a bulldog clip.

How can we expand the selection of StoryWalk books for my community?

Yes! A local family may want to donate a StoryWalk book in honor of a loved one (a grandparent or beloved pet, for example) or to contribute a StoryWalk to the community for a local celebration. Additional signage can be added to let readers know about the donation.

What does it cost?

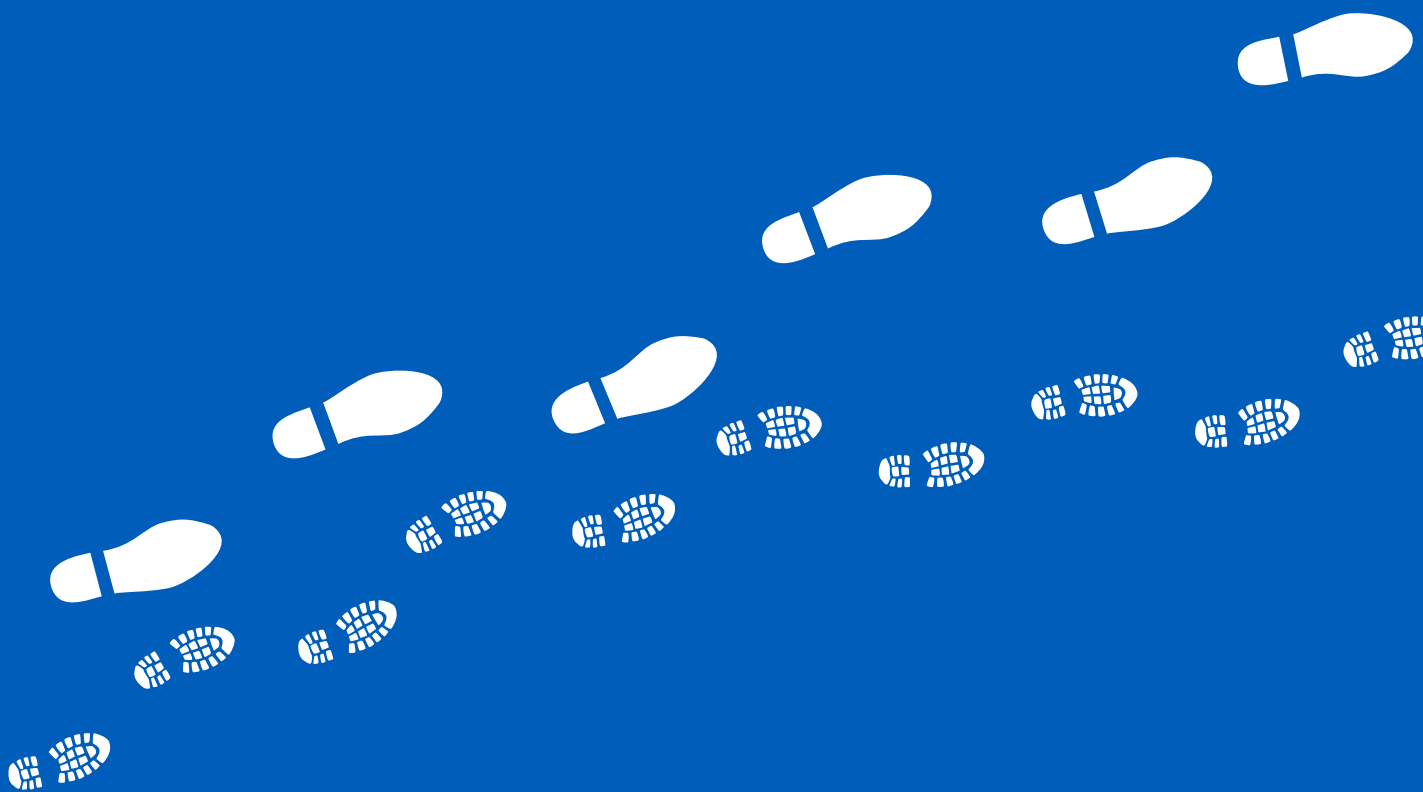
The cost of donating a book to StoryWalk is about \$200 to \$250 per book, not including labor.

