

Sample Storytime Catch Me If You Can!

Welcome to our storytime today. My name is Saroj Ghoting. I am so glad you can all be here today. We are going to be sharing rhymes, movement activities and books. Please participate as much as you can. Don't force your child, but they are more likely to participate if they see you participating. We expect some degree of chaos. However, if your child is not happy, feel free to leave and come back when your child is calmer.

Opening Rhyme: Let's start with our opening rhyme. *Storytime Is Here*

First verse and Chorus:

Storytime is here

Storytime is here

Hey-ho, the derry-o

Storytime is here.

Shake your hands up high;

Shake your hands down low

Hey-how, the derry-o

Shake 'em high and low.

[Chorus]

Tap your feet like this

Tap your feet like that.

Hey-ho, the derry-o

Give yourselves a pat.

[Chorus]

Give your hands a clap

Give your hands a clap.

Hey-ho the derry-o

Now put them in your lap.

Introduction: Clap children's/adult names

Early Learning Aside # 1—Explain:

Our young children are little scientists; they are experimenting to learn about their world all the time. In today's storytime we'll be looking at the science concept of prediction, which is an informed guess, foretelling on the basis of experience or observation. Helping children think about what might happen or what might happen next is a skill they will use when they do science experiments.

Theme for today is *Catch Me If You Can*. We have stories and songs about someone or something trying to find or catch someone else. The word catch starts with the letter C. [Show letter. Talk about when they have tried to catch something.]

Book: *Jump, Frog, Jump* by Robert Kalan

Our first book is called *Jump, Frog, Jump* by Robert Kalan. Different animals are trying to catch the frog.

Sign language for jump.

Adults say, "How did the frog get away?" Children say, "Jump, frog, jump."



Action Stretch: Pretend to be jumping frogs.

Factual Book: *A Frog's Life* by Nancy Dickman or *From Tadpole to Frog* by Shannon Zemlicka

Action Song: *Row Your Boat Submarine*

Row, row, row your boat,

Gently down the stream.

Merrily, merrily, merrily, merrily

Life is but a dream.

Row, row, row your boat,
Over rapids we will go.

Merrily, merrily, merrily, merrily

Hope we don't need a tow.

Row, row, row your boat,

Underneath the stream.

Ha-ha fooled you!

You're a submarine.

OR Five Little Monkeys Sitting in a Tree

Five little monkeys swinging in the tree, [Hold up one hand with 5 fingers and sway back and forth.]
Teasing Mr. Alligator, teasing Mr. Alligator [Wiggle fingers]
Can't catch me....can't catch me [Twist hand right and left]
Along came Mr. Alligator quiet as can be, [Use other hand to make a mouth and jaw.]
And snapped that monkey out that tree. [Pretend to snap off a finger.]
Four... three...two...one
No more monkeys swinging in the tree!

Book/Story: *Tortoise and the Hare* by Aesop (Tell story or use book such as Jerry Pinkney or other version)
As you read the book through with the children, ask once or twice what they think might happen next.

Early Learning Aside # 2—Example:

Some stories provide an excellent opportunity to have children guess or predict what might happen next. Don't worry if your child gives a different response than the author's. You can read on and see what the author said and comment on the child's response in a positive way. Helping children make predictions is one way to develop their scientific thinking.

Flannel Board: *Blue Sea*

Children retell story using flannel board.

[Optional] Action Rhyme: *There Was a Little Turtle*

There was a little turtle who lived in a box.
He swam in puddles and climbed on rocks.

He snapped at a mosquito; he snapped at a flea,
He snapped at a minnow; and he snapped at me.

He caught the mosquito; he caught the flea,
He caught the minnow; but he didn't catch me.

Book: *Where's Spot?* by Eric Hill or *Wolf's Chicken Stew* by Keiko Kasza

Where's Spot? In this book Spot's mother is trying to find him. Let's see what happens.

OR *Wolf's Chicken Stew* by Keiko Kasza

In *Wolf's Chicken Stew*, the wolf is trying to catch the chicken to cook it for dinner. In this book there is a repeated phrase, "Eat well my pretty chicken." Say it with me and you can join in with that phrase as it occurs.

Let's see what happens.

Activity: Catch the Bubbles

Extension Activity: We can blow, catch, and pop bubbles!

[Pass out bubbles for adults to blow or storytime presenter blows bubbles. Encourage adults with babies, toddlers, and twos to blow them near the child. As their children watch bubbles and reach for them, adults should talk about the bubbles and what the child is doing. Preschoolers may be interested in the colors of the bubbles and how light affects the color of bubbles. Colors you see depend on the angle of the light and how thick the bubble wall is. The thicker, the more color because the light waves do not cancel each other out.
<http://www.bubbles.org/html/questions/color.htm>]

[If you want to use some prediction questions for this activity, you might ask, "What do you think will happen if I blow hard? Catch the bubble with a finger or use the wand?"]

Action Song: *Catch the Bubbles!* to tune of If You're Happy and You Know It tune at <http://kids.niehs.nih.gov/games/songs/childrens/happyandmp3.htm>

There are bubbles in the air, in the air. POP! POP!
There are bubbles in the air, in the air. POP! POP!
There are bubbles in the air, there are bubbles everywhere.
There bubbles in the air, in the air. POP! POP!
There are bubbles on the floor . . . they are going out the door.
There are bubbles on my toes. . . that's the way it goes!

Action Song: *Hello-Goodbye Bubbles:* to tune of Frère Jacques at <http://kids.niehs.nih.gov/games/songs/childrens/freremp3.htm>

Hello bubbles [You sing.]	Goodbye bubble, [You sing.]
Hello bubbles [Participants sing while you blow bubbles.]	Goodbye bubble, [Participants sing while you blow bubbles.]
Come and land [You sing.]	Time to go, [You sing.]
Come and land. [Participants sing while you blow bubbles.]	Time to go. [Participants sing while you blow bubbles.]
Right in the middle, [You sing.]	I will help you, [You sing.]
Right in the middle, [Participants sing while you blow bubbles.]	I will help you, [Participants sing while you blow bubbles.]
Of my hand, [You sing.]	With a blow, [You sing.]
Of my hand [Participants sing while you blow bubbles.]	With a blow. [Participants sing while you blow bubbles.]

Closing Song: *Storytime Is Done*

First verse and Chorus:

Storytime is done
Storytime is done

Hey-ho, the derry-o
Hope you've all had fun.

Shake your hands up high
Shake your hands down low
Hey-ho, the derry-o
Shake 'em as you go.

[Chorus]

Wave 'bye to everyone
Wave 'bye to everyone
Hey-ho, the derry-o
Wave 'bye to everyone.

Early Learning Aside # 3—Empower:

I have some books on display here that lend themselves well to predicting. These are stories that are cumulative tales where one thing builds on another or something is repeated. However, don't think that you need books to have your child predict what might happen. There are many opportunities throughout the day, as you cook, as you bathe your child, and as you play together. Here is a handout with some ideas.