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Training manual

Storytime, Active Movement, and Writestart

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Introduction

I often remind myself of the purpose of storytime: to introduce the pleasure of stories, to inspire excitement about learning to read, and to provide access to the world of books and ideas. What children gain is what we all gain from reading stories: entertainment and diversion, vicarious experience, and information.

Cobb, Jane, comp. 1996. *I'm a little teapot! Presenting preschool storytime*. Vancouver: Black Sheep Press.

Sessions held at Auckland City Libraries

Auckland City Libraries hold a variety of sessions for preschoolers each week. These sessions include:

Active Movement

- Is aimed predominantly at 0 – 2 year olds
- Can have an age range of 0 – 4 year olds
- Is provided in conjunction with Sport Auckland

Storytime

- Is aimed predominantly at 2 – 4 year olds
- Can have an age range of 0 – 8 year olds during the weekends
- There are usually more than one session per week per site

Writestart

- Is aimed at predominantly 4 – 6 year olds
- Writestart has been trialled at several sites during 2008
- Writestart extends storytime sessions with activities that encourage early reading and writing skills

Active Movement and Writestart were both introduced to Auckland City Libraries during 2008, while storytime has been an ongoing programme.

Children come to the library with a range of parents and caregivers, and it is not unusual for the same families to attend multiple sessions at the same library, or to travel to other libraries regularly for sessions.

Parents and caregivers become aware of the offered sessions by:

- Seeing promotional material within the library
- Seeing promotional material on the Auckland City Libraries website
- By visiting the library while a session is in progress
- By hearing about the sessions from friends, family, or professional services such as Plunket

The purpose of Storytime

Storytime is one of the core services offered to children and their families at Auckland City Libraries. Storytime sessions provide an early introduction to books and the essential skills of emergent literacy.

By listening to stories infants and toddlers learn the sounds of the English language (Moloney, 2000). With each storytime session that they attend, they develop a broader vocabulary. By listening to stories they learn concepts about the world around them, like the names of colours, animals, and vehicles (Cobb, 1996). Stories also help children learn more about the language of feelings and emotions, learning about anger, love, and happiness.

Sharing songs and rhymes assists with the development of rhythm, timing, and memory. Learning songs and rhymes involves the child remembering the words, and the actions. When the song requires hand and body movements, this requires the child to move around in their own space which helps to develop their gross and fine motor skills. As some children learn best through music and movement, using action songs helps to provide an emergent literacy programme that includes all types of learners (Pica, 2007).

Storytime also acts as a social learning experience for children. It is an opportunity to share time with both their parents and peers. Through sharing the storytime experience, children learn by observing other children, as well as by watching the person who is leading the storytime session. By taking part in the social experience of a storytime children begin to develop their social skills by learning about sharing, and how to deal with different kinds of group dynamics.

Storytime is also a wonderful opportunity for library staff to be a positive role model for reading and the enjoyment of books. By sharing their love of books, and reading stories with emotion and enthusiasm, librarians provide a positive introduction to the wonder of books. Children who have been read to have an advantage when it comes to reading as they already know how to hold a book the right way up and how to turn the pages (Spear-Swerling and Sternberg, 1996).

Emergent literacy

Emergent literacy is the developmental stage prior to a child beginning to read and write independently. During this time children are learning about language in both the written and spoken form.

Children who come from a home where one or both parents are highly literate have the advantage of early exposure to books – particularly if their parents read aloud to them. These children are more likely to know how to handle a book, know that words are read from left to right, and that books have a beginning and an end. These same children will also have a better understanding of how language is structured, developing and understanding of sentences and punctuation from hearing and seeing their parents reading.

The process of learning to read begins when a child hears the human voice for the first time, and they start to develop their communication skills. Communication skills require the child to send and receive information, a skill which begins to develop when a parent reads aloud to their child from a shared book. Learning to read and speak is part of the same process, and it is important that children have a variety of early literacy experiences.

Early literacy is a key part of the driving force behind library Storytime sessions. A storytime session provides opportunities to develop:

- The vocabulary of the child through hearing stories
- Spoken language skills through action songs, and traditional rhymes
- Gross and then fine motor skills through action songs and finger rhymes that will assist children with literacy skills such as holding a pencil
- Memory skills by hearing familiar stories, repeating familiar songs, and learning the actions for songs
- The imagination of the child by introducing them to places and times that are not our own
- Their skills of logic as they learn to anticipate what a story with repeating elements will do next, or who will be in the story next
- The child's ability to listen and sit still as part of a shared experience which help to prepare them for early childhood education

It provides an opportunity for the child to develop their understanding of:

- How a book is structured and how a book should be handled and read
- Language structure such as sentences and punctuation
- How stories are structured with a beginning, a middle, and an end
- Tone and emotion as it is expressed through the voice when reading aloud

The goals of storytime

To promote reading, and the love of reading, to young children and their families by:

- Reading a variety of books which are interesting and engaging
- Introducing children to books and the library collections
- Encouraging participants to borrow books read during the session
- Reading books that encourage audience participation
- Choosing books with a quality story and/or rhyme that children love
- Choosing books with quality illustrations to help children enjoy the story

To provide a positive, and entertaining, library experience for young children and their families by:

- Using a variety of library resources including books and CDs
- Introducing children to traditional rhymes and action songs
- Encouraging parents to take an active part in the sessions
- Engaging children and their families using voices and props
- Promoting a positive image of the library within the community

To promote emergent literacy skills in young children by:

- Encouraging children to take part in the session
- Using a variety of books which help to expand the growing vocabulary of the child
- Introducing children to key concepts such as colours, shapes, numbers and letters through books
- Teaching children how to hold a book – modelling holding it up the right way and turning pages
- Showing that words have meaning and are read from left to right
- Introducing the idea that books have a name and they are written by a person (title and author)

The benefits of including music and movement in preschool sessions

Using music and movement promotes the development of the whole child. Singing along with songs requires the child to mimic the action of the adults and other children. Memorising the words helps to build the child's memory, and the process of hearing the words encourages the development of the child's auditory skills. By getting up and moving, or by completing a finger rhyme, the child is developing their motor skills. All of these components help to develop the whole child.

Music helps the mind and body work together, and stimulates different parts of the brain. A familiar song affects the left frontal lobe, while pitch affects the left posterior, and timbre affects the right frontal lobe. Music also encourages whole brain development as the music is processed by one side of the brain, and the words are processed by the other (Harman). Music aids memory skills through repetition, but it can also help with short-term memory as various concepts can be grouped together by a single song (Harman). An example of this would be the song *Head, shoulders, knees, and toes* which pulls the names of different body parts together in a simple song with a memorable tune.

Music provides the chance for children to develop their auditory discrimination skills. By listening to the voice reading, chanting, and singing children experience a greater variety of stimulation – which means that including a variety of songs and action rhymes in preschool sessions is beneficial. Using a variety of books and songs also encourages the development of phonemic awareness in children. Phonemes are the smallest unit of a word or letter that has a sound (Harman), and children learn to distinguish phonemes by listening to them. Songs that involve a steady rhythm, or that encourage the child to sound out the syllables are particularly beneficial for their language development and their ability to distinguish phonemes.

Music provides stimulation for all aspects of a child's development – intellectual, physical, language, social and emotional, literacy, and numeracy (Maui County). Dancing and singing to music helps children to develop their fine and gross motor skills, and helps develop hand-eye coordination. Gross motor skills are the large movements that children learn first, things like reaching, stretching, and moving. Fine motor skills are the coordinated movements and skills, like the pincher grip, that children develop as they get older. Music and movement helps the children learn to control their bodies, and can lead to the child having higher self-esteem (Snuggs, 2007).

Music encourages the child to become involved in the session, and also encourages parents and caregivers to become actively involved in the process. By modelling the rhymes and songs, the person taking the session provides an opportunity for parents to learn the songs and movements so that they can be repeated at home. Music and movement is a chance for the parent and child to enjoy a shared experience, first within a peer group environment, and then at home.

The following information is from the BBC, and provides a guide of a child's likely development in relation to music. This provides a guide to the potential benefits for children attending Active Movement and Storytime sessions at different ages.

0 – 18 months of age

- From 3 months they may respond actively to music by doing things like swaying or turning towards the music
- From 3 months they may begin vocalising vowel sounds
- By 6 months they are starting to imitate sounds, like “boo” or “la”
- By 9 months they respond to familiar songs
- By 18 months an infant may start to respond to music in a coordinated way

18 months – 3 years

- Moving and responding to music can help develop memory skills and hand/eye coordination
- Children are better able to use auditory discrimination – learning fast and slow, and loud and quiet
- Children become aware of a beat in music, and can recognise different rhythms

Storytime structure

It is important to provide structure and balance during a storytime session. Below is a recommended structure that provides a balanced programme including stories, action songs, and rhymes.

If you have a younger audience you may want to include more songs and rhymes, for an older audience you may want to add more stories, longer stories, or a readers theatre. The most important thing is to allow room for flexibility in your plan so that you can alter it if a younger, or older, than expected audience appears.

Stories can be themed across the storytime session, or can be standalones. For older audiences a story can be transformed into a readers theatre script which can be read by two or more people. Readers theatres provide a break from the routine, and can make a longer story more accessible for the audience as the people bring the story to life by acting out parts of the story.

Finger rhymes and actions songs can help to break up the session. These interludes provide a change of pace, and a chance to move around and be active rather than passively listening to a story. Songs and rhymes are also used to link together unrelated books, and encourage active involvement in the session. It is a good idea to repeat rhymes frequently so that the children gain a sense of accomplishment when they master the words and the actions.

Welcome song

- Welcomes the children to the session
- Helps children and parents settle with a routine
- A familiar song promotes confidence and participation as the children and their caregivers quickly learn the words and the actions

First story

- The longest story of the session
- Helps to introduce the theme for the session

First action song or rhyme

- Supports the previous story or introduces the next story
- Provides a chance to refocus attention

Second story

- Continues the theme
- May be an unrelated story

Second action song or rhyme

Third story

Third action song or rhyme

Fourth story

Fourth action song or rhyme

Fifth story

Fifth action song or rhyme

Farewell song

- Farewells the children from the session
- A familiar song that the children and their caregivers can enjoy that closes off the session in a positive way

Selecting books

Choosing books for storytime is a skill that you will develop over time. Below are some ideas that will help you select your books - these guidelines will help you make good choices until you become familiar with the tastes of your particular audience.

Choose a variety of short to medium length reads:

- Ideally the stories should be no more than 5-7 minutes long
- Read a variety of story lengths during the session, particularly if you have a wide range of ages in the audience

When you have a theme:

- Choose books that the audience can understand and connect to
- Use books that have concepts that the children will be able to understand
- Connect with the audiences experiences, emotions, and imagination
- Avoid books with religious or sex education themes as these may confuse or offend your audience

Language and vocabulary:

- Should be accessible to the child, and allow the child to comprehend the story and its meaning
- Should encourage the child to connect with the story
- Encourage the development of language skills by including stories that have nonsense words
- The story should aim to include rhythm, rhyme and repetition

Choose books with pictures that are:

- Large enough to be seen by most of the audience
- Bright, attractive, and easy to see
- Aimed at the children, rather than the adults
- Match the story, ideally matching the words that are on the same page

Use a variety of books if you feel comfortable doing so:

- Old favourites and brand new books
- Lift-the-flap or pop up books that encourage participation
- Board books or textured books
- Bilingual books, or books that include some words in another language

Young children do not have the same life experiences as adults:

- Some books that are amusing and appealing to adults may be scary or disturbing for the children
- Consider the impact that your story might have on your audience if the story includes themes such as death, divorce, or other kinds of loss

Remember, preschoolers respond well to books that include:

- Physical humour
- Rhyme, repetition, and nonsense words
- Bright and attractive illustrations that attract the eye of the audience

How to hold a book



Hold the book in a way that is comfortable

- Try one hand on the front cover and one on the back cover (as shown)
- Or one hand holding the spine area of the book
- Or one hand holding the spine and the other pointing to words

Hold the book to one side when reading

- This makes the book easier to read



Alternate the side you use to hold the book

- Holding the book on alternating sides gives the whole audience a chance to see the illustrations
- With glossy pages tilt the book down slightly so that the light doesn't reflect off the paper



Show the audience the illustrations before turning the page

- Move the book across the front of the body at a consistent height
- Move the book to the opposite side of the body
- Turn the page and start reading again
- This allows a brief pause between pages
- This includes the whole audience and allows them to see the illustrations

Planning, pace, and delivery

Planning is an important part of preschool sessions – even if you only have a short time to plan. By forming a plan for the session you can make sure that you keep the session moving along at a good pace, and that you are not racing or dragging through the stories and songs.

