

Kitty Cat and Puppy Dog Tales

Presenter Tip Sheet

About This Storytime

Families often have a pet dog or cat at home, so many babies and toddlers will be familiar with and love these animals—and their barks and meows! The songs used in this storytime are old favorites that most caregivers will know and enjoy singing. Because repetition in storytime is important, some of these rhymes and songs can also be used again in the “Pet Show” storytime.

Books

For books to share in this storytime, pick three from the list below, or choose other board books or picture books in your collection that reflect the theme and are developmentally appropriate for babies and young toddlers. Always share your longest book first. For your second, choose a participatory book that engages the child or both the caregiver and child. 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. If most children are restless and you feel the program is too long for that day, skip the last story and concentrate on the rhymes and songs.

Book Suggestions:

- *Bark Park*, by Karen Gray Ruelle (Peachtree, 2008)
- *Big Dog and Little Dog*, by Dav Pilkey (Houghton Mifflin Harcourt, 1997)
- *Cat*, by Matthew Van Fleet (Simon & Schuster, 2009)
- *Do Your Ears Hang Low?* by Caroline Jayne Church (Chicken House, 2002)
- *Dog*, by Matthew Van Fleet (Simon & Schuster, 2007)
- *Have You Seen My Cat?* by Eric Carle (Little Simon, 1996)
- *Hello Calico!* by Karma Wilson (Little Simon, 2007)
- *Little Kitten: Finger Puppet Book*, by Chronicle Books (Chronicle Books, 2007)
- *Little Puppy: Finger Puppet Book*, by Chronicle Books (Chronicle Books, 2007)
- *Mama Cat Has Three Kittens*, by Denise Fleming (Henry Holt, 1998)
- *My Dog, My Cat*, by Ashlee Fletcher (Tanglewood Press, 2011)
- *Puppies and Piggies*, by Cynthia Rylant (Harcourt, 2008)
- *Pussy Cat, Pussy Cat*, by Annie Kubler (Child’s Play International, 2010)
- *Ten Little Puppies*, by Alma Flor Ada (HarperCollins, 2011)
- *That’s Not My Kitten ... Its Ears Are Too Soft*, by Fiona Watt (Usborne, 2006)
- *That’s Not My Puppy ... Its Coat is Too Hairy*, by Fiona Watt (Usborne, 1999)
- *Where’s Spot?* by Eric Hill (Putnam, 2003)
- *Who Says Woof?* by John Butler (Viking, 2003)

Songs

This storytime includes five songs. The same opening and closing songs should be used each week if you are holding a series of storytime programs. Always provide movements or motions to accompany each song, but keep these simple, such as the caregiver rocking the baby back and forth, bouncing the baby in time to the music, or clapping the baby’s hands. Using recorded music during the storytime is fine, although it’s best to sing the songs with a live voice, or sing along with simple recordings, so that very young children can hear the words and the sounds making up each word. Recorded music is often sung too fast for this purpose. For your reference or to play during storytime, The Very Ready Reading Program includes a CD of songs recorded at an appropriate tempo. Track numbers for each recording are provided in the songlist below and on the storytime program card.

Songs for This Storytime:

- Opening Song: “If You’re Happy to Be Here” (sung to the tune of “If You’re Happy and You Know It”) 🎧 22 🎵 23
- “How Much Is That Doggie in the Window?” 🎧 18
- “I’m a Little Kitty Cat” (sung to the tune of “I’m a Little Teapot”)
- “Oh Where, Oh Where Has My Little Dog Gone?” 🎧 32
- Closing Song: “The More We Get Together” 🎧 28 🎵 29

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Rhymes

This storytime includes three rhymes, with movements to accompany them. Caregivers perform the movements with the child, depending on the child's ability. For babies, the caregiver can move the child's hands, fingers, and body, or otherwise help the baby execute the movements. Young toddlers may be able to do the movements themselves or may need a little help. Keep in mind that children up to 24 months of age have not developed fine motor skills to the same degree as older toddlers and preschoolers; open and close motions are better than, say, putting one finger down at a time. The Very Ready Reading Program storytimes include different types of movement rhymes for variety, such as bounce/lift, finger/hand, and toe/foot rhymes.

Rhymes for This Storytime:

- "Fiddle-Dee-Dee" (finger/hand)
- "My Kitty Cat" (finger/hand)
- "Leg Over Leg" (bounce/lift)

Activities

This storytime includes an optional theme-related activity, to be completed after the closing song. Below are three to choose from, including at least one that is suitable for the youngest babies. 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 very limited attention spans of babies and young toddlers 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, the emphasis should be on fun!

Activity Suggestions:

Paw Prints. Cut puppy or kitty paws from cardstock. Provide colored paper for babies and young toddlers to rip and tear. (Before babies develop small motor skills to cut with scissors, they can tear paper.) Caregivers can glue torn paper to paw prints. Or, if desired, cut paw print patterns out of contact paper; have the caregiver remove the backing of the contact paper, and stick the ripped pieces of paper on top of the contact paper.

Lost and Found. Tell caregivers during the week preceding this storytime to have their child bring a stuffed cat or dog to storytime; mention that you will have extras if they do not own one. Then provide each caregiver with two or three containers, such as paper bags, small boxes, empty plastic coffee tubs, or milk jugs with the top cut off. Have the adult "hide" the puppy or kitten in one of the containers, and ask the child to find the lost kitty or puppy. This can be done several times.

Texture Touch. Provide pieces of furry fabric, aluminum foil, newspaper, and construction paper for each child. Children can explore the different textures and squeeze the materials into the shape of a puppy dog or kitty cat tail, or a ball. This is a great activity for small motor skills. Adults can unfold the materials and have children do this several times if desired. Alternatively, place several squares of textured fabrics a foot apart to create a path. Have children crawl like puppies over the trail, stopping to investigate the texture of each fabric.

Early Literacy Tips

Promote the **7 Days • 7 Ways** principles with parents and caregivers by emphasizing the three early literacy tips found in the yellow boxes in the storytime program.