- Three copies of each book are needed: two for mounting, one for replacing damaged pages. The books cost between \$7 and \$17 each, so the cost for the actual books can range from \$21 to \$51.
- Lamination costs about \$3 per page for 10 milliliters of lamination (\$90 to \$100 for each book, depending on its length).
- Stakes (good ones that don't splinter, aren't heavy, and won't break easily) cost about \$2 each. Most books need about thirty stakes.
- Sticky-backed industrial-strength Velcro holds the story page onto the stake and costs about \$35 per book.

StoryWalk Reflects Your Community

People from all over the world are using StoryWalk to build community, contribute to school readiness, promote the physical well-being of families, and get outdoors and feel the sunshine. How will you use StoryWalk? Imagine if your community experienced a terrible storm or other natural disaster or community crisis. StoryWalk can be used as a healing activity or to spark important community conversations. Or just use it for fun! Reach out to your local librarian, museum educator, or early childhood advocate to find a way to bring StoryWalk to your community.

Appendix



Where Can I Find a StoryWalk for My Community?

StoryWalk will be housed in the Massachusetts Early Childhood Resource Centers. Five Early Childhood Resource Centers are located in libraries across the state, funded by the Massachusetts Department of Early Education and Care. The centers are designed especially for families, child-care providers, and others who work with young children. Books, activity guides, DVDs, and children's books can be borrowed at no charge.

The new StoryWalk collections will be housed at the following libraries:

Cambridge Public Library
449 Broadway
Cambridge, MA
617-349-4038 or 617-349-4409
www.cambridgema.gov/cpl/Kids.aspx

Norfolk Public Library
139 Main St.
Norfolk, MA
508-528-3380
http://library.virtualnorfolk.org/public_documents/NPL_ECRC/ECRC

Falmouth Public Library
300 Main St.
Falmouth, MA
508-457-2555 x5
www.falmouthpubliclibrary.org/?/kids/early-childhood-resource-center

Springfield Public Library
220 State St.
Springfield, MA
413-263-6828
<http://www.springfieldlibrary.org/library/resources/early-childhood-resource-center/>

Haverhill Public Library
99 Main St.
Haverhill, MA
978-373-1586 x630
<http://www.haverhillpl.org/kids/ecrc/>

Tip Sheet for Use with StoryWalk

The following tip sheet was designed as a handout for families to take home. You can print out multiple copies and use it at any of your literacy events.



Explore Books!

How can so much fun get my child ready for school?

Books, books, and more books! If there is one thing that will help children get ready for kindergarten and a lifetime of learning, it might just be reading books with them. Good reading skills start with building children's language and vocabulary. Add pictures and a good conversation in which you and your child share your thoughts and feelings, and you've got magic!

Try these at home!

- Examine a book. Let your child hold the book you're about to read. Show him how to turn the pages gently and from the middle of the outside edge so the pages don't tear. Ask about the title and the image on the cover. What does your child think the book is about? Point out the start of the story, and later on ask how he thinks it will end. Talk about the author and the illustrator of the book.
- Set up a reading corner. Even very young children enjoy handling books. Start with board books (hard covers and pages), which your child might hold upside down at first (it's really OK!). Your child may just look at the pictures or pretend to read. She might read to her stuffed toys or imagine that she's the teacher in a classroom. Put a comfy pillow in any corner and a few books on a shelf or in a small box where your child can see the choices.
- Read books about kindergarten. Some books are about what happens in kindergarten, and others show the mixed emotions of excitement and apprehension that children share about starting school. Look for the books listed below at your library or at the bookstore.