The key to planning is to provide yourself with enough resources to run a session, while also ensuring that you have flexibility if things do not go to plan. Storytime planning is a skill that you develop over time – it is not something that you should expect to develop overnight. Everyone develops their own style, and while the storytime planners included in this manual are valuable tools, do not be afraid to experiment and try different things. If your audience does not respond, then try something different until you find a plan that works for you and your audience.

Here are some things to think about when you are planning your session.

Choose more books than you think you will need including a variety of lengths, and focused on different age groups, this means that:

- You have flexibility if your audience is younger or older than you were expecting
- A wider selection of books are available for parents to choose from at the end of the session

Choose a space within the library that allows you to:

- Sit comfortably for the session. If you are not comfortable sitting on the floor, try sitting on a stool or a low children's chair
- Seat the audience comfortably, and allows parents and children to sit together so that they can share the session
- Have the people arriving from the back so that if people are late they do not disturb the whole group
- Plug your stereo safely into a power point, without the cable causing a tripping hazard for children, parents, library users, or other library staff
- Easily direct parents to the Picture book and Junious Easy-to-read collections so that they can select books to borrow

Run through the stories and songs before the session so that you know:

- What you are reading, how the story flows, and how it ends
- If there are characters in the book that talk, you can decide what voices you are going to use for them
- The words to the song and the actions, as you need to be able to run the audience through the actions before you begin playing the music
- Which story is your longest story – always read this first while the audience is fresh and they are able to concentrate for longer
- Which stories will make a good diversion for the audience if they are restless or losing focus
- A variety of songs so that if the audience is younger and having trouble focusing on the books you can do more rhymes and songs instead

Pace is important so try and remember to:

- Say the words of the story clearly and project your voice towards the audience – not shouting, but making sure that your voice is audible
- Make sure that you are not talking too quickly by watching your audience – if they are fidgeting or looking puzzled you may be reading too fast
- Keep a subtle eye on the time – if you are running out of time then don't rush through the session, leave things out instead
- Relax and enjoy yourself by choosing books that you enjoy, or that your audience can relate to
- Introduce songs and action rhymes by demonstrating the actions and saying the words – by saying the words people can focus on the words rather than having to remember the melody as well

Active Movement

0 – 2 year olds

Why we do Active Movement

Active Movement provides a sound basis for emergent literacy skills, and provides a complimentary service for storytime sessions held at our libraries. The emergent literacy skills children begin in Active Movement are further refined and developed when they attend storytime.

Active Movement sessions provide an opportunity for parents to engage in, and learn about simple activities they can do with their children to aid their physical and mental development. Children today spend large amounts of time in carseats and push chairs which can be detrimental to their development, as can spending too much time in front of televisions and computers.

By encouraging parents to engage in active movements with their children, these sessions lay the foundations for developing essential life skills that are the basis of all future development. Skills developed during Active Movement will support children as they learn to listen, remember, and control their bodies.

Some of the skills promoted through Active Movement are:

Memory – children improve their memory by learning rhymes and songs

Motor skills – children develop gross and fine motor skills when completing hand and action rhymes which helps develop the muscles required for reading and writing

Balance – children develop their balance system which assists them with sitting still, which children need to do when they are learning to read and write

Eyes – children develop their eye muscles which are required for reading by following fingers during songs and rhymes, and by watching bubbles or streamers move through the air

Sense of self – children need to know all the parts of their bodies before they can learn to read and write – they need to know that they have hands before they know their hands can hold a book

Active Movement sessions for 0 – 2 year olds

Involve parents and caregivers by:

- Using voices and tonality to bring the story to life
- Encouraging them to help younger children make the movements
- Encouraging parents to sing the songs at home, extending the development of early literacy skills
- Applauding the successful completion of the songs as a group
- Encourage everyone who attends the sessions to become actively involved with the songs and rhymes

Developing emergent literacy skills

- Use songs that point to objects and name them (such as Head, shoulders, knees, and toes)
- Use songs that make big and small movements to develop both fine and gross motor skills
- Use songs frequently so that children and their families can get to know them and repeat them at home
- Use songs that will help to build everyday vocabulary of the child
- Work towards the 200 words children should know by age 2 (including parts of the body, me, mine, I, and things in their everyday environment)

Developing the whole child

- Use songs that make big and small movements to develop both fine and gross motor skills

Encourage a connection to the library and our collections

- Use lift the flap and mirror books during storytime to add variety and to introduce children and their families to books with a different format
- Encourage parents and children to stay in the library after the session to socialise with other parents and children

Elements of a successful Active Movement session

Structure of a session

- Short and focused session
- Use a familiar welcoming and ending song
- Keep the momentum of the session going once you have started, let parents deal with disruptive children

Traditional and action rhymes and songs

- A variety of hand rhymes and action songs, and if older preschoolers are involved try and include basic board books
- Select songs that encourage parents and caregivers to participate as this will give parents more confidence with the songs and they are more likely to repeat them at home
- Use traditional rhymes that parents might remember from their childhood to encourage them to participate
- New action songs or rhymes are first introduced without music so the audience can see how to do the actions and then go through the song once or twice with the music as a group
- Choose one or two songs or rhymes and include them in every session so that children and their caregivers can learn them and gain a sense of accomplishment which is good for self esteem

Encourage involvement and enthusiasm

- Applaud after the children and their families complete a song or rhyme as this helps to build self esteem
- Library staff showing enthusiasm when taking the session

Active Movement planner

Opening song

Warm up with familiar rhyme

Familiar action song

Extension of action song

Action song

Action song

Eye strengthening

Challenging action song

Farewell song

Active Movement Planner – example 1

Aimed at 0 – 2 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar rhyme

Open, shut them

Infants can be massaged through the rhyme to encourage them to open their fingers and hands. Older children can complete the rhyme by themselves and build an awareness of their hands open and closing, and start developing clapping skills.

Familiar action song

Head, shoulders, knees, and toes

Helps to develop body awareness which helps children learn to sit still and to control the different parts of their body. Younger children can be massaged, and older children can complete the actions themselves.

Extension of action song

Head, elbows, knees, and shins

Helps to extend knowledge of the body and builds vocabulary. Children become aware of more parts of their bodies by changing some of the words. Include other parts such as elbows, shins, thighs, arms, wrists.

Action song

Pat your head (Feeling the beat)

Helps to develop awareness of the body and rhythm. Simple repetition helps to build memory.

Action song

We're clapping our hands (Sing and play)

Builds on previous body awareness activities, and encourages children to try hand clapping. Helps prepare children for jumping and skipping by encouraging them to stamp their feet.

Eye strengthening (choose one song and play twice)

Purple people eater (Worlds best kids songs)

We're going on a bear hunt (My bumper music album)

Following the leader (Worlds best kids songs)

Blowing bubbles helps strengthen eye muscles for tracking words across a page, and for focusing the eyes.

Challenging action song

Johnny works with one hammer (Complete book of rhymes)

Helps to develop gross motor skills, co-ordination and concentration. Builds memory skills with children having to remember each part before adding the next part.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Active Movement Planner – example 2

Aimed at 0 – 2 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar rhyme

Eency weency spider (Sing-a-song)

Infants can be massaged through the rhyme to encourage their body awareness and sense of touch. Older children can practice the finger movements which help with fine motor control for helping with things like holding a pencil.

Familiar action song

Two little dicky birds

Helps to develop eye muscles and the dexterity of the fingers. By repeating it helps to build memory, as the simple words and actions are easy to remember.

Extension of action song

Two little teddy bears (Feeling the beat)

Builds on the ideas from *Two little dicky birds* by using similar actions. Repeats twice for three sets of the song which helps with development of memory, and gives the children time to practice the actions.

Action song

Pat your head (Feeling the beat)

Helps to develop awareness of the body and rhythm. Simple repetition helps to build memory.

Action song

Teddy bear, teddy bear

Helps to develop the balance system through spinning and bending which helps the child to sit still for reading and writing. Remind parents and caregivers that when they wind children up they have to unwind so that the children develop an equally balanced balance system.

Eye strengthening (choose one song and play twice)

Shapes

Monkeys song

Blowing bubbles helps strengthen eye muscles for tracking words across a page, and for focusing the eyes.

Challenging action song

Head, shoulders, knees and toes

Helps to develop gross motor skills, co-ordination and concentration. Builds memory skills with children having to remember each part before adding the next part.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Active Movement Planner – example 3

Aimed at 0 – 2 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar action song

Pat your head (Feeling the beat)

Helps to develop awareness of the body and rhythm. Simple repetition helps to build memory.

Familiar action song

Open, shut them

Infants can be massaged through the rhyme to encourage them to open their fingers and hands. Older children can complete the rhyme by themselves and build an awareness of their hands open and closing, and start developing clapping skills.

Extension of action song

Round and round the garden

Helps to develop the sensation of touch and encourages the child to open their hand as you massage the palm. Repeat once so that both hands are massaged, and both sides are tickled.

Eye strengthening

5 red balloons (Feeling the beat)

Builds on previous body awareness activities, and encourages children to follow the movement of the balloons with their eyes to strengthen eye muscles. Older children have the challenge of clapping at the right time.

Extension of Eye strengthening

One finger, one thumb (Travelling tune for toddlers)

Helps to develop eye muscles through the child moving their hands - or through following the hands of the parent or caregiver. Also helps to develop the gross motor skills of the child.

Eye strengthening

Right hand, left hand

Helps to strengthen eye muscles and builds memory skills learning the rhyme. Walk through the rhyme once to introduce the children and their parents to the rhyme, and then walk through it together as a group.

Action rhyme

Pat-a-cake

Helps to strengthen eye muscles and builds memory skills learning the rhyme. Walk through the rhyme once to introduce the children and their parents to the rhyme, and then walk through it together as a group.

Action rhyme

I'm a little teapot (World's best kids songs)

A traditional rhyme that helps to develop the balance system with tipping, and helps to develop memory skills. Walk through the rhyme once, and then the music plays through twice.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Active Movement Planner – example 4

Aimed at 1 – 3 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar rhyme

One finger, one thumb

A bouncy and bright song that younger older children can manage to copy. Younger children can be encouraged to move their hands from side to side. Infants can watch as their caregiver does the hand actions. Repeat once so that both hands move and count.

Familiar action song

Row, row, row your boat

Helps to develop the balance system of the infant or child through rocking and movement. Young children can be held on the lap and moved slowly backwards and forwards. Older children can sit facing the caregiver and help to row backwards and forwards.

Extension of action song

Rock, rock, rock you boat

Helps to extend knowledge of the body and builds vocabulary. Children can be held on the lap and moved slowly from side to side. Older children can sit beside their caregiver and rock from side to side.

Action song

Pat your head (Feeling the beat)

Helps to develop awareness of the body and rhythm. Simple repetition helps to build memory.

Action song

Five red balloons (Feeling the beat)

Builds on previous body awareness activities, and encourages children to follow the movement of the balloons with their eyes to strengthen eye muscles. Older children have the challenge of clapping at the right time.

Eye strengthening (choose one song and play twice)

Purple people eater (Worlds best kids songs)

We're going on a bear hunt (My bumper music album)

Following the leader (Worlds best kids songs)

Blowing bubbles helps strengthen eye muscles for tracking words across a page, and for focusing the eyes.

Challenging action song

Johnny works with one hammer (Complete book of rhymes)

Helps to develop gross motor skills, co-ordination and concentration. Builds memory skills with children having to remember each part before adding the next part.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Active Movement Planner – example 5

Aimed at 1 – 3 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar rhyme

Open, shut them

Infants can be massaged through the rhyme to encourage them to open their fingers and hands. Older children can complete the rhyme by themselves and build an awareness of their hands open and closing, and start developing clapping skills.

