

Storytime Theme: Getting Dressed

Targeted Ages: 2-4 years

Linda Thorne

Community Liaison Librarian, State Library of Western Australia

Storytime Item: Opening Song

Open, shut them,
Open, shut them,
Give a little clap,
Open, shut them,
Open, shut them,
Lay them in your lap.

Creep them, creep them,
Creep them, creep them,
Right up to your chin,
Open wide your little mouth,
But...
Do not let them in! [put hands behind back]

Shake them, shake them,
Shake them, shake them,
Shake them just like this,
Roll them, roll them,
Roll them, roll them
Blow a little kiss!

Parts of the body – Science Content—life sciences and Communication—science vocabulary

Storytime item: My Mom and Dad Make Me Laugh by Nick Sharratt

Ask “Is anyone wearing spots today?” and “Can you see any stripes here today?” – *Process Thinking – observing, comparing/contrasting.*

Ask “The boy in the story knows a lot about elephants, can you tell me what you know about elephants?” -
Science Content – life sciences

Storytime item: Action song

One grey elephant balancing,
Step-by-step on a piece of string,
He thought it was such a wonderful stunt.
That he called for another elephant.

[Pause after the first verse and ask the children if they know what the word stunt means – another word for trick.]

Two grey elephants balancing,
Step-by-step on a piece of string,
They thought it was such a wonderful stunt,
That they called for another elephant.

Four grey elephants balancing...
Five grey elephants balancing.
Step-by-step on a piece of string,

Three grey elephants balancing...

All of a sudden the piece of string broke.
And down came all the elephant folk.

Use fingers to represent the number of elephants, walk them up forearm – *Math content—numbers and operations* As another elephant is added, ask the children, “If there were two elephants, and we added one more, how many elephants would we have?” – *Math content—numbers and operations*

Expansion:

Ask children “Why did the string break?” – *Process thinking—noticing cause and effect*

Add factual book about elephants e.g. Elephants by Steve Bloom or Elephants by Avery Hurt. Talk about how an adult male elephant is as heavy as a school bus – *Science content--life sciences; Math content--measurement and comparison*

Ask children “String wasn’t strong enough to hold five elephants, what would be strong enough to hold them up without breaking?” – *Process thinking—problem solving*

Early Learning Tip—Example Tip:

When we invite children to notice cause and effect and wonder about how to solve a problem, we are encouraging scientific thinking, which will help them get ready to study science and math when they get to school.

Storytime item: Action song

Put a spot over here,
And a spot over there,
Put a spot on your ear,
And a spot on your hair,
And a lot of little spots in the air, everywhere!
It’s a spotty kind of day.

Put a stripe over here...

Put a swirl over here...

What shape is a spot? – *Math Content—geometry*

What other things can you think of that are shaped like a circle? – *Process Thinking--comparing/contrasting*

Storytime item: *Mrs Honey’s Hat* by Pam Adams

Ask children what Mrs. Honey is doing while she sits on the park bench (knitting). Ask “What tools is she using to knit?” - *Science Content—use of tools*

What shape is Peter’s bubblegum bubble? – *Math Content—geometry*

Is there anything else in the picture that is a circle? – *Process Thinking – observing, comparing.*

Use positional language to describe what Mrs Honey is doing in the story, e.g. sitting under a tree, in the water, spider on her hat, towel under her hat – *Math Content – spatial relationships.*

Storytime item: Action Song

Heads and shoulders, knees and toes,
Knees and toes,
Knees and toes,
Heads and shoulders,
Knees and toes,
We all clap hands together.

Eyes and ears and mouth and nose,
Mouth and nose,
Mouth and nose,

Eyes and ears
and mouth and nose,
We all clap hands together.

Hats and shirts and pants and shoes,
Pants and shoes,
Pants and shoes,
Hats and shirts and pants and shoes,
We all clap hands together.

Parts of the body – Life sciences and science vocabulary

Sing once slowly, then normal speed, then silly fast – *Process thinking- comparing/contrasting*

Storytime item: Action rhyme

Washing in the washing machine
Going round and round
Washing in the washing machine
Going up and down.
Round and round,

And up and down,
It makes a noisy sound.
Faster, faster, faster,
Round and round and round,
And stop! [clap]

Question: "What noise does your washing machine at home make?" - *Communication*

Storytime item: *Mister Magnolia* by Quentin Blake

Ask the children to count how many shoes they have on— *Math Content—numbers and operations*

Introduce the term "pair". Ask "How is Mister Magnolia's pair of boots different to our pairs of shoes?" and "What else do we have pairs of that we wear?" *Process thinking – observing, comparing/contrasting.*

Ask the children if their shoes match – *Math Content—characteristics, classification, patterns*

Storytime item: Closing song

If you're happy and you know it
Clap your hands,
If you're happy and you know it
Clap your hands,
If you're happy and you know it
And you really want to show it

If you're happy and you know it
Clap your hands.

Have a cuddle...
Wave goodbye...

Parts of the body – Science Content—life science

Storytime item: Activity

Experience: Play a matching game with pairs of socks, a washing line and some pegs (different types of pegs)

- Children find pairs of socks and hang on string like a clothes line. Ask the children, "How do you know that two socks are a pair?" "Do the socks you are wearing match?" *Math Concepts– characteristics, classification, patterns*
- Tell me how the socks feel when you touch them e.g. soft, fluffy, stretchy *Science Content –physical sciences, properties of objects*
- Can you find the smallest socks? Can you find the biggest socks? Hang them in size order, biggest to smallest. *Math Content—characteristics, classification, patterns*

Early Learning Tip—Empower Tip:

When your children are in the bathtub, you could have them experiment with floating and sinking. Can your children find ways to make a floating object sink? Talk about cause and effect which encourages scientific thinking, which will help them get ready to study science and math when they get to school.