

Count with Me!

Presenter Tip Sheet

About This Storytime

Some children will count to ten earlier than others, but most are almost three years old before this ability emerges. It is important to remember that just because a child can count to ten does not mean he or she understands what ten represents. Understanding the meaning of ten develops closer to age five. Introducing children to numbers early, however, begins to build a foundation for later understanding. By age three, children will know they need to add another plate to the dinner table when a friend joins them for dinner. By age four, they will know that if they give away a piece of candy, they will have fewer pieces than when they started. Experiences with counting build a foundation for later skills and understanding.

Books

For books to share in this storytime, pick three from the list below, or choose other books in your collection that reflect the theme and are developmentally appropriate for twos and threes. Always share your longest book first. For the second book, choose a participatory book that engages the children, and ask the caregivers to join in. For the third and last story, share a book told through the use of a flannel board or magnetic board, or use a prop or other visual. The examples provided in the storytime program fit these guidelines.

Book Suggestions:

- *Moo Moo, Brown Cow*, by Jakki Wood (Harcourt, 1992)
- *Mouse Count*, by Ellen Stoll Walsh (HMH, 1991)
- *The Noisy Counting Book*, by Susan Schade (Random House, 2010)
- *One Spotted Giraffe*, by Petr Horáček (Candlewick, 2012)
- *One Two That's My Shoe!* by Alison Murray (Hyperion, 2011)
- *Ten in the Bed*, by David Ellwand (Chronicle, 2002)
- *Ten in the Den*, by John Butler (Peachtree, 2005)
- *Ten Little Bunnies*, by Robin Spowart (Scholastic, 2001)
- *Ten Little Puppies/Diez perritos*, by Alma Flor Ada (Rayo, 2011)
- *Ten, Nine, Eight*, by Molly Bang (Greenwillow, 2003)
- *Ten Seeds*, by Ruth Brown (Random House, 2001)

Songs

This storytime includes four songs. The same opening song should be used each week if you are holding a series of storytime programs. Always provide some type of movement or motions to accompany each song, but keep the movements simple. If you use a song that normally has many verses, consider limiting it to two or three verses. Using recorded music during the storytime is fine, but try to sing as many songs as you can with a live voice so that young children can hear the words and the sounds making up each word. Recorded music is usually sung too fast for this purpose. The Very Ready Reading Program includes CDs with all the songs in the storytimes, recorded at an appropriate tempo for this age group. Track numbers for each recording are provided in the song list below and on the storytime program card.

Songs for This Storytime:

- Opening Song: "It's Time for Storytime" (sung to the tune of "The Farmer in the Dell") 🎧 2.03 🎵 2.04
- "This Old Man" 🎧 2.23
- "Five in the Bed" 🎧 1.23
- "Five Little Monkeys" (sung to the tune of "Hush, Little Baby") 🎧 1.25

Rhymes

This storytime includes four rhymes. The same closing rhyme should be used each week if you are holding a series of storytime programs. The rhymes used in these storytimes have motions that are appropriate for twos and threes, who still have some limited fine motor skills. Younger children may need caregivers' help with the motions in these rhymes.

Rhymes for This Storytime:

- "One, Two, Buckle My Shoe"
- "When I Was One"
- "Counting Rhyme"
- Closing Rhyme: "Wave Goodbye"

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Activities

This storytime includes an optional theme-related activity, to be completed after the closing rhyme. Below are three activities to choose from. The activity you choose might depend on the size or predominant age of your audience, the amount of time you have to prepare, your space or environment, and the materials needed. The activities are designed with safety and the attention spans and fine motor abilities of twos and threes in mind. Always remember and remind caregivers: **Any activity that involves materials such as paint, sand, string, or small pieces requires close adult supervision.** Although each activity has a learning aspect, the emphasis should be on having fun!

Activity Suggestions:

Number Rubbings. Cut a set of numerals from 1 to 5 for each child from an Ellison Die or Accu-Cut machine. Have an adult put a piece of rolled masking tape under each number to hold it in place on a table. Then have the adult place a piece of paper over her child's numerals and tape the corners of the paper so it also stays in place. Provide several large, chunky crayons for each child, and have the adult show how to rub the crayon sideways over the paper to make the numeral appear. Children can then continue the number rubbings.

Play Dough Numbers. Provide play dough and numerals (1, 2, or 3) printed on card stock. Demonstrate how to roll the dough into a snake and then how to use the snake to trace the printed numeral. Have adults name the numeral, and have the children recite the numeral after them.

Magnetic Numerals. Give each child a set of homemade magnetic numerals 1 to 5. Download the pattern at www.upstartpromotions.com/upstart/pages/reproducibles, and reproduce the numbers on card stock. Children can color the numerals with their favorite colors. Adults can then cut out the numerals and attach a small piece of magnetic tape to the back of each one. Tell adults to have children use the numerals on a refrigerator, metal cookie sheet, or other metal object at home while they repeat rhymes from this week's storytime ("Counting Rhyme" and "When I Was One").



Early Literacy Tips

Throughout each storytime program, you'll find yellow boxes that feature early literacy tips. As you present your program, share these tips with parents and caregivers to help promote the **7 Days • 7 Ways** principles. The tips are designed to easily be infused into the storytime without interrupting the natural flow of the program for children. The Caregiver Tip Sheets you will hand out at the end of each program reiterate the literacy tips you shared during the storytime.