Familiar action song

Ten little fingers

Can be used as a massage for younger children to open their fingers and palms. Is a nice warm up counting activity for older children who can hold up their fingers and join in the counting. Run through once to teach it, then run through slowly, and then slightly faster.

Extension of action song

One finger, one thumb

A bouncy and bright song that younger older children can manage to copy. Younger children can be encouraged to move their hands from side to side. Infants can watch as their caregiver does the hand actions. Repeat once so that both hands move and count.

Action song

Five little men (Love to sing songbook)

Builds on previous body awareness activities, and encourages children to follow the movement of the little men with their eyes to strengthen eye muscles. Older children have the challenge of following the movements.

Action song

This little piggy

A traditional rhyme that helps children learn that they have five fingers and five toes. Run through once so that they can learn the words, and then run through one or three times more – once for the other hand or foot – three times for both hands and both feet.

Challenging action song

Touch that nose, wiggle those toes (Touch that nose, wiggle those toes)

Develops body awareness and helps build the vocabulary about the body. The song builds on each section so helps to develop memory skills and builds self-confidence. Run through the main actions and then start the music.

Getting up and moving

Hokey pokey (World's best kids songs)

A good get up and move song that helps build the vocabulary and gets the wiggles out before saying goodbye at the end of the session.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Active Movement Planner – example 6

Aimed at 1 – 3 year olds

Opening song

Tena koe (Love to sing)

The song plays through twice so start with one side of the body and then the other when holding up fingers for 'one' and 'two'. It is good for children to work both sides of the body before they show if they are right or left handed.

Warm up with familiar rhyme

Open, shut them

Infants can be massaged through the rhyme to encourage them to open their fingers and hands. Older children can complete the rhyme by themselves and build an awareness of their hands open and closing, and start developing clapping skills.

Familiar action song

Pat your head

Helps to develop awareness of the body and rhythm. Simple repetition helps to build memory.

Extension of action song

Roll your hands around

Helps to develop coordination and encourages the development of listening skills as the child has to follow the song. Helps to build vocabulary.

Action song

Three little monkeys

Helps to develop numeracy by counting the three monkeys. A nice simple song that repeats the words – encouraging the development of memory skills.

Action song

Pat-a-cake

A traditional rhyme that helps children learn that they have five fingers and five toes. Run through once so that they can learn the words, and then run through one or three times more – once for the other hand or foot – three times for both hands and both feet.

Challenging action song

Little green frog - (Love to sing songbook)

A fun and short song that encourages making sounds with nonsense words, and encourages body awareness for sitting still.

Challenging action song

Let everyone clap hands with me (Touch that nose, wriggle those toes)

Helps to develop coordination and encourages the development of listening skills as the child has to follow the song. Helps to build vocabulary.

Challenging action song

Pirate ship

A challenging song that gets the children up and moving. Helps to build the vocabulary, and also introduces the child to jumping with two feet which is the start of jumping and skipping.

Farewell song

Shake my sillies out

A familiar song to end the session that repeats concepts to build memory and works on gross motor skills such as clapping and jumping with two feet together.

Storytime

0 – 2 year olds

Storytime sessions for 0 – 2 year olds

Involve parents and caregivers by:

- Using voices and tonality to bring the story to life
- Encouraging them to help younger children make the movements
- Encouraging parents to sing the songs at home, extending the development of early literacy skills
- Applauding the successful completion of the songs as a group
- Encourage everyone who attends the sessions to become actively involved with the songs and rhymes

Developing emergent literacy skills:

- Use songs that point to objects and name them (such as Head, shoulders, knees, and toes)
- Use songs that make big and small movements to develop both fine and gross motor skills
- Use songs frequently so that children and their families can get to know them and repeat them at home
- Use songs that will help to build everyday vocabulary of the child
- Work towards the 200 words children should know by age 2 (including parts of the body, me, mine, I, and things in their everyday environment)

Developing the whole child:

- Use songs that make big and small movements to develop both fine and gross motor skills

Encourage a connection to the library and our collections:

- Use lift the flap and mirror books during storytime to add variety and to introduce children and their families to books with a different format
- Encourage parents and children to stay in the library after the session to socialise with other parents and children

Elements of a successful storytime for 0 -2 year olds

Structure of a session:

- Short and focused session
- Use a familiar welcoming and ending song
- Keep the momentum of the session going once you have started, let parents deal with disruptive children
- Ensure books read during the session are available to borrow at the end of the session

Traditional and action rhymes and songs:

- A variety of hand rhymes and action songs, and include basic board books
- Select songs that encourage parents and caregivers to participate as this will give parents more confidence with the songs and they are more likely to repeat them at home
- Traditional rhymes that parents might remember from their childhood to encourage them to participate
- New action songs or rhymes are first introduced without music so the audience can see how to do the actions and then go through the song once or twice with the music as a group
- Choose one or two songs or rhymes and include them in every session so that children and their caregivers can learn them and gain a sense of accomplishment which is good for self esteem

Encourage involvement and enthusiasm:

- Applaud after the children and their families complete a song or rhyme as this helps to build self esteem
- Library staff showing enthusiasm when taking the session
- Allowing interested staff to lead sessions as different staff members bring a different voice and energy to sessions

Storytime planner – 0 – 2 year olds

Opening song

Rhyme or action song

Story

Rhyme or action song

Rhyme or action song

Story

Rhyme or action song

Story

Rhyme or action song

Story

Closing song

Storytime planner – example 1

0 - 2 year olds

Rhyme or action song

5 Little Babies – finger rhyme

Song

The Wiggly Woo

Rhyme or action song

Incy Wincy Spider

Story

That's not my Train by Fiona Watt

Rhyme or action song

Wheels on the Bus – (Love to Sing)

Rhyme or action song

I saw a Little Rabbit

Rhyme or action song

Nod, Nod, Nod your head (Touch that nose, Wriggle those Toes)

Story

Poppy Cat Loves Rainbows by Lara Jones

Rhyme or action song

Two little Dickie Birds

Rhyme or action song

We're Clapping our Hands (Sing and Play)

Story

Charlie Chick by Nick Denchfield

Rhyme or action song

Rock a by bear (Feeling the Beat)

Storytime planner – example 2

0 - 2 year olds

Opening song

Tena Koe (Love to sing)

Rhyme or action song

Open, shut them

Story

Froggy green by Anna Walker

Rhyme or action song

If you're wearing red today

Rhyme or action song

Little green frog (Love to sing songbook)

Story

That's not my dragon by Fiona Watt

Rhyme or action song

Pat your head (Feeling the beat)

Story

Five little men in a flying saucer by Dan Crisp

Rhyme or action song

Five little men (Love to sing songbook)

Rhyme or action song

Johnny works with one hammer (Complete book of rhymes)

Story

Ten little fingers by Annie Kubler

Closing song

Five red balloons (Feeling the beat)

Storytime

2 – 4 year olds

Storytime sessions for 2 – 4 year olds

Involve parents and caregivers by:

- Encouraging them to treat reading as a fun activity that can be enjoyed during the day as well as at bedtime
- Encouraging everyone to get up and move around for action rhymes and songs
- Applauding the successful completion of the songs as a group
- Choosing stories that encourage the audience to take an active role in the session by repeating phrases or words

Developing emergent literacy skills by:

- Using a familiar welcoming song that encourages participation
- Encouraging the children to guess what comes next if there is a repeating pattern to the story
- Choosing books with concepts like colours, shapes, and places as this will help develop their everyday vocabulary
- Using a variety of finger rhymes and action songs to develop muscles, co-ordination, and fine and gross motor skills
- Explaining unfamiliar words before you start reading aloud if not knowing what the word means may detract from the story
- Using songs that point to objects and name them (such as *Head, shoulders, knees, and toes*)
- Using songs frequently so that children and their families can get to know them and repeat them at home

Develop the whole child by:

- Planning your sessions to make sure that you provide a break between stories using a variety of action songs and hand rhymes.
- Choosing songs and rhymes which work on fine and gross motor skills

Encourage a connection to the library and our collections by:

- Modelling good book reading behaviour and showing that reading is fun
 - enjoy what you are reading and they will enjoy it too
- Using a books that vary in length including long stories, short stories, and medium length stories
- Reading the name of the book and the name of the author
- Using lift the flap and mirror books to add variety and to introduce children and their families to books with a different format
- Encouraging parents and children to stay in the library after the session to socialise with other parents and children

Elements of a successful storytime for 2 - 4 year olds

Structure of a session:

- Short and focused session
- Use a familiar welcoming and ending song
- Keep the momentum of the session going once you have started, let parents deal with disruptive children
- Read stories that encourage parents and caregivers to participate

Traditional and action rhymes and songs:

- A variety of hand rhymes and action songs
- Select songs that encourage parents and caregivers to participate as this will give parents more confidence with the songs and they are more likely to repeat them at home
- Traditional rhymes that parents might remember from their childhood to encourage them to participate
- New action songs or rhymes are first introduced without music so the audience can see how to do the actions and then go through the song once or twice with the music as a group
- Choose one or two songs or rhymes and include them in every session so that children and their caregivers can learn them and gain a sense of accomplishment which is good for self esteem

Encourage involvement and enthusiasm:

- Applaud after the children and their families complete a song or rhyme as this helps to build self esteem
- Library staff showing enthusiasm when taking the session
- Allowing interested staff to lead sessions as different staff members bring a different voice and energy to sessions

Storytime planner – 2 – 4 year olds

Opening song

Story

Rhyme or action song

Story

Rhyme or action song

Story

Rhyme or action song

Story

Moving around action song

Story

Farewell song

Storytime planner – example 1

Aimed at 2 – 4 year olds

Opening song

Tena koe (Love to sing)

Story

If you give a cat a cupcake by Laura Numeroff & Felicia Bond

Rhyme or action song

Two little teddy bears (Feeling the beat)

Story

The daddy book by Todd Parr

Rhyme or action song

I'm a little hunk of tin (Love to sing)

Story

The mummy book by Todd Parr

Rhyme or action song

One little, two little, three little fingers

Story

Ten little fingers by Annie Kubler

Moving around action song

Little rabbit Fru Fru (Love to sing)

Story

Where is the green sheep? (Board book) by Mem Fox & Judy Horacek

Farewell song

Shake my sillies out

Storytime planner – example 2

Aimed at 2 – 4 year olds

Opening song

Haere mai (Feeling the beat)

Story

The tiger who came to tea by Judith Kerr

Rhyme or action song

Five coconuts (Bobby and the bonsters)

Story

Jump in by Ian Whybrow

Rhyme or action song

Rock a bye your bear (The Wiggles)

Story

The mouse who ate bananas by Keith Faulkner

Rhyme or action song

Head, shoulders, knees, and toes (Love to learn)

Story

Wendy the wide mouthed frog by Sam Lloyd

Moving around action song

Jack in the box (Love my first songbook)

Story

The long nosed pig by Keith Faulkner

Farewell song

Twinkle twinkle little star

Storytime planner – example 3

Aimed at 2 – 4 year olds

Opening song

Haere mai (Feeling the beat)

Story

The selfish crocodile by Faustin Charles

Rhyme or action song

Mr Crocodile (*Five little ducks and other action rhymes* by Zita Newcome)

Story

Who sank the boat by Pamela Allen

Rhyme or action song

Row, row, row your boat (*Five little ducks and other action rhymes* by Zita Newcome)

Story

The very hungry caterpillar by Eric Carle

Rhyme or action song

Fuzzy wuzzy caterpillar (*Love my first songbook*)

Story

This is the bear in the scary night by Sarah Hayes

Moving around action song

Mr Teddy (Feeling the beat)

Story

Red rockets and rainbow jelly by Sue Heap and Nick Sharratt

Farewell song

Wave goodbye

Storytime planner – example 4

Aimed at 2 – 4 year olds

Opening song

It's a music day (Teddy jumps)

Story

First the egg by Laura Vaccaro Seeger

Rhyme or action song

I'm a little bird

Story

The odd egg by Emily Gravett

Rhyme or action song

Where is thumbkin (My first songbook)

Story

Knock! Knock! Mr croc by Jo Lodge

Rhyme or action song

Three little monkeys swinging in a tree

Story

Grumpy bird by Jeremy Tankard

Moving around action song

All join in the fun (Tots and growin'ups)

Story

The bopping big band by Sean Taylor and Christyan Fox

Farewell song

Musical instruments played to either:

I have a little drum (Feeling the beat)

Touch my toes (You've got to clap)

Storytime planner – example 5

Aimed at 2 – 4 year olds

Opening song

Tena koe (Love to sing)

Any Bookbug birthdays? Give necklaces and sing *Happy Birthday*

Story

Room on the broom by Julia Donaldson and Axel Scheffler

Emphasise noises eg. “WHOOSH” for the broom taking off

Rhyme or action song

Fly, fly witchy

2 Little bees in the garden (Is your pom-pom bigger than mine?)

Story

Barnaby Bennett by Hannah Rainforth and Ali Teo

Fantastic NZ story. Emphasise clothing for kids, ie: who is wearing red, blue, etc...