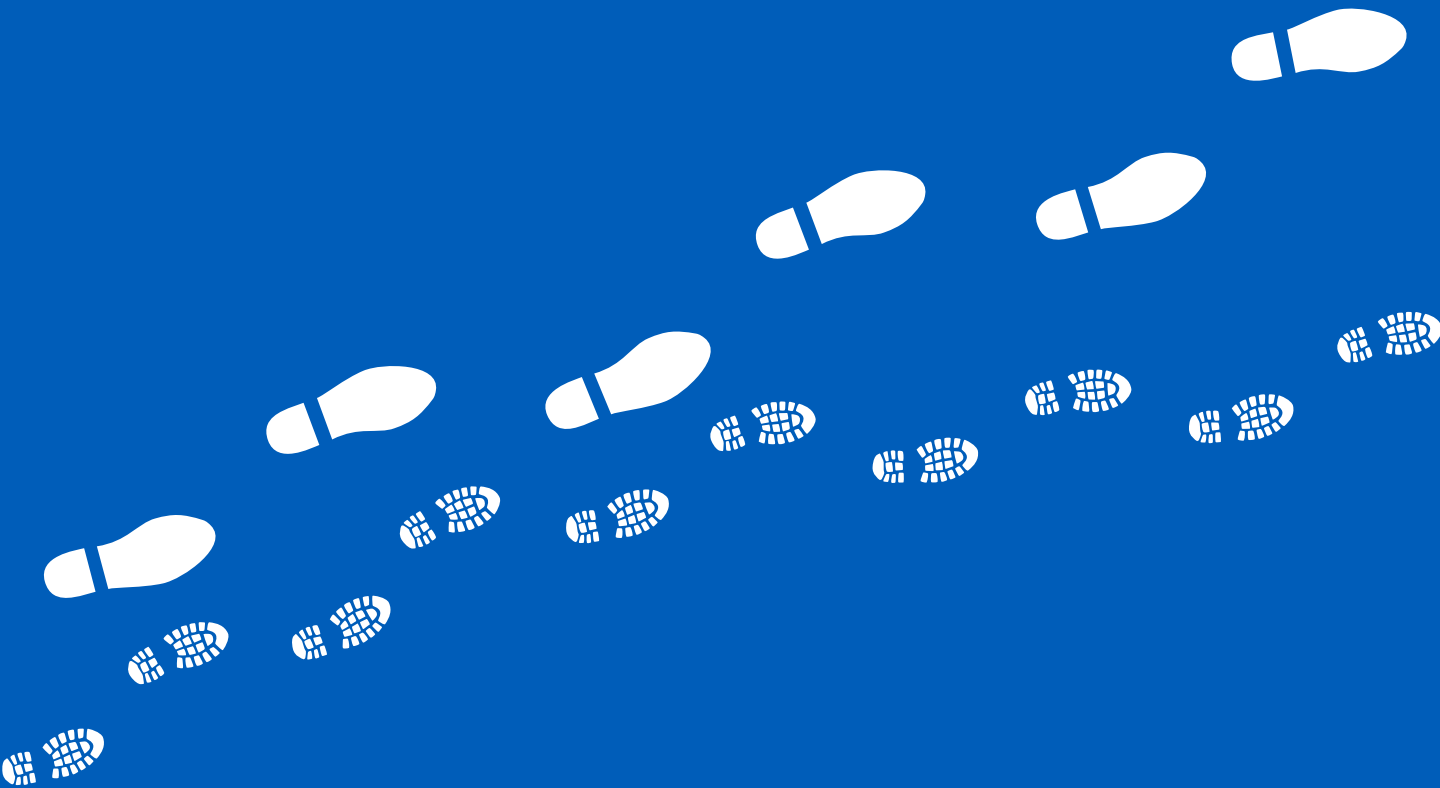
Things to say

- "What do you think happens next?" Ask your child to make a prediction.
- "Can you tell me about that?" Open-ended questions about the story may draw surprising responses.
- "You choose your bedtime story." Children often have favorite stories that they want you to read over and over and over again. Let your child decide!

Read all about it!

- For infants and toddlers: *Goodnight Moon* by Margaret Wise Brown. A little bunny says good night to all of the familiar things in his room. There's something calming and gentle about the story that makes it a perfect book before nodding off to sleep.
- For preschoolers: *Wild About Books* by Judy Sierra. When a librarian mistakenly drives her bookmobile to the zoo, the animals go "wild" over the books—with some hilarious results!
- For preschoolers getting ready for kindergarten: *Look Out Kindergarten, Here I Come! / Prepare, kindergarten! Alla voy!* by Nancy Carlson. A family prepares for kindergarten. Henry is excited but also a bit nervous about the new experience.

Additional FAQs from the StoryWalk Project in Vermont



How can I learn more about the StoryWalk Project?

