

## **Animals All Around: Mixed-Age Storytime Models** **Traditional**

### **Welcome**

Welcome to storytime. My name is \_\_\_\_\_. I am very happy to see you all here today. We will be sharing books, rhymes, songs today and everyone participates, adults and children. Adults, you know your children best, so don't force them. When they see you participate they are more likely to imitate you and join in.

### **Opening Song: Come Along and Sing with Me**

Come along and sing with me, sing with me, sing with me  
Come along and sing with me; it's time for storytime.  
[bounce, sit, clap, stretch, sing]

**Early Literacy Tip—Explain:** Our early literacy tip of the day today is on talking. The WAY we talk with our children even at this early age makes a difference in their readiness to read when they get to school. By asking open-ended questions and by having your children retell stories, they develop narrative skills which helps them understand how stories work, their structure, and also will help children understand what they read.

**Introduction to storytime:** Our storytime today is on animals—mostly farm animals. What are some farm animals?

**Book and Flannel Board:** *Too Much Noise* by Ann McGovern

**Stretch (if needed):** flap like hens, strut like a rooster, waddle like a baby chick.

### **Song:** Chicken Family to the tune of *Down by the Station*

Down in the barnyard, early in the  
morning  
See the little chicken family all in a  
row.  
See the mommy chicken.  
She is called a hen.  
Cluck, cluck, cluck.  
And off she goes!

Down in the barnyard, early in the  
morning  
See the little chicken family all in a  
row.  
See the daddy chicken.  
He is called a rooster.  
Cock-a-doodle-doo.  
And off he goes!

Down in the barnyard, early in the  
morning  
See the little chicken family all in a  
row.  
See the baby chickens  
They are called chicks.  
Peep, peep, peep.  
And off they go!

**Factual Book:** *What's New on the Farm* by Catherine Nichols or *A Chicken's Life Cycle* by Ruth Thomson

### **Shakers #1:** Shake Your Shakers (tune of London Bridge Is Falling Down)

Shake your shakers,  
Shake, shake, shake,  
Shake, shake, shake,  
Shake, shake, shake.  
Shake your shakers,  
Shake, shake, shake,  
Shake your shakers.

Shake your shakers,  
High, high, high;  
High, high, high  
High, high, high.  
Shake your shakers,  
High, high, high  
Shake your shakers.  
Low, fast, slow

### **Activity—Shakers #2:** Shakers in the Air (tune of London Bridge Is Falling Down)

Shake your shakers in the air,  
Shake them here, shake them there  
Shake your shakers in the air  
Shake your shakers!

Shake it up and shake it down  
Rub your shaker all around  
Shake it up and shake it down  
Shake your shakers!

Shake it high and shake it low  
Shake it yes and shake it no  
Shake it high and shake it low  
Shake your shakers!

Shake it near and shake it far  
Drive your shaker like a car  
Shake it near and shake it far  
Shake your shakers!

**Big Book:** *I Love You Sun, I Love You Moon* by Karen Pandell

**Early Literacy Tip—Example:** Asking what questions for the twos and asking more open-ended questions for older children helps to develop their narrative skills. Open-ended questions cannot be answered with yes or no. You can use open-ended questions when you are sharing books or when you are just talking with your children.

**Flannel Board:** Matching game with flannel board

**Action Rhyme:** Hickory Dickory Dock (3 ways)

Hickory dickory dock.  
The mouse ran up the clock.  
The clock struck one.  
The mouse ran down.  
Hickory dickory dock.

**Book:** *Cows in the Kitchen* by June Crebbin

**Closing Song:** Goodbye Song

This is the way our hands say goodbye, with a clap, clap-clap; clap, clap-clap.  
This is the way our hands say goodbye, with a clap, clap-clap, clap-clap.  
This is the way our knees say goodbye, with a tap tap-tap. Tap tap-tap.  
This is the way our knees say goodbye, with a tap tap-tap, tap-tap.  
This is the way we wave goodbye, wave goodbye, wave goodbye  
This is the way we wave goodbye, goodbye until next time.

**Early Literacy Tip—Empower:** Children need repetition to learn so here is a handout to help your children retell the story of *Too Much Noise*. They can draw the pictures. You can retell the story together. Your younger children can chime in with the sounds of the animals or the repeated phrase “Too noisy,” while older children can help retell the whole story. All these activities support your children’s narrative skills which helps them understand how stories work and which will later help them understand what they read. Thanks for coming. See you next week.