Rhyme or action song

5 little men in their flying saucer

Use little flying saucers so children can be “flown” to and feel special

Story

Brown bear, brown bear, what do you see? By Bill Martin and Eric Carle

Great for colours and rhythm

Rhyme or action song

Five little monkeys swinging in the tree

Great for counting, building anticipation, surprise, and child participation

Story

Can you see a little bear? by James Mahew

Children can look for and point out the little polar bear. Encourages participation

Moving around action song

If you're happy and you know it (Love to sing)

Dingle-dangle scarecrow

Story

Pop-up Rumble in the jungle by Giles Andreae and David Wojtowycz

Farewell song

Musical instruments played to:

Shake your sillies out (The Wiggles)

Writestart

4 – 6 year olds

Why we do Writestart sessions

Writestart sessions build on the emergent literacy skills that children have developed by attending Active Movement and Storytime sessions.

Writestart is focused on preparing children for school, helping the children and their parents build skills that will help them as they settle into school. Listening to a book being read aloud, helps develop an understanding of how to hold a book, as well as having the benefit of developing an understanding of the flow and rhythm of the language. Writestart extends this by engaging the child more directly in the process, and encouraging the child to interact with the story being read, and the person reading it.

Reading aloud helps children to develop their whole language skills. During Writestart sessions children can be encouraged to develop these skills further by pointing to the words as the story is read aloud, or by picking repeating words or phrases that the children say while the story is being read. Asking questions about the book can also help to encourage comprehension skills – asking what colour shirt a person is wearing, or if it is a car or a truck can help develop reading comprehension.

Writestart allows library staff to support parents as they learn how to read aloud to their children, and allows parents to learn how to introduce reading activities to their child. Skills learnt during Writestart sessions have the potential to help children settle quickly into the school environment.

Writestart supports the four main learning styles:

- **Oral learners** – Like to talk and discuss. Need to express their ideas in order to retain the information they have learnt.
- **Visual learners** – Like to see information in pictures and other visual formats. They like to draw and record thoughts on paper in some way.
- **Movement learners** – Need to be moving in some way most of the time. By moving while they are learning their concentration and co-operation levels improve which helps them to retain information.
- **Kinaesthetic learners** – Like to pick things up and touch them. Learn by touching and moving items, sorting items into groups, or pulling items apart.

Storytime sessions for 4 – 6 year olds

Involve parents and caregivers

- Encourage parents to sit with their children and to fully participate in the sessions – this may encourage shier children to participate
- Provide parents with information about the CDs that you are using if they have come from the library collections as this encourages them to borrow the CDs and enjoy them at home with their children
- Select songs and rhymes which allow and encourage children and parents to participate - as moving to the beat assists with the development of co-ordination between the mind, body, and voice
- Encourage parents to treat reading as a fun activity that can be enjoyed during the day as well as at bedtime

Developing emergent literacy skills

- Use books with repeating words and point to them during the story and ask the children to say the word when you point to it – make sure you practice before you start reading so that they are confident with the task
- Include alphabet and counting books during sessions as they help the children to develop their literacy and numeracy skills
- Include stories with challenging vocabulary and a variety of words, paying particular attention to introducing Te Reo words
- Include stories with pictures from different times and places to extend their understanding of the world around them as it is now and how it was in the past
- Use a variety of finger and hand action rhymes to develop muscles, movement, co-ordination, and fine and gross motor skills
- Explain unfamiliar words before you start reading aloud if not knowing what the word means may detract from the story
- Use songs frequently so that children and their families can get to know them and repeat them at home

Developing the whole child

- When planning your session make sure to provide a break between stories using a variety of action songs and hand rhymes. Choose songs and rhymes which work on fine and gross motor skills
- Use songs that make big and small movements to develop both fine and gross motor skills

Encourage a connection to books, the library, and our collections

- Model good book reading behaviour and show that reading is fun – enjoy what you are reading and they will enjoy it too
- Read your favourite books and say to the children why it is a favourite book for you
- Use a variety of books – long and short books, lift-the-flap books, and pop up books
- Read the name of the book and who wrote it
- Use lift the flap and mirror books during storytime to add variety and to introduce children and their families to books with a different format
- Encourage parents and children to stay in the library after the session to socialise with other parents and children

Writestart planner

Opening activity

Story

Action song or rhyme

Story

Action song or rhyme

Story

Photo order resource

Action song or rhyme

Story

Activity

Writestart planner – example 1

Aimed at 4 – 6 year olds

Opening activity

Bring items out of a treasure box and ask what each one is for. Ask the children if they might know what the items are for and ask the children to watch for the items in the stories.

Story

Once upon a tide by Tony Mitton

Action song or rhyme

I'm a little hunk of tin (Love to sing)

Story

We're going on a bear hunt by Michael Rosen

Action song or rhyme

The wheels on the bus (Love to sing)

Story

Babs the baby and Fog the dog by Margaret Wild

Photo order resource

Putting the images from *Babs the baby and Fog the dog* by Margaret Wild into the correct order

Action song or rhyme

Five little men (Love to sing)

Story

Where the wild things are by Maurice Sendak

Activity

The children make a crown by colouring in an outline, cutting it out, and then using blue tac to put it together

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Rhymes and action songs

After A bath

After my bath, I try, try, try
To wipe myself 'till I'm dry, dry, dry
Hands to wipe, and fingers and toes
And two wet legs and a shiny nose
Just think, how much less time I'd take
If I were a dog and could shake, shake, shake

Baa Baa Black Sheep

Baa Baa black sheep, have you any wool?
Yes sir, yes sir, three bags full!
One for the master, one for the dame
And one for the little boy who lives down the lane

Baby Bumblebee

I caught myself a baby bumblebee
Won't my mommy be so proud of me?
I caught myself a baby bumblebee
Ouch! He stung me!

I'm talking to my baby bumblebee
Won't my mommy be so proud of me?
I'm talking to my baby bumblebee
"Oh", he said "I'm sorry"

I'm letting go my baby bumblebee
Won't my mommy be so proud of me?
I'm letting go my baby bumblebee
Look! He's happy to be free!

Baby Bumblebee (alternative)

I'm bringing home a baby bumblebee	<i>Cup hands together as if holding bee</i>
Won't my mommy be so proud of me	<i>Do a double thumbs up</i>
I'm bringing home a baby bumblebee	<i>Cup hands together as if holding bee</i>
Ouch! It stung me!	<i>Shake hands as if just stung</i>

I'm squishing up the baby bumblebee	<i>'Squish' bee between hands</i>
Won't my mommy be so proud of me	<i>Do a double thumbs up</i>
I'm squishing up a baby bumblebee	<i>'Squish' bee between hands</i>
Ooh! It's yucky!	<i>Open up hands to look at 'mess'</i>

I'm wiping off the baby bumblebee	<i>Wipe hands off on shirt</i>
Won't my mommy be so proud of me	<i>Do a double thumbs up</i>
I'm wiping off the baby bumblebee	<i>Wipe hands off on shirt</i>
Now my mommy won't be mad at me!	<i>Hold up hands to show they're clean</i>

Before I Jump Into My Bed

Before I jump into bed at night	<i>Jump</i>
Before I dim the light	<i>Switch out the light</i>
I put my shoes together	<i>Hands together</i>
So they can talk at night	<i>Hands talk</i>
I'm sure they would be lonesome	
If I tossed them here and there	<i>Toss hands left and right</i>
So I put them close together	<i>Place hands together</i>
For they're a friendly pair	

Birds

If I were a bird, I'd sing a song
And fly about the whole day long
And when the night came
Go to rest, up in my cozy little nest

Can You Walk On Tiptoe

Can you walk on tiptoe
As softly as a cat
And can you stamp along the road
Stamp, stamp, just like that?
Can you take some great big strides
The way a giant can?
Or walk along so slowly
Like a poor bent old man?

Choo Choo Train

This is a choo choo train
Puffing down the track
Now it's going forward
Now it's going back
Now the bell is ringing
Now the whistle blows
What a lot of noise it makes
Everywhere it goes

Bend elbows

Rotate arms like wheels

Move forward with the "wheels"

Move backward with the "wheels"

Pretend to pull the cord

Cover ears

Circle Time Chant

Make a circle all together

Make a circle all together

Make a circle all together

Make a circle NOW!

Dance 'round the circle altogether

Dance 'round the circle altogether

Dance 'round the circle altogether

Dance 'round the circle NOW!

Stomp your feet all together

Stomp your feet all together

Stomp your feet all together

Stomp your feet NOW!

Shhh! Be quiet altogether

Shhh! Be quiet altogether

Shhh! Be quiet altogether

Shhh! Be quiet. NOW!

Jump up and down altogether

Jump up and down altogether

Jump up and down altogether

Jump up and down NOW!

Let's sit down altogether

Let's sit down altogether

Let's sit down altogether

Let's sit down NOW!

Cloud

What's fluffy white and floats up high

Like a pile of cotton in the sky?

And when the wind blows hard and strong

What very gently floats along?

What brings the rain?

That showers down on us below?

When you look up in the high blue sky

What is that thing that you see float by?

A cloud

Point skyward

Wiggle fingers horizontally

Wiggle fingers downwards

Open hand palms up

Look up

Cup Of Tea

Here's a cup

Form a cup with one hand

And here's a cup

Form cup with other hand

And here's a pot of tea

Form tea pot with both hands

Pour a cup, and pour a cup

Pouring the tea into the cups

And have a drink with me

Pretend to drink

A Delicious Cake

Mix the batter, stir the batter

Make stirring motions

Shake some flour in

Shake flour with one hand

Mix the batter, stir the batter

Make stirring motions

Place it in a tin

Make pouring motion

Sprinkle little raisins on

Sprinkle raisins onto batter

Pop it in to bake

Place cake in oven

Open wide the oven door

Bend and open oven

And out comes a cake!

Extend open palms

Dinosaurs

Five enormous dinosaurs letting out a roar

One went away, and then there were four

Four enormous dinosaurs crashing down a tree

One went away, and then there were three

Three enormous dinosaurs eating tiger stew

One went away, and then there were two

Two enormous dinosaurs trying to run

One ran away, and then there was one

One enormous dinosaur, afraid to be a hero

He went away, and then there was zero

Do Your Ears Hang Low?

Do your ears hang low?

Swing arms from side to side

Do they wobble to and fro?

Swing arms from side to side

Can you tie them in a knot?

Put one hand on the other fist

Can you tie them in a bow?

Draw a bow shape with your fingers

Can you throw them o'er your shoulder

Toss "ears" over shoulders

Like a Continental Soldier?

Salute with right hand

Do your ears hang low?

Swing arms from side to side

Down By The Station

Down by the station, early in the morning

See the little pufferbellies, all in a row

See the station master, turn the little handle

Puff, puff, toot, toot! Off we go!

Engine On The Track

Here is the engine on the track

Touch thumb

Here is the coal car, just in back

Touch pointer

Here is the box car to carry freight

Touch middle

Here is the mail car. Don't be late

Touch ring

Way back here at the end of the train

Touch little

Rides the caboose through the sun and rain

Five And Five Eggs

Five and five eggs, that makes ten

Hold up hands

Sitting on top is mother hen

Fold one hand over the other

Crackle crackle crackle

Clap hands three times

What do I see

Fingers around eyes

Ten fluffy chickens, as yellow as can be

Hold up ten fingers

Five Fat Peas

Five fat peas in a pea pod pressed
One grew, two grew, so did all the rest
They grew and grew
And did not stop, until one day
The pod went POP!

