

Imaginary Creatures

Presenter Tip Sheet

About This Storytime

Children love imaginary creatures. These creatures can be big and hairy and even scary, as long as they're not real. Learning to separate real from not real is an important preschool task that is enhanced when children can compare exaggerated creatures and situations to what they experience in their day-to-day life. Coming to terms with real and imaginary helps children build critical thinking skills, which reinforces their reading skills and other academic skills.

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 fours and fives. Always share your longest book first. For your second, try to 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:

- *Glad Monster, Sad Monster*, by Ed Emberley (Little, Brown, 1997)
- *Go Away, Big Green Monster*, by Ed Emberley (Little, Brown, 1992)
- *The Gruffalo*, by Julia Donaldson (Dial, 2005)
- *If You're a Monster and You Know It*, by Rebecca and Ed Emberley (Orchard, 2010)
- *Leonardo the Terrible Monster*, by Mo Willems (Hyperion, 2005)
- *Puff, the Magic Dragon*, by Peter Yarrow (Sterling, 2007)
- *Rhyming Dust Bunnies*, by Jan Thomas (Beach Lane, 2009)
- *There Was an Old Monster!* by Rebecca, Adrian, and Ed Emberley (Orchard, 2009)
- *The Three Billy Goats Gruff*, by Paul Galdone (HMH, 2006)
- *Where the Wild Things Are (50th Anniversary Edition)*, by Maurice Sendak (HarperCollins, 2012)

Songs

This storytime includes five songs. The same opening song and closing 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. Using recorded music during the storytime is fine, but try to sing some songs with a live voice so that children can hear the words and the sounds making up each word. 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 songlist below and on the storytime program card.

Songs for This Storytime:

- Opening Song: "Moving Hands" (sung to the tune of "The Farmer in the Dell") 🎧 2.08 🎵 2.09
- "Great Green Scary Things" 🎧 1.26
- "Horns, Snouts, Claws, and Paws" 🎧 1.29
- "The Billy Goats Gruff" 🎧 1.04
- Closing Song: "Library Storytime Song" (sung to the tune of "I've Been Workin' on the Railroad") 🎧 2.01 🎵 2.02

Alternate Songs:

- "Do the Dragon" by Laurie Berkner, *Under a Shady Tree*. Two Tomatoes, 2002.
- "Dinosaur Boogie" by Dr. Jean, *Just for Fun!* Music Design, 2007.
- "One Dinosaur" by Pam Schiller, *Moving to Math*. Kimbo, 2007.
- "I'm Wild" by The Learning Station, *Literacy in Motion*. Hug-A-Chug Records, 2005.
- "Monster Boogie" by Laurie Berkner, *Buzz Buzz*. Two Tomatoes, 2001.
- "The Monster Song" by Tickle Tune Typhoon, *Circle Around*. 1984
- "Monsters in the Bathroom" by Bill Harley, *Monsters in the Bathroom*. Round River, 2003.

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Rhymes

This storytime includes two rhymes and one creative dramatics. The rhymes used in these storytimes have motions that are appropriate for fours and fives with developing fine motor skills.

Rhymes/Creative Dramatics for This Storytime:

- “The Gruffalo Stomp”
- “Goats on a Stroll”
- Act out chosen participation book (Creative Dramatics)

Activities

This storytime includes an optional theme-related activity, to be completed after the closing song. Below are three 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 fours and fives in mind. However, always keep in mind and remind caregivers: **Any time an activity involves materials such as paint, sand, string, or small pieces, close adult supervision is required.** Although each activity has a learning aspect goal, the emphasis should be on having fun!

Activity Suggestions:

Play Dough Trolls. Invite children to make a big troll face by flattening a ball of purple play dough. Show them how to add large wiggle eyes and place orange yarn pieces around the edges for hair. Demonstrate how to use a craft stick to draw a nose and mouth.

Draw a Monster. Have children design their own monster. They can combine parts of animals they have seen to draw a mixed-up creature like the Gruffalo.

Three Billy Goats Gruff. Download the Three Billy Goats Gruff template at www.upstartpromotions.com/upstart/pages/reproducibles and give one to each child. Children can cut out the four pieces. They can glue cotton balls on the goats and torn pieces of tissue paper on the troll’s stomach. With adult help, children can add a piece of magnetic stripping on the back of each character. They can retell the story at home by placing the pieces on the refrigerator.



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.