**Handout:** *Too Much Noise* to retell the story.

## Sequential Storytime\*

### **Welcome**

Welcome to storytime. My name is \_\_\_\_\_. I am very happy to see you all here today. We will be sharing books, rhymes, songs today and everyone participates, adults and children. Adults, you know your children best, so don't force them. When they see you participate they are more likely to imitate you and join in. In this storytime, the first ten minutes or so has activities aimed at your infant and toddler, the second section is focused on your toddlers and twos, and the last section on your preschoolers. You are all welcome to stay for the whole storytime, but if you would like to leave earlier with your younger children and then come back at the end for the Together Time, which will be shakers, please feel free to do so.

### Infant/Toddler

**Opening Song:** Peek-a-Boo to the tune of *Frere Jacques*

Peek a boo, peek a boo.

I see you; I see you.

I see your button nose.

I see your tiny toes.

I see you; peek a boo.

**Early Literacy Tip—Explain:** Our early literacy tip of the day today is on talking. The WAY we talk with our children even at this early age makes a difference in their readiness to read when they get to school. By asking open-ended questions and by having your children retell stories, they develop narrative skills which helps them understand how stories work, their structure, and also will help children understand what they read.

**Introduction to storytime:** Our storytime today is on animals. What are some animals you can think of?

**Big Book:** *I Love You Sun, I Love You Moon* big book by Karen Pandell

**Rhyme:** Hickory Dickory Dock

**Book:** *Who Am I?* by Begin Smart Books

**Transition:** Rig a Jig Jig from *Songs and Games for Toddlers* by Bob McGrath [seated then walking]

As I was walking down the street, down the street, down the street

A little friend I chanced to meet, Hi-ho, hi-ho, hi-ho!

Rig-a-jig-jig and away we go, away we go, away we go, [gallop]

Rig-a-jig-jig and away we go, Hi-ho, hi-ho, hi-ho!

### Toddler/Twos

**Quieting Rhyme:** Wiggles

Wiggle your fingers, wiggle your toes, wiggle your shoulders, wiggle your nose.

Now all the wiggles are out of me and I will sit as still as I can be.

**Book:** *Sheep in a Jeep* by Nancy Shaw—ask What and open-ended question

**Early Literacy Tip—Example:** Asking what questions for the twos and asking more open-ended questions for older children helps to develop their narrative skills. Open-ended questions cannot be answered with yes or no. You can use open-ended questions when you share books with your children or when you are just talking with them.

**Song:** Chicken Family OR Turn Around from *Getting to Know Myself* by Hap Palmer

**Flannel Board:** Matching Game on flannel board

**Factual Book:** *What's New on the Farm* by Catherine Nichols or *A Chicken's Life Cycle* by Ruth Thomson

**Transition:** Merrily to tune of Mary Had a Little Lamb  
Merrily we stroll along, stroll along, stroll along;  
Merrily we stroll along, waving to our friends.

### **Preschoolers**

**Quieting Rhyme:** Abracadabra\*\*  
Abracadabra ziggety zing. You can be anything.  
Just close your eyes, and turn around.  
Then make a wish with a rhyming sound.  
Abracadabra ziggety zarmmer. You can be a farmer!

**Book and Flannel Board:** *Too Much Noise* by Ann McGovern

**Song:** BINGO

OR

**Book:** *Duck Rabbit* by Amy Rosenthal & Tom Lichtenheld

### **All Together**

**Activity:** Shake Your Shakers, Shakers in the Air and/or  
Shakers to Humpty Dumpty Rock *Nursery Rhyme Time* by Georgiana Stewart and/or  
Sodeo *More Singable Songs* by Raffi

**Closing Song:** Goodbye Song

**Handout:** *Too Much Noise* to retell the story.

**Early Literacy Tip—Empower:** Children need repetition to learn so here is a handout to help your children retell the story of *Too Much Noise*. They can draw the pictures. You can retell the story together. Your younger children can chime in with the sounds of the animals or the repeated phrase “Too noisy,” while older children can help retell the whole story. All these activities support your children’s narrative skills which helps them understand how stories work and which will later help them understand what they read. Thanks for coming. See you next week.

\* Ideas from Kathy Klatt, Maime Doud Eisenhower Public Library (Broomfield, Colorado),

\*\* Idea from Amy Alapati and Virginia Krute, Montgomery County (MD) Public Libraries