Hold hand in a fist
Slowly show thumb and fingers
Raise hand in the air slowly

Clap hands together

Five Fingers On Each Hand

I have five fingers on each hand
Ten toes on my two feet
Two ears, two eyes
One nose, one mouth
With which to sweetly speak

My hands can clap, my feet can tap
My eyes can clearly see
My ears can hear
My nose can sniff
My mouth can say "I'm me"

Five Little Ducks

Five little ducks went out one day over the hills and far away
Mother duck called
Quack quack quack quack
But only four little ducks came back

Four little ducks went out one day over the hills and far away
Mother duck called
Quack quack quack quack
But only three little ducks came back

Three little ducks went out one day over the hills and far away
Mother duck called
Quack quack quack quack
But only two little ducks came back

Two little ducks went out one day over the hills and far away
Mother duck called
Quack quack quack quack
But only one little duck came back

One little duck went out one day over the hills and far away
Mother duck called
Quack quack quack quack
But no little ducks came wondering back

No little ducks went out one day over the hills and far away,
Mother duck called
Quack quack quack quack
And five little ducks came wandering back

Five Little Fingers

One little finger standing on its own
Two little fingers, now they're not alone
Three little fingers happy as can be
Four little fingers go walking down the street
Five little fingers. This one is a thumb
Wave bye-bye 'cause now we are done

Hold up index finger
Hold up middle finger
Hold up ring finger
Hold up all fingers
All fingers and thumb
Wave bye-bye

Five Little Mice

Five little mice on the pantry floor
This little mouse peeked behind the door
This little mouse nibbled at the cake
This little mouse not a sound did make
This little mouse took a bit of cheese
This little mouse heard the kitten sneeze
"Ah choo" sneezed the kitten
And "squeak" they all cried
And they found a hole and ran inside

Five Rabbits

Five rabbits were hiding
In the woods one day
1-2-3-4-5 jumped out
And then they ran away

Clenched fist

Fingers come out as they count
Imitate running with fingers

Five Rosy Apples

Five rosy apples by the cottage door
One tumbled off a twig and then there were four
Four rosy apples by the cottage door
The farmer's wife took one and then there were three
Three rosy apples by the cottage door
I think I'll have one and then there'll be two
Two rosy apples hanging in the sun
You have the big one and that will leave one
One rosy apple, soon it is gone
The wind blew it off the branch and now there are none

Grand Old Duke Of York

The grand old Duke of York	<i>Salute</i>
He had ten thousand men	<i>Hold up ten fingers</i>
He marched them up to the top of the hill	<i>Point up</i>
And he marched them down again	<i>Point down</i>
And when they're up, they're up	<i>Stand tall</i>
And when they're down, they're down	<i>Squat</i>
And when they're only half way up	<i>Scoop down</i>
They're neither up nor down	<i>Open arms and shrug</i>

Hands

My hands upon my head I'll place
Upon my shoulders, on my face
At my waist and by my side
Then behind me they will hide
Then I'll raise them way up high
And let my fingers fly, fly, fly
Then clap, clap, clap them, one - two - three!
Now see how quiet they can be

Hands On Shoulders

Hands on shoulders, hands on knees
Hands behind you - if you please
Touch your shoulders, now your nose
Now your hair and now your toes
Hands up high in the air
Down at your sides, and touch your hair
Hands up high as before
Now clap your hands, one - two - three - four!

Here Comes The Choo Choo Train

Here comes our choo choo train
Coming down the track
First it's going forward
Then it's going back
Hear the bells ringing, ding a ling, ding a ling
Hear the whistle blowing, woo woo
What a lot of noise it makes
Everywhere it goes!

Here Is A Beehive

Here is a beehive

Make a fist

But where are all the bees?

Hidden away where nobody sees

Here they come out of their hive

Creep fingers

1, 2, 3, 4, 5

Extend fingers one at a time

Bzzzzzzzzzzzz

Buzz away

Here Is A Beehive (Alternative)

Here are the bee hives

Left hand cupped downward

Where are the bees?

Hidden away where nobody sees

Hide fingers of right hand under it

Soon they'll come creeping

Fingers come out one by one

Out of the hives

One, two, three, four, five Buz-zz

Hand circles around

Here We Go Round The Mulberry Bush

Here we go round the mulberry bush

The mulberry bush, the mulberry bush

Here we go round the mulberry bush

On a cold and frosty morning

This is the way we wash our clothes

Wash our clothes, wash our clothes

This is the way we wash our clothes

On a cold and frosty morning

Hickory, Dickory, Dock

Hickory, Dickory, Dock

The mouse ran up the clock

The clock struck one

The mouse ran down

Hickory, Dickory, Dock

Humpty Dumpty

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the King's horses and all the King's men

Couldn't put Humpty together again

I Hear Thunder (Frere Jacques)

I hear thunder, I hear thunder

How about you? How about you?

Drum with hands or feet

Cup ear with hand

Pitter, patter raindrops, pitter, patter raindrops

I'm wet through, I'm wet through

Wriggle fingers down

Hug self and shiver

I see blue skies, I see blue skies

Way up high, Way up high

Look up at the sky

Point to the sky

Hurry up the sunshine, hurry up the sunshine

I'll soon dry, I'll soon dry

Shake hands

I Like To Be

I like to be a jumping jack
And jump out from a box
I like to be a rocking horse
and rock and rock and rock

I like to be a spinning top
And spin around and round.
I like to be a rubber ball
and bounce way up and down

I like to be a big, fast train
Whose wheels fly round and round
I like to be a pony small
And trot along the ground

I like to be so many things
A growly, scowly bear
But really I'm a little child
who sits upon a chair

I See You

I see you with my eyes
I hear you with my ears
I smell you with my nose
And I kiss you with my mouth

I Wiggle My Fingers

I wiggle my fingers, I wiggle my toes
I wiggle my shoulders, I wiggle my nose
Now all the wiggles, are out of me
And I'm just as quiet, as I can be

If You Should Meet A Crocodile

If you should meet a crocodile
Don't take a stick and poke him
Ignore the welcome in his smile
Be careful not to stroke him

For as he sleeps upon the Nile
He gets thinner, and thinner
And whenever you meet a crocodile
He's ready for his dinner

If You're Wearing (Mary Had a Little Lamb)

If you're wearing red today
Red today, red today
If you're wearing red today
Please stand up

If you're wearing green today
Green today, green today
If you're wearing green today
Please stand up

Repeat with different colours so all children have a chance to stand up

I'm A Little Airplane (I'm a Little Teapot)

I'm a little airplane, Now watch me fly!
Here are my instruments, from down low to up high
First I get revved up, then I can fly
Lifting off the runway, up into the sky!

I'm A Little Bird

I'm a little bird and I'm hatching from my shell
Out pops my head, my tail as well
Now my legs I stretch, now my wings I flap
I fly and fly and fly
Now what do you think of that!
Down, down, down, down, boom!

I'm A Little Cat (I'm a Little Teapot)

I'm a little cat, soft and furry
I'll be your friend, so don't you worry
Right up on your lap I like to hop
I'll purr, purr, purr and never stop

I'm A Little Teapot

I'm a little teapot, short and stout
Here's my handle, here's my spout
When I get all steamed up
Hear me shout
"Tip me over and pour me out"

It's Raining

It's raining, it's pouring
The old man is snoring
He went to bed and he bumped his head
And he couldn't get up in the morning

Jack And Jill

Went up the hill to fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after

Up Jack got and home did trot
As fast as he could caper
Went to bed and plastered his head
With vinegar and brown paper

Jack Horner

Little Jack Horner sat in the corner
Eating his Christmas pie
He put in his thumb and pulled out a plum
And said "What a good boy am I!"

Lazy Little Alligator

Lazy little alligator, lying in my lap
Let me sit and stroke you
As you take a little nap
Hungry little alligator, waking in my lap
Wonders what's for breakfast
SNAP! SNAP! SNAP!

Like Me

Roll your hands so slowly
as slowly as can be
Roll your hands so slowly
And fold your arms like me

Roll your hands so quickly
As quickly as can be
Roll your hands so quickly
And fold your arms like me

Clap your hands so softly
As softly as can be
Clap your hands so softly
And fold your arms like me

Clap your hands so smartly
As smartly as can be
Clap your hands so smartly
And fold your arms like me

Little Bo-Peep

Little Bo Peep has lost her sheep
And can't tell where to find them
Leave them alone, and they'll come home
Wagging their tails behind them

Little Miss Muffet

Little Miss Muffet, sat on a tuffet
Eating her curds and whey
Along came a spider
Who sat down beside her
And frightened Miss Muffet away

Little Rabbit

I saw a little rabbit go hop, hop, hop
I saw his long ears go flop, flop, flop
I saw his eyes go wink, wink, wink
I saw his little nose goes twink, twink, twink
I said "Little Rabbit, won't you stay?"
But he just looked at me and hopped away

Hold up two fingers and hop
Make ears with floppy hands
Wink
Wiggle nose
Make beckoning motion
Make two fingers hop away

Mary Had A Little Lamb

Mary had a little lamb
Its fleece was white as snow
And everywhere that Mary went
The lamb was sure to go

It followed her to school one day
Which was against the rule
It made the children laugh and play
To see a lamb at school

Mary, Mary, Quite Contrary

Mary, Mary, quite contrary
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row

Monkeys In A Tree

Five little monkeys sitting
in a tree teasing Mr. Crocodile

"You can't catch me

You can't catch me."

Along comes Mr. Crocodile
as quiet as can be
SNAP!!!

Four little monkeys sitting
in a tree teasing Mr. Crocodile

"You can't catch me.

You can't catch me."

Along comes Mr. Crocodile
as quiet as can be
SNAP!!!

Three little monkeys sitting
in a tree teasing Mr. Crocodile

"You can't catch me.

You can't catch me."

Along comes Mr. Crocodile
as quiet as can be
SNAP!!!

Two little monkeys sitting
in a tree teasing Mr. Crocodile

"You can't catch me.

You can't catch me."

Along comes Mr. Crocodile
as quiet as can be
SNAP!!!

One little monkey sitting
in a tree teasing Mr. Crocodile

"You can't catch me

You can't catch me."

Along comes Mr. Crocodile
as quiet as can be
SNAP!!!

Away swims Mr. Crocodile
As full as he can be!!!

Monkeys On The Bed

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed
He fell off and bumped his head
Mama called the doctor and the doctor said
"Put those monkeys straight to bed!"

My Dog Rags

I have a dog and his name is Rags
He eats so much that his tummy sags
His ears flip flop and his tail wags
And when he walks he zig, zig, zags!

Point to self
Put hands on stomach
Bend each hand at wrist
Make a "z" with index finger

My Head

This is the circle that is my head
This is my mouth with which words are said
These are my eyes with which I see
This is my nose that is part of me
This is the hair that grows on my head
And this is my hat I wear on my head

My Kitten (Sing A Song Of Sixpence)

I have a little kitten
She's black and white and gray
When I try to cuddle her
She always wants to play
So I drag a piece of yarn
Across the kitchen floor
She thinks it is a little mouse
To chase right out the door

My Red Balloon

I had a little red balloon
And I blew and blew and blew
Until it grew and grew and grew
I tossed it in the air
And never let it drop
I bounced it on the ground
Until it suddenly went POP

Make a ball with two hands
Blow into it three times
Stretch hands apart
Tossing motion
Shake head
Bounce with one hand
Clap hands for a pop

My Toothbrush

I have a little toothbrush
I hold it very tight
I brush my teeth each morning
And then again at night

Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard
To get her poor doggie a bone
When she got there
The cupboard was bare
So the poor little doggie had none

Open Shut Them (Alternative)

Open, shut them

Palms open out, then fold into fist

Open, shut them

Palms open out, then fold into fist

Give a little clap

Clap hands together

Open, shut them

Palms open out, then fold into fist

Open, shut them

Palms open out, then fold into fist

Lay them in your lap

Fold hands in lap

Roll them, roll them

Roll hands around each other

Roll them, roll them

Roll hands around each other

Roll them, just like this

Roll hands around each other

Wave them, wave them

Wave hands

Wave them, wave them

Wave hands

And blow a little kiss

Blow a kiss

Pancake

Make a pancake, stir a pancake

Pop it in a pan

Fry a pancake, toss a pancake

Catch it if you can!