Please feel free to contact Anne Ferguson, StoryWalk Project creator and volunteer coordinator for the StoryWalk Project in Montpelier, Vermont. Anne can be reached at StoryWalkVT@yahoo.com. She is happy to answer questions about the StoryWalk Project.

What should I know about preparing the books?

In Vermont, we use 10-millilitre lamination sheets, 10-millilitre industrial-strength sticky-back Velcro (the lightweight indoor Velcro isn't strong enough), and four-foot mahogany stakes (they are stronger and lighter than pine and other hardwoods).

Each page is mounted on card stock; we put the page number, the book title and author, and contact info on the back of each page. We use a staple gun to attach the Velcro to the stake. We have the lamination done by a copy center. It is critical to have a wide margin of laminate around the edges of each page; this protects the page from moisture, which will ruin it. Do not punch holes in the laminate, as that will let moisture in and ruin the page as well.

What about copyright laws?

We contacted Grace Green, the head of Children's Library Services for the state of Vermont, who told us that if we purchased the book, we could do what we wanted with it. The books cannot be altered in any way, and the pages cannot be scanned or reproduced. Just mount the pages on card stock, and laminate each individual page. We make a point of purchasing new books (not using donations or buying used books) so that the writers and illustrators get full benefit. We buy all our supplies (books, stakes, laminate, and Velcro) from local businesses.

Comments from visitors indicate that often they plan to purchase the book they have just read. The Kellogg-Hubbard Library also buys copies of the books used if they are not already in their collection.

How do you select books for the StoryWalk Project?

The selection of books focuses on a few things:

- Minimal text. You want to keep families moving! That's the idea about physical activity—let's get our heart rates up!
- Single-page illustrations. We try to find books with illustrations that don't cross the center of the book. If your chosen book does have a two-page illustration, you can put two stakes next to each other and post the pages close together.
- A great story line. Choose a story that will keep adults and children interested in what is going to happen next. Books with messages of kindness and caring that might start a family conversation are good.
- Length and size. Thirty-page books that are no larger than 8½" x 11" work best. Books that can be used in different seasons and are nature-based are good for outdoors.

How can you tell how many people have seen the StoryWalk?

Place a guest book at the end of the StoryWalk and ask readers to record the date, number in their group, and any comments or suggestions they'd like to pass on.

How did you ensure that the guest book is protected against the elements?

Place a small, loose-leaf binder in a weatherproof box, along with small pencils, and mount or attach the container to a stake.

What other suggestions do you have for creating a successful StoryWalk?

Start by finding some other like-minded people in your community to work with you on this project. It's helpful to have a partnership with others in your community and a team that can offer different perspectives and experiences. Because this project combines the benefits of physical activity, time outdoors in nature, literacy, and family time, a variety of community partners will be interested in it.

Try to involve other members of the community in the project in different ways; it lends itself to creative adaptations. A senior center group might translate a book into French (true story)! High school Spanish classes might want to translate for Spanish-speaking families or teach English speakers some simple Spanish words. A children's nature center might want to write and illustrate their own book!

Notes

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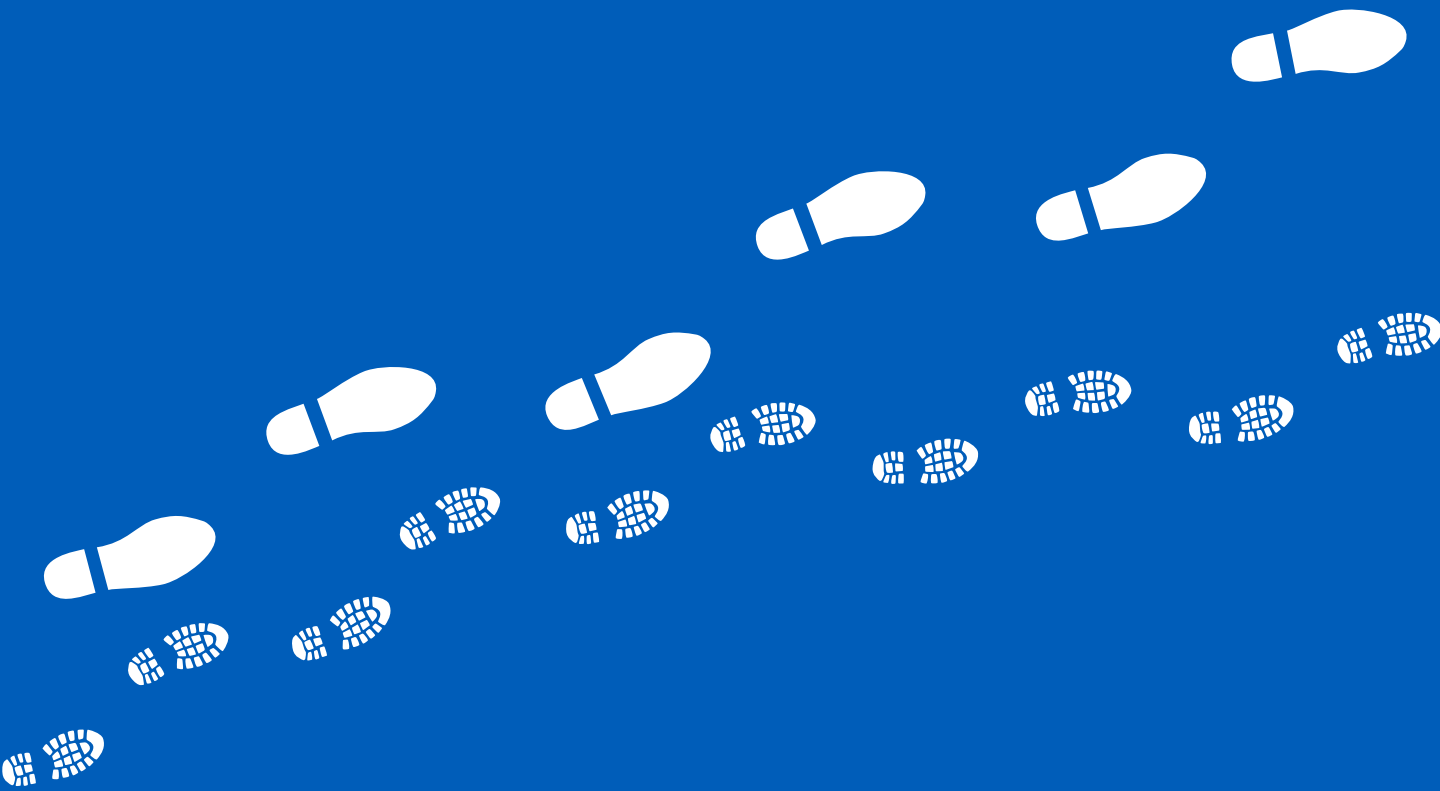
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Acknowledgments and Thanks



The development of the Massachusetts StoryWalk collection was a collaborative effort. The guidebook was written, edited, and developed by Beth Fredericks and the StoryWalk Project partners: Gail DeRiggi, from the Massachusetts Department of Early Education and Care, and Anne Ferguson, Rachel Senechal, and Nancy Schulz in Montpelier, Vermont. Jessie Kravette contributed the research on literacy and family engagement, and Karin Hansen created the graphic design; both are from Boston Children’s Museum. Special thanks to Anne Ferguson for her generous and kind heart and for creating the original StoryWalk Project. The Department of Early Care and Education, through the Race to the Top—Early Learning Challenge, provided the funding and guidance for the Massachusetts StoryWalk collection.

The Vermont Bicycle and Pedestrian Coalition (VBPC) is a statewide, nonprofit organization that works, through education and advocacy, to transform Vermont into a safer and friendlier place in which to bicycle and walk. Founded in 1993, the VBPC collaborates with law enforcement officers, driver’s education students, legislators, and the general public to encourage all roadway users to behave legally, respectfully, and courteously. As part of its mission to promote walking, the VBPC is honored to partner with Anne Ferguson and the Kellogg-Hubbard Library on the StoryWalk Project.

Kellogg-Hubbard Library, Montpelier, Vermont, has, for over a century, been at the heart of our communities: preserving yesterday, informing today, and inspiring tomorrow. The library is located at 135 Main Street in Montpelier. The Kellogg-Hubbard Library circulates StoryWalk books and stakes and acts as the local pickup and drop-off spot for StoryWalk books all year long.



Funded by:

Race to the Top-Early Learning Challenge Grant

