

## Cover Sheet - For the Presenter

The following storyhour program is designed for toddlers and preschoolers (primarily 2-3-year olds).

You don't have to read the leader's comments word-for-word, but try to include the information in your own words especially the asides to the parents. The information that is just for you is in *italics* - so don't read that text.

The general outline of our storytime is:

- I. Opening Song
- II. Welcome/Introductory Comments
- III. Rhyme with flannelboard
- IV. Quieting rhyme
- V. Book
- VI. Song
- VII. Rhyme
- VIII. Book
- IX. Rhyme with counting
- X. Rhyming Practice Activity
- XI. Closing Song

Feel free to substitute your own opening and closing rhymes as well as any rhymes with a nature theme that the children have heard before. Repetition of songs and action rhymes from previous storytimes is better than introducing all new ones.

We have provided several items that we think will be helpful:

\*Flannel board patterns.

\* Craft ideas to offer after your storytime has officially ended.

\*Take home materials.

# Mother Nature

*Opening Song (to the tune of "London Bridge")*

*Hello Song*

Hi, hello and how are you?

How are you?

How are you?

Hi, hello and how are you?

How are you today?

*(Repeat several times as the group settles in..)*

*Introduction*

*To the caregivers:*

Welcome to storytime. I am glad you could all be here today. We are going to be sharing some rhymes and books. Our theme today is nature. Please join in with our rhymes and actions. Feel free to take a break if your child becomes unhappy.

You may have noticed that we use the same opening and closing rhymes over and over again at storytime because repetition helps the children to hear the rhythm and rhyming. Let's try another rhyme now.

The animals in the world all make very interesting sounds. Let's all say the rhyme "When Ducks Get Up in the Morning" and make the animal sounds together.

## *When Ducks Get Up in the Morning*

When ducks get up in the morning  
They always say good day.  
When ducks get up in the morning  
They always say good day.  
Quack-quack, quack-quack  
That is what they say.  
Quack-quack, quack-quack  
That is what they say.

*Repeat with these substitutions (add your favorite animals to the list, too!):*

... cows ... / Moo-moo ...  
... chickens ... / Cheep-cheep ...  
... pigs ... / Oink-oink ...  
... frogs ... / Ribbit-ribbit ...

Now it's time to settle down for a story. Let's get all of our wiggles out now:

### *Quieting Rhyme*

I wiggle my fingers,  
I wiggle my toes.  
I wiggle my arms,  
I wiggle my nose.  
I think that the wiggles  
Are all out of me  
Now I can sit down  
And hear a story.

### *Book*

*To the adults:*

Sometimes we forget that it is good to include some nonfiction books among the selections we read to children. Books with realistic drawings or photos of animals, people and so on may help your child realize that pictures in books represent real things.

Read Deer at the Brook by Jim Arnosky or a similar book. Be sure to point out some of the subtle things you see in the pictures like frogs and flowers. Ask the children if they ever take walks outdoors near a brook or in a park with lots of trees, etc.

### *Song*

Sing "Row, Row, Row Your Boat." Explain that a stream is like a brook. Have the adults face their child and show them how to do a rowing motion as they sing. The adults should lean back as the child leans forward. Repeat the song several times.

Row, row, row your boat,  
Gently down the stream.  
Merrily, merrily, merrily, merrily,  
Life is but a dream.

### *Rhyme*

*To the adults:*

Let's say another rhyme together. Rhymes are important because they build phonological awareness – the ability to pick out the smaller sounds that make up words.

*Choose one of the following rhymes from "1001 Rhymes & Fingerplays:"*

*Let's Share the Earth p. 181 [Put up the picture of the children surrounding the globe.]*

*Little Deer p. 147*

*Five Furry Squirrels p. 151 [Repeat with flannelboard squirrels, if desired.]*

*If I were a leaf p. 193 (good for autumn)*

*Hug a tree today p. 194*

*Note: When you select a rhyme, practice saying it aloud. It should have a nice rhythm that makes it easy to say and makes it easy to hear the rhyming sounds (phonological awareness again!). This is also a good time to dialog with the children - ask questions like "Have you ever hugged a tree?" or "Do you see squirrels in your yard?" "Can you count the furry squirrels with me?"*

and so on. Giving the children an opportunity to discuss builds **narrative skills**.

## *Book*

*To the adults:*

The following book has just the right amount of text for young listeners. Books for this age group should have bright, simple pictures and just a few words per page.

*Read "Baby Bear, Baby Bear, What Do You See?" by Bill Martin, "The Sun is My Favorite Star" by Frank Asch, or "Fish Faces" by Norbert Wu. If you can't find one of these books, substitute a book that has something to do with nature. Remember to find something without a lot of text.*

## *Rhyme*

Now, let's do a counting rhyme.

### ***Five Baby Birdies***

*(Use flannel board for counting.)*

Five baby birdies  
Sitting in a tree  
The cutest little birdies you ever did see!  
Their mama came by  
And said "let's fly"  
So one baby birdie took off toward the sky.

Four baby birdies, etc.

*The following rhyming activity is optional - you can judge by the time available and the maturity of your group whether to include it or not. Use the flannelboard pieces provided.*

*To the Adults:*

Because this storytime has focused on rhymes, I'd like to try a rhyming activity with the children.

## *Rhyming Activity*

"Rhyming" is the word we used for two words that sound almost the same.  
Try this game with me:

This is a **kitten**  
That rhymes with **mitten**.  
If we call it a **cat**  
Then it rhymes with **bat**.  
**Car** rhymes with **star**.  
**Dog** rhymes with **frog**.  
**Fish** rhymes with **dish**.  
**Moon** rhymes with **spoon**.  
And **cow** rhymes with **sow** -- a mother pig.

Now let's use those rhymes again in a silly verse:

Tiny **kittens** (*use 2 kittens*)  
Do not wear **mittens**.  
But this Halloween **cat**  
Just might chase a **bat**.  
You can't drive a **car**  
to a distant **star**.  
And don't ask a **fish**  
To eat from a **dish**.  
If you go to the **moon**  
You won't need a **spoon**.  
But you *will* find a **cow**  
In the barn with the **sow**.

## *Closing Rhyme*

*(Practice saying this rhyme so that you develop a nice rhythm. You may even add a simple tune of your own.)*

Our storytime is done.  
We all had lots of fun.  
Please come back again.  
We'll read more books then.  
And enjoy spending time with our friends.

*To the caregivers:*

Feel free to stay a while and visit or check out some books to take home. *(Point out any brochures or tip sheets that you have on display for parents, etc.)*

*After Storytime Activities:*

*We like the idea of providing an activity/social time at the end of storyhour. Something simple is fine. This gives parents a chance to visit and it reinforces what the children learned.*

*You might have caregivers play the game on the take-home sheet below to practice rhyming or copy the coloring pages included.*

*If you only have younger children, encourage them to explore your collection of board books.*

# Mother Nature

## Take-Home Sheet

This storytime focused on rhyming activities which build "phonological awareness" - the ability to distinguish the small sounds that make up words.

You can practice this at home by reciting favorite nursery rhymes and looking for picture books that use rhyme. Try the activity below -- if your child doesn't seem ready, just put the sheet aside for a while and try again later.

### Rhyming Squares

Cut out the squares below to make a game of matching rhyming words.