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man

Bake me a cake as fast as you can

Pat it and prick it, and mark it with a B

Put it in the oven for baby and me

Pirate Ship

When I was one
I sucked my thumb
The day I went to sea
I climbed aboard a pirate ship
And the captain said to me
“We’re going this way
That way
Forward
Backward
Over the Irish sea
And that’s
The life
For me!

When I was two
I stepped in goo

When I was three
I scratched my flea

When I was four
I shut the door

When I was five
I slapped some jive

When I was six
I picked up sticks

Hold up one finger
Pretend to suck thumb
Make waves with hand
Climb an invisible ladder
Salute with right hand
Jump right
Jump left
Jump forward
Jump backward
Make waves with hand
Hold out arms
Double thumbs up
Point thumbs at chest

Hold up two fingers
Lift foot and shake

Hold up three fingers
Scratch

Hold up four fingers
Shut an imaginary door

Hold up five fingers
Do a little dance

Hold up six fingers
Pick up invisible sticks

Polly Put The Kettle On

Polly put the kettle on, Polly put the kettle on

Polly put the kettle on

We'll all have tea

Sukey take it off again, Sukey take it off again

Sukey take it off again

They've all gone away

Pop Goes The Weasel (Mulberry Bush)

All around the mulberry bush

The monkey chased the weasel

The monkey thought 'twas all in fun

Pop! goes the weasel

A penny for a spool of thread

A penny for a needle

That's the way the money goes

Pop! goes the weasel

Up and down the City Road

In and out of the Eagle

That's the way the money goes

Pop! goes the weasel

Half a pound of tuppenny rice

Half a pound of treacle

Mix it up and make it nice

Pop! goes the weasel

Pussy Cat

Pussy Cat, Pussy Cat
Where have you been?
I've been to London
To look at the Queen

Pussy cat, pussy cat
What did you there?
I frightened a little mouse
Under her chair

Right Hand, Left Hand

This is my right hand
I'll raise it up high
This is my left hand
I'll touch the sky

Raise right hand

Raise left hand

Right hand
Left hand
Roll them around

Show right palm

Show left palm

Roll hands around

Left hand
Right hand
Pound, pound, pound

Show left palm

Show right palm

Pound fists together

Ring-A-Ring o' Roses

Ring-a-ring o' roses
A pocket full of posies
A-tishoo! A-tishoo!
We all fall down!

The cows are in the meadow
Eating buttercups
A-tishoo! A-tishoo!
We all jump up!

Robbie The Rabbit

Robbie the rabbit is fat, fat, fat
His soft little paws go pat, pat, pat
His soft little ears go flop, flop, flop
And when Robbie runs, he goes hop, hop, hop

Pat stomach
Pat hands
Flop hands on head
Hop forward three times

Rock-A-Bye, Baby

Rock-a-bye, baby, on the tree-top
When the wind blows, the cradle will rock
When the bough breaks, the cradle will fall
And down will come baby, cradle and all

Rock Your Boat (Row Your Boat)

Rock, rock, rock your boat
Gently in the breeze
Merrily, merrily, merrily
Give yourself a squeeze

Round And Round The Garden

Round and round the garden

Like a teddy bear

One step, two step

Tickle under there!

Sammy Snail

Sammy snail is slowly moving

See him slide across the grass

He leaves a silver path behind him

We all know when he's passed

Sammy snail is never worried

Though he wanders far and wide

For on his back his house he carries

And when he's tired he pops inside

Settling Song

Two little feet go tap, tap, tap

Two little hands go clap, clap, clap

A quick little leap up from the chair

Two little hands fly up in the air

Two little fists go bump, bump, bump

Two little feet go jump, jump, jump

One little body turns round, round, round

And one little child sits quietly down

Shake My Sillies Out

I'm going to shake, shake, shake my sillies out

Shake, shake, shake my sillies out

Shake, shake, shake my sillies out

Wiggle my waggles away!

I'm going to clap, clap, clap my crazies out

Clap, clap, clap my crazies out

Clap, clap, clap my crazies out

Wiggle my waggles away!

I'm going to jump, jump, jump my jiggles out

jump, jump, jump my jiggles out

jump, jump, jump my jiggles out

Wiggle my waggles away!

I'm going to yawn, yawn, yawn my sleepies out

yawn, yawn, yawn my sleepies out

yawn, yawn, yawn my sleepies out

Wiggle my waggles away!

Slowly, Slowly (Adapted by Sonya)

Slowly, slowly, very slowly

Creeps the garden snail

Slowly, slowly, very slowly

Up the garden trail

Quickly, quickly, very quickly

Runs the little mouse

Quickly, quickly, very quickly

All around the house

Walk fingers up legs slowly

Walk fingers up body slowly

Walk fingers up shoulders slowly

Walk fingers up head slowly

Run fingers all over legs

Run fingers all over body

Run fingers all over shoulders

Run fingers over head

Sometimes

Sometimes I am tall

Sometimes I am small

Sometimes I am very, very tall

Sometimes I am very, very, small

Sometimes tall

Sometimes small

Sometimes neither tall nor small

Stand tall

Crouch low

Stand on tiptoes

Crouch and lower head

Stand tall

Crouch down

Stand normally

Sometimes

Sometimes my hands are at my side

Then behind my back they hide

Sometimes I wiggle my fingers so

Shake them fast, shake them slow

Sometimes my hands go clap, clap, clap

Then I rest them in my lap

Now they're quiet as can be

Because its listening time, you see

Stop Says The Red Light

Stop says the red light

Go says the green

Slow says the yellow light in between

Stop says the red light

Go says the green

We must obey them, even the Queen!

Teddy Bear, Teddy Bear

Teddy Bear, Teddy Bear, turn around

Teddy Bear, Teddy Bear, touch the ground

Teddy Bear, Teddy Bear, show your shoe

Teddy Bear, Teddy Bear, that will do

Teddy Bear, Teddy Bear, climb the stairs

Teddy Bear, Teddy Bear, say your prayers

Teddy Bear, Teddy Bear, turn out the light

Teddy Bear, Teddy Bear, say goodnight

Teddy Bear, Teddy Bear (Alternative)

Teddy Bear, Teddy Bear, turn around

Teddy Bear, Teddy Bear, touch the ground

Teddy Bear, Teddy Bear, tie your shoe

Teddy Bear, Teddy Bear, goodbye to you

Ten Little Ducks

One duck, two ducks, splashing in a pool
Three ducks, four ducks find the water cool
Five ducks, six ducks want to stay and play
Seven ducks, eight ducks love a rainy day
Nine ducks, ten ducks, all with wings outspread
Shake their shiny feathers and waddle off to bed

Ten Little Fingers

I've got ten little fingers and they all belong to me
I can make them do things
Would you like to see
I can shut them up tight
I can open them wide
I can put them together
And make them all hide
I can make them jump high
I can make them jump low
I can put them together and hold them just so

Ten Little Fingers (Ten Little Indians)

One little, two little, three fingers
Four little, five little, six little fingers
Seven little, eight little, nine little fingers
Ten fingers on my hands

Ten Little Indians

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys

Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy

Ten Little Monsters (Ten Little Indians)

One little, two little
Three little monsters
Four little, five little
Six little monsters
Seven little, eight little
Nine little monsters
Ten of them can't scare me!

Ten little, nine little
Eight little monsters
Seven little, six little
Five little monsters
Four little, three little
Two little monsters
One of them can't scare me!
None of them can scare me!

The Airplane

The airplane has great big wings
It's propeller spins around and sings
"Vroooooommm"
The airplane goes up
The airplane goes down
The airplane flies high
Over the town!

The Bear Went Over The Mountain

The bear went over the mountain
The bear went over the mountain
The bear went over the mountain
To see what he could see
To see what he could see
To see what he could see

The other side of the mountain
The other side of the mountain
The other side of the mountain
Was all that he could see
Was all that he could see
Was all that he could see

The other side of the mountain
Was all that he could see!

The Elephant

The elephant is big and strong
His ears are wide, his trunk is long
His eyes, they are so very small
He's hardly any eyes at all
His tail is very short and slim
His skin is much too large for him
No matter how he tries to grow
It always seems to wrinkle so

The Elephants Trunk

The elephant carries a great big trunk
He never packs it with clothes
No socks, no shirt, no overcoat
Yet he takes it wherever he goes

The More We Get Together

The more we get together, together, together
The more we get together, the happier we'll be
For your friends are my friends
And my friends are your friends
The more we get together, the happier we'll be

The more we read together, together, together
The more we read together, the happier we'll be
For your friends are my friends
And my friends are your friends
The more we read together, the happier we'll be

There Was A Little Turtle

There was a little turtle
He lived in a box
He swam in a puddle
He climbed on the rocks
He snapped at a mosquito
He snapped at a flea
He snapped at a minnow
And he snapped at me!

Make a fist with thumb sticking out
Cup hands together for a box
Wiggle hand for swimming
Fingers climb up other fist
Snap fingers
Snap fingers
Snap fingers
Snap fingers

He caught the mosquito
He caught the flea
He caught the minnow
But he didn't catch me!

Grab at the air with hand
Grab at the air with hand
Grab at the air with hand
Move pointer finger back and forth

This Little Doggie

This little doggie ran away to play
This little doggie said, "I'll go too some day"
This little doggie began to dig and dig
This little doggie danced a funny jig
This little doggie cried, "I wish I were big"

Fold down thumb
Fold down pointer
Dig down with middle
Dance down with ring
Fold down pinky

This Little Piggy

This little piggy went to market
This little piggy stayed at home
This little piggy had roast beef
This little piggy had none
And this little piggy cried "Wee, wee,"
All the way home

Three Blind Mice

Three blind mice, three blind mice
See how they run! See how they run!
They all ran after the farmer's wife
Who cut off their tails with a carving knife
Did you ever see such a thing in your life
As three blind mice?

Three Little Monkeys

Three little monkeys swinging in a tree
Teasing Mister Crocodile
"Can't catch me, can't catch me"
Along comes Mister Crocodile
Quiet as can be and SNAPS that monkey
Right out of the tree!

Two little monkeys swinging in a tree
Teasing Mister Crocodile
"Can't catch me, can't catch me"
Along comes Mister Crocodile
Quiet as can be and SNAPS that monkey
Right out of that tree!

One little monkey swinging in a tree
Teasing Mister Crocodile
"Can't catch me, can't catch me"
Along comes Mister Crocodile
Quiet as can be and SNAPS that monkey
Right out of that tree!

Three Little Penguins

Three little penguins dressed in white and black

Waddle, waddle forward and waddle right back!

Three little penguins, in a funny pose

They are wearing their evening clothes

Their suits are black and their vests are white

They waddle to the left and they waddle to the right

They stand on the ice and they look very neat

As they waddle along on their little flat feet

Trains

Here's a little choo-choo train chugging down the track

Now it goes forward, now it goes back

Now the whistle blows

Whooooo, Whooooooo!

What a lot of noise it makes

Everywhere it goes

Turtles

One baby turtle alone and new

Finds a friend, and then there are two

Two baby turtles crawl down to the sea

They find another, and then there are three

Three baby turtles crawl along the shore

They find another, and then there are four

Four baby turtles go for a dive

Up swims another, and then there are five

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star
How I wonder what you are!
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are!

Two Little Dicky Birds

Two little dicky birds sitting on a wall
One named Peter, one named Paul
Fly away Peter, fly away Paul
Come back Peter, come back Paul

Two Little Eyes

Two little eyes to look around
Two little ears to hear each sound
One little nose to smell what's sweet
One little mouth that likes to eat

Two Little Puppy Dogs

Two little puppy dogs, lying in a heap
Soft and woolly, and fast asleep

Along came a pussycat, creeping near
"Meow", She cried right in their ear
Two little puppy dogs, after one cat
Did you ever play tag like that?

Wave Goodbye

Wave high, wave low

I think it's time, we've gotta go !

Wave to the ceiling, wave to the floor

Wave to the window, wave to the door

Wave with your nose, wave with your hair

Wave with your tummy, and your derriere

Wave with your eyes, wave with your ears

Wave with your fingers,

And say " Goodbye" !!!!

Goodbye!!!

Wave Goodbye

Wave high, wave low

I think it's time

We've gotta go !

Wave your elbows, wave your toes.

wave your tongue and wave your nose.

Wave your knees, wave your lips.

blow a kiss with your fingertips

Wave your chin, wave your eye

wave your hand and say goodbye!

We Can

We can jump, jump, jump

We can hop, hop, hop

We can clap, clap, clap

We can stop, stop, stop

We can nod our heads for yes

We can shake our heads for no

We can bend our knees a tiny bit

And sit down slow

Weather Rhyme

See the leaves all falling down

To make a carpet on the ground

Swish, swish, wind blows by

Swish, swish, away they fly

Windshield wiper, windshield wiper

What do you do today?

Slip-slap, slip-slap

I wipe the rain away

What The Animals Say

Little pup, little pup what do you say?
Woof, woof, woof! Let's go and play
Kittycat, kittycat how about you?
Meow, meow, meow! And I purr, too
Pretty bird, pretty bird have you a song?
Tweet, tweet, tweet! The whole day long
Jersey cow, Jersey cow what do you do?
Moo, moo, moo! And give milk, too
Little lamb, little lamb what do you say?
Baa, baa, baa! Can Mary play?

Where, Oh Where Has My Little Dog Gone

Where, oh where has my little dog gone
Oh where, oh where can he be?
With his tail docked short
And his ears docked long
Oh where, oh where can he be?

White Sheep And Black Sheep

White sheep and black sheep
Graze on a hill
When the wind stops
You all stand still

When the wind blows
You walk away slow
White sheep and black sheep
Where do you go?

Yankee Doodle

Yankee Doodle went to town
A-riding on a pony
Stuck a feather in his cap
And called it macaroni

Zoom, Zoom, Zoom

Zoom, zoom, zoom
I'm going to the moon
If you want to take a trip
Climb aboard my rocket ship
Zoom, zoom, zoom
I'm going to the moon

Stand, rub hands upwards

Zoom hands up

Climb imaginary ladder

Stand, rub hands upwards

Rhymes and action songs on CD

Eency Weency Spider

(From *Sing-a-long* CD)

The eency weency spider	<i>Walk fingers of hand up opposite arm</i>
-------------------------	---

Went up the water spout	
-------------------------	--

Down came the rain	<i>Wiggle fingers to make rain</i>
--------------------	------------------------------------

And washed the spider out	<i>Criss-cross hands in front of body</i>
---------------------------	---

Out came the sun	<i>Make sun with both hands</i>
------------------	---------------------------------

And dried up all the rain	
---------------------------	--

Now the eency weency spider	<i>Walk fingers of hand up opposite arm</i>
-----------------------------	---

Goes up the spout again	
-------------------------	--

The eency weency spider	<i>Walk fingers up baby's body toes to head</i>
-------------------------	---

Went up the water spout	
-------------------------	--

Down came the rain	<i>Wiggle fingers in front of baby's eyes</i>
--------------------	---

And washed the spider out	<i>Criss-cross hands in front of body</i>
---------------------------	---

Out came the sun	
------------------	--

And dried up all the rain	<i>Make sun with one hand held high</i>
---------------------------	---

Now the eency weency spider	<i>Walk fingers up baby's body toes to head</i>
-----------------------------	---

Goes up the spout again	
-------------------------	--

The eency weency spider	<i>Put thumb to index finger to make spider</i>
-------------------------	---

Went up the water spout	
-------------------------	--

Down came the rain	<i>Wiggle fingers to make rain</i>
--------------------	------------------------------------

And washed the spider out	<i>Criss-cross hands in front of body</i>
---------------------------	---

Out came the sun	<i>Make sun with one hand held high</i>
------------------	---

And dried up all the rain	
---------------------------	--

Now the eency weency spider	<i>Put thumb to index finger to make spider</i>
-----------------------------	---

Goes up the spout again	
-------------------------	--

Five little men

(From *Love to sing songbook* CD)

Five little men in their flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one of them flew away

Four little men in their flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one of them flew away

Three little men in their flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one of them flew away

Two little men in their flying saucer
Flew round the world one day
They looked left and right
But they didn't like the sight
So one of them flew away

One little man in his flying saucer
Flew round the world one day
He looked left and right
But he didn't like the sight
So he just flew away

Five Little Speckled Frogs

(From *Love my first songbook* CD)

Five little speckled frogs

Move hand back and forth

Sitting upon a log

Eating a most delicious bug, yum, yum

Rub tummy

One jumped into the pool

Dive hand forward and down

Where it was nice and cool

Then there were four speckled frogs

Four little speckled frogs

Four fingers back and forth

Sitting upon a log

Eating a most delicious bug, yum, yum

Rub tummy

One jumped into the pool

Dive hand forward and down

Where it was nice and cool

Then there were three speckled frogs

Repeat - changing four frogs to three frogs

Three fingers back and forth

Repeat - changing three frogs to two frogs

Two fingers back and forth

One little speckled frog

One finger back and forth

Sitting upon a log

Eating a most delicious bug, yum, yum

Rub tummy

He jumped into the pool

Dive hand forward and down

Where it was nice and cool

Then there were no more speckled frogs

Hold both hands up

Five Red Balloons

(From *Feeling the beat* CD)

Five red balloons floating in the sky
Five red balloons floating way up high
They passed a tree and one went “pop”
How many left that did not drop?

Four red balloons floating in the sky
Four red balloons floating way up high
They passed a tree and one went “pop”
How many left that did not drop?

Three red balloons floating in the sky
Three red balloons floating way up high
They passed a tree and one went “pop”
How many left that did not drop?

Two red balloons floating in the sky
Two red balloons floating way up high
They passed a tree and one went “pop”
How many left that did not drop?

One red balloon floating in the sky
One red balloon floating way up high
It passed the tree because it flew so high
Floating away in the clear blue sky

Haere Mai Welcome

(From *Feeling the beat* CD)

Haere mai welcome everyone

A circle of friends here today

Haere mai welcome everyone

Share music here today

Can you pat the beat on your self somewhere

Can you pat the beat on your self somewhere

Hands on hips move side to side

Hands on hips move side to side

Can you bend your knees

Bend your knees just so

Can you bend your knees

Bend your knees just so

Haere mai welcome everyone

Repeat once

Head, Shoulders, Knees and Toes

(From *Love to sing songbook* CD)

Head, shoulders, knees, and toes

Knees, and toes

Head shoulders, knees, and toes

Knees, and toes

And eyes, and ears, and mouth, and nose

Head, shoulders, knees, and toes

Knees, and toes

Hello song

(From *Love to sing fun songs* CD)

Hello (*Hello*)

Nice day (*Nice day*)

Pleased to see you (*Pleased to see you too*)

Lets run (*Lets run*)

Lets play (*Lets play*)

I will talk to you (*I will talk to you*)

We can dance (*We can dance*)

Ands sing (*And sing*)

We can jump (*We can jump*)

And swing (*And swing*)

Watch me laugh (*Watch me laugh*)

And poke a face (*And poke a face*)

Now we're friends (*Now we're friends*)

Come and join us at our place (*Come and join us at our place*)

Repeat twice

Now we're friends (*Now we're friends*)

Come and join us at our place

Hokey Pokey

(From *World's best kids songs* CD)

You put your right hand in, you put your right hand out

You put your right hand in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

That's what it's all about

Clap hands

You put your left hand in, you put your left hand out

You put your left hand in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

Chorus

Woah, the hokey pokey

Move into centre, raise arms in front

Woah the hokey pokey

Move back out with "hokey pokey"

Woah the hokey pokey

And that's what it's all about

Clap hands six times

You put your right foot in, you put your right foot out

You put your right foot in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

You put your left foot in, you put your left foot out

You put your left foot in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

Repeat chorus

You put your head in, you put your head out

You put your head in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

You put your bottom in, you put your bottom out

You put your bottom in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

Repeat chorus

You put your whole self in, you put your whole self out

You put your whole self in, and you shake it all about

You do the hokey pokey

Clap hands

And you turn around

Turn around

And that's what it's all about

Clap hands

Repeat chorus twice

I Saw A Taniwha

(From *Love to sing songbook* CD)

I saw a Taniwha
When swimming in the Waikato
He whispered sweetly in my taringa
Won't you come along with me
There's such a lot to see
Underneath the deep blue sea

Shade eyes with hand
Mime breaststroke
Cup hand behind ear
Beckon with one hand
Make hand goggles around eyes
Make wave movements with arm

And what did I say?
I said oh no, no, no
I have to go, go, go
But may we always be good friends
My mother is waiting for me
Underneath the Kowhai tree
So Taniwha haere ra
Tahi – rua – toru – wha – He!

Put hands on hips
Shake index finger back and forth
Point thumb back over shoulder
Shake hands with someone
Point thumb at chest
Make a tree shape with both hands
Wave goodbye
Put hands on hips

I'm A Little Hunk Of Tin

(From *Love to sing songbook* CD)

I'm a little hunk of tin
Nobody knows what shape I'm in
I've got four wheels and a running board
I ain't no Chevy and I ain't no Ford
Honk honk rattle rattle rattle crash beep beep
Honk honk rattle rattle rattle crash beep beep
Honk honk

Jack In The Box

(From *Love my first songbook* CD)

Jack in the box, Jack in the box, quiet and still

Crouch down

Will you come out, will you come out, yes I will

Jump up

What can you do?

Arms out in front, palms up

My hands are shaking, shaking, shaking

Shake both hands by sides

My hands are shaking just like this

Slowly crouch down

Jack in the box, Jack in the box, quiet and still

Crouch down

Will you come out, will you come out, yes I will

Jump up

What can you do?

Arms out in front, palms up

My head is nodding, nodding, nodding

Nod head

My head is nodding just like this

Slowly crouch down

Jack in the box, Jack in the box, quiet and still

Crouch down

Will you come out, will you come out, yes I will

Jump up

What can you do?

Arms out in front, palms up

My eyes are blinking, blinking, blinking

Point to eyes and blink

My eyes are blinking just like this

Slowly crouch down

Jack in the box, Jack in the box, quiet and still

Crouch down

Will you come out, will you come out, yes I will

Jump up

What can you do?

Arms out in front, palms up

My feet are stamping, stamping, stamping

Stamp feet while marching

My feet are stamping just like this

Slowly crouch down

Jack in the box, Jack in the box, quiet and still

Crouch down

Will you come out, will you come out, yes I will

Jump up

What can you do?

Arms out in front, palms up

My hands are clapping, clapping, clapping

Claps hands in slow rhythm

My hands are clapping just like this

Clap until music stops

Johnny Works With One Hammer

(From *The complete book of rhymes, songs, poems, fingerplays, and chants* book and CD)

Johnny works with one hammer

One hammer, one hammer

Johnny works with one hammer

Then he works with two

One - two

Johnny works with two hammers

Two hammers, two hammers

Johnny works with two hammers

Then he works with three

One – two - three

Johnny works with three hammers

Three hammers, three hammers

Johnny works with three hammers

Then he works with four

One – two – three – four

Johnny works with four hammers

Four hammers, four hammers

Johnny works with four hammers

Then he works with five

One – two – three – four - five

Johnny works with five hammers

Five hammers, five hammers

Johnny works with five hammers

Then he goes to bed

Let Everyone Clap Hands

(From *Touch that nose, wriggle those toes* CD)

Let everyone clap hands with me

Let everyone clap hands with me

So come along join in the game

You'll find that it's always the same

Let everyone stomp feet with me

Let everyone stomp feet with me

So come along join in the game

You'll find that it's always the same

Let everyone flap knees with me

Let everyone flap knees with me

So come along join in the game

You'll find that it's always the same

Let everyone turn round with me

Let everyone turn round with me

So come along join in the game

You'll find that it's always the same

Let everyone jump up with me

Let everyone jump up with me

So come along join in the game

You'll find that it's always the same

Let everyone clap hands with me

Let everyone clap hands with me

So come along join in the game

You'll find that it's always the same

Mr. Clickety Cane

(From *Sing a song about the body* CD)

When Mr. Clickety cane plays a silly game

All the kids in the street they like to do the same

Wash your face in orange juice (repeat)

Wash face with hands

When Mr. Clickety cane plays a silly game

All the kids in the street they like to do the same

Wash your face in orange juice (repeat)

Wash face with hands

Clean your teeth with bubble gum (repeat)

Brush teeth with finger

When Mr. Clickety cane plays a silly game

All the kids in the street they like to do the same

Wash your face in orange juice (repeat)

Wash face with hands

Clean your teeth with bubble gum (repeat)

Brush teeth with finger

Brush your hair with a tooth brush (repeat)

Brush hair with hands

When Mr. Clickety cane plays a silly game

All the kids in the street they like to do the same

Wash your face in orange juice (repeat)

Wash face with hands

Clean your teeth with bubble gum (repeat)

Brush teeth with finger

Brush your hair with a tooth brush (repeat)

Brush hair with hands

Fry an egg on a slippery dip (repeat)

Make diving movements

When Mr. Clickety cane plays a silly game

All the kids in the street they like to do the same

Wash your face in orange juice (repeat)

Brush teeth with finger

Brush your hair with a tooth brush (repeat)

Brush hair with hands

Fry an egg on a slippery dip (repeat)

Make diving movements

Belly flop in a pizza (repeat)

Pretend to dive

What a silly game

One Finger, One Thumb

(From Travelling tunes for toddlers CD)

One finger, one thumb keep moving

One finger, one thumb keep moving

One finger, one thumb keep moving

We'll all be merry and bright

Two fingers, one thumb keep moving

Two fingers, one thumb keep moving

Two fingers, one thumb keep moving

We'll all be merry and bright

Three fingers, one thumb keep moving

Three fingers, one thumb keep moving

Three fingers, one thumb keep moving

We'll all be merry and bright

Four fingers, one thumb keep moving

Four fingers, one thumb keep moving

Four fingers, one thumb keep moving

We'll all be merry and bright

Open, Shut Them

(From *Love my first songbook* CD)

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

Pat Your Head

(From *Feeling the beat* CD)

Pat your head, head, head

And your shoulders too

Pat your knees, knees, knees

And your toes, toes, toes

Pat head slowly 3 times

Pat shoulders slowly 3 times

Pat knees slowly 3 times

Pat toes slowly 3 times

Can you clap your hands

Clap them with me

Then roll them round and round

Then roll them round and round

And lay them in your lap

Clap hands

Roll hands around each other

Roll hands around each other

Fold hands in lap

Repeat once

Roll Your Hands Around

(From *Feeling the beat* CD)

Roll your hands around

Roll hands around each other

Roll your hands around

And bang them on the ground

Bang hands on ground

And bang them on the ground

Reach them way up high

Stretch hands and fingers up

Reach them way up high

Fingers in the sky

Wriggle fingers

Fingers in the sky

Run them down your body

Run hands down body to feet

Run them down your body

Right down to your toes

Touch toes

Right down to your toes

Jump and jump them up again

Bounce hands up body

Jump and jump them up again

And land them on your nose

Touch nose with fingers

And land them on your nose

Shapes

(From *Sing and play: Learning songs for early childhood CD*)

One, two, three, four sides to a square

Draw a square shape in the air

One – two – three – four

Make a square shape on the floor

Around, and around, and around, and around

Making circles in the air

Around, and around, and around and around

Making circles everywhere

One, two, three, one, two, three

Making a triangle

One, two, three, one, two, three

Making a triangle

One, two, three, one, two, three

Sides to a triangle

Drawing a triangle in the air

One, two, three four sides to a square

Draw a square shape in the air

One – two – three – four

Make a square shape on the floor

Around, and around, and around, and around

Making circles in the air

Around, and around, and around, and around

Making circles everywhere

Skiddamarink

(From *The Complete book of rhymes, songs, poems, fingerplays, and chants* book and CD)

Skiddamarink a dinky dink *Right elbow in left hand and flop hand*

Skiddamarink a doo *Left elbow right hand*

I love you *Point to eyes*

Skiddamarink a dinky dink *Right elbow in left hand and flop hand*

Skiddamarinky a doo *Left elbow right hand*

I love you *Draw out words - Point to eyes*

I love you in the morning *Hands together at knee level*

And in the afternoon *Hands together at waist level*

I love you in the evening *Raise hands together over head*

And underneath the moon *Make a large circle with hands and arms*

Skiddamarink a dinky dink *Right elbow in left hand and flop hand*

Skiddamarink a doo *Left elbow right hand*

I love you *Draw out words - Point to eyes*

Tena Koe

(From *Love to sing songbook* CD)

Tena koe	Pat knees, clap hands in rhythm
Hello to one	Hold up one finger on right hand
Tena korua	Pat knees, clap hands in rhythm
Hello to two	Hold up two fingers on right hand

Tena koutou	Pat knees, clap hands in rhythm
Hello to all	Hold hands out palm up
Haere mai everyone	Beckon with both hands
Welcome everyone	

Tena koe	Pat knees, clap hands in rhythm
Hello to one	Hold up one finger on left hand
Tena korua	Pat knees, clap hands in rhythm
Hello to two	Hold up two fingers on left hand

Tena koutou	Pat knees, clap hands in rhythm
Hello to all	Hold hands out palm up
Haere mai everyone	Beckon with both hands
Welcome everyone	

The Scarecrow

(From *Love to sing songbook* CD)

When all the cows were sleeping
And the sun had gone to bed
Up jumped a scarecrow
And this is what he said

Squat and pretend to sleep

Jump up

I'm a dingle dangle scarecrow
With a floppy floppy hat
I can shake my hands like this
And shake my feet like that

Arms out at sides and flop wrists

Flop hands at wrist on head

Arms out at sides and shake hands

Lift each foot and shake it once

When all the hens were roosting
And the moon behind a cloud
Up jumped a scarecrow
And shouted very loud

Squat with arms tucked like wings

Jump up

Put hands around mouth

I'm a dingle dangle scarecrow
With a floppy floppy hat
I can shake my hands like this
And shake my feet like that

Arms out at sides and flop wrists

Flop hands at wrist on head

Arms out at sides and shake hands

Lift each foot and shake it once

Tickly Rain

(From *Teddy jumps* CD)

On my head (Tickly rain)

On my shoulders (Tickly rain)

On my back (Tickly rain)

It's raining again

Patter fingers on head

Patter fingers on shoulders

Patter fingers on back

On my arms (Tickly rain)

On my tummy (Tickly rain)

On my legs (Tickly rain)

It's raining again

Patter fingers on arms

Patter fingers on tummy

Patter fingers on legs

Drip drop, drip drop

Drip drop, drip drop

Drip drop, drip drop

Drip drop

Drip

Pat different parts of the body

like rain drops are falling

Drip drop, drip drop

Drip drop, drip drop

Drip drop, drip drop

Drip

Pat different parts of the body

like rain drops are falling

Touch That Nose, Wriggle Those Toes

(From *Touch that nose, wriggle those toes* CD)

Touch that nose, wriggle those toes

Reach up high, and bend down low

Touch that nose, wriggle those toes

Reach up high, and bend down low

Scratch your ear, blink your eyes

Move your hair from side to side

Scratch your ear, blink your eyes

move your hair from side to side

Touch that nose, wriggle those toes

Reach up high, and bend down low

Touch that nose, wriggle those toes

Reach up high, and bend down low

Clap your hands, lick your lips

Turn around, and shake your hips

Clap your hands, lick your lips

Turn around, and shake your hips

Touch that nose, wriggle those toes

Reach up high, and bend down low

Touch that nose, wriggle those toes

Reach up high, and bend down low

Touch that nose, wriggle those toes

Reach up high, and bend down low

Touch that nose, wriggle those toes

Reach up high, and bend down low

Trains

(From *Feeling the beat* CD)

An engine rumbles down the track

Toot toot

An engine rumbles down the track

Toot toot

An engine rumbled down the track

Toot toot

It couples to a wagon and pulls it back

How many vehicles sitting upon the track?

Two!

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Reach into centre then out

An engine rumbles down the track

Toot toot

An engine rumbles down the track

Toot toot

An engine rumbled down the track

Toot toot

It couples to a wagon and pulls it back

How many vehicles sitting upon the track?

Three

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Reach into centre then out

An engine rumbles down the track

Toot toot

An engine rumbles down the track

Toot toot

An engine rumbled down the track

Toot toot

It couples to a wagon and pulls it back

How many vehicles sitting upon the track?

Four!

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Reach into centre then out

An engine rumbles down the track

Toot toot

An engine rumbles down the track

Toot toot

An engine rumbled down the track

Toot toot

It couples to a wagon and pulls it back

How many vehicles sitting upon the track?

Five

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Reach into centre then out

An engine rumbles down the track

Toot toot

An engine rumbles down the track

Toot toot

An engine rumbled down the track

Toot toot

It couples to a wagon and pulls it back

How many vehicles sitting upon the track?

Six (drawn out)

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Move arms like pistons

Pull air horn

Reach into centre then out

Two Little Teddy Bears

(From *Feeling the beat* CD)

Two little teddy bears
Are jumping on my knee
Two little teddy bears
Are jumping on my knee

Make teddy's with hands
Bounce up and down on knees

This one's name is Sally
The other one is John
They go and hide behind my back
I think that they have gone

Bounce one teddy higher
Bounce other teddy higher
Hide hands behind back

Here they come again
Here's John and Sally see
Jump up and down again upon my knee

Bring one teddy back bouncing
Bring other teddy back bouncing

We're Clapping Our Hands

(From *Sing and play: Learning songs for early childhood* CD)

We're clapping our hands *Clap hands slowly*

We're clapping our hands *Clap hands slowly*

We're clapping, clapping, clapping our hands *Clap hands slowly*

We're nodding our heads *Nod head up and down*

We're nodding our heads *Nod head up and down*

We're nodding, nodding, nodding our heads *Nod head up and down*

We're patting our knees *Pat knees slowly*

We're patting our knees *Pat knees slowly*

We're patting, patting, patting our knees *Pat knees slowly*

We're stamping our feet *Stamp feet slowly*

We're stamping our feet *Stamp feet slowly*

We're stamping, stamping, stamping our feet *Stamp feet slowly*

We're clapping our hands *Clap hands slowly*

We're clapping our hands *Clap hands slowly*

We're clapping, clapping, clapping our hands *Clap hands slowly*

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Assessments



Employee self assessment – Storytime

Now that you have delivered some Storytime sessions, use this form to look at your planning and delivery techniques.

Name:

Site:

Date:

Preparation

1. Describe how you prepared to deliver the Storytime session (reflect on sourcing material, familiarity with subject content and equipment, set up of area)

2. Did your storytime lesson plan suit your audience? Be sure to reflect on the age group and culture of your audience, was there a theme?

Presentation

3. What techniques did you use to engage your audience (children and parents/caregivers)?

4. Did the session flow between story and rhymes/action songs?

Pitch and Pace

5. Was your Storytime planner aimed at the right age level?

6. Did you change any aspects of your planner to suit your audience or encourage more interaction?

Overall

7. What worked well?

8. Is there anything you would do differently next time?



Manager or colleague observation – Storytime

Now that you have delivered some Storytime sessions, use this form to look at your planning and delivery techniques.

Name:

Site:

Name of observer:

Date:

Preparation

Provide comments on the following areas: <ul style="list-style-type: none"> • Storytime planner • Familiarity with material • Familiarity with equipment • Physical set up 	

Presentation

What techniques were used to engage the audience? <ul style="list-style-type: none"> • Familiar songs and rhymes • Interactive books • Other techniques 	
Did the session flow successfully?	

Pitch and pace

Was the Storytime aimed at the right age level for the audience?	
Did the Storytime have to be adjusted for an older or younger audience?	
Was the session length appropriate?	

Overall

What did they do really well?	
What could they do differently next time?	