

Once Upon a Time

Presenter Tip Sheet

About This Storytime

Many children are not being exposed to traditional folklore by family members as often happened in the past. Thus, they grow up missing some of these important life lessons. Not only do traditional stories stimulate the imagination, but they also teach children crucial social and moral lessons. This storytime introduces very common folktales, though you may also choose some less familiar ones that are suggested in the book list.

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:

Note: Many of these folktales have different versions and illustrated editions; these are just suggestions.

- *The Enormous Turnip*, by Kathy Parkinson (Albert Whitman, 1987)
- *Epossumondas*, by Coleen Salley (HMH, 2002)
- *Fat Cat*, by Margaret Read MacDonald (August House, 2005)
- *Fox Tale Soup*, by Tony Bonning (Simon & Schuster, 2002)
- *The Gingerbread Boy*, by Paul Galdone (HMH, 2011)
- *Go to Sleep, Gecko!* by Margaret Read MacDonald (August House, 2006)
- *Goldilocks and the Three Bears*, by Valeri Gorbachev (NorthSouth, 2003)
- *Joseph Had a Little Overcoat*, by Simms Taback (Viking, 1999)
- *The Little Red Hen*, by Byron Barton (HarperCollins, 1993)
- *The Mitten*, by Jan Brett (Putnam, 1996)
- *The Princess and the Pea*, by Rachel Isadora (Putnam, 2007)
- *The Three Billy Goats Gruff*, by Paul Galdone (HMH, 2011)
- *The True Story of the 3 Little Pigs!* by Jon Scieszka (Viking, 1989)

Songs

This storytime includes six 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
- “Little Red Hen” (sung to the tune of “Five Little Ducks”)  2.05
- “This Little Pig” (sung to the tune of “This Old Man”)  2.20
- “The Three Bears Rap”  2.22
- “Gingerbread” (sung to the tune of “Jingle Bells”)  1.25
- Closing Song: “Library Storytime Song” (sung to the tune of “I’ve Been Workin’ on the Railroad”)  2.01  2.02

Alternate Songs:

- “Three Billy Goats Gruff” by Greg and Steve, *Rockin’ Down the Road*. Young Heart Music, 2000.
- “The Little Red Hen” by Greg and Steve, *Fun and Games*. Greg and Steve Productions, 2002.
- “Goldilocks and the Three Bears” by The Learning Station, *Literacy in Motion*. Hug-A-Chug Records, 2005.
- “Rockabilly Goats Gruff” by Tom Knight, *The Classroom Boogie*. CD Baby, 2004.
- “Gingerbread Man” by Joe Scruggs, *Bahamas Pajamas*. Lyons/HIT Entertainment, 1998.
- “Read a Book” by The Learning Station, *Rock n’ Roll Songs that Teach*. Hug-A-Chug Records, 2007.
- “Shake Your Reader Ribbons” by Pam Schiller, *Leaping Literacy*. Kimbo, 2005.
- “Storybook Characters” by Sharon MacDonald, *Tying Shoes and Other Musical Feets*. Sharon MacDonald, 2004.

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Rhymes

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

Rhymes for This Storytime:

- “Tell Me a Story”
- “Goldilocks”
- “Who Stole the Cookies?”

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, the emphasis should be on having fun!

Activity Suggestions:

Gingerbread Kids. Have each child lie on a sheet of light brown butcher paper. Trace around the children’s bodies so the tracings look like gingerbread boys or girls. Cut out the gingerbread kids, and invite children to use crayons to decorate their gingerbread shapes. Display the finished gingerbread kids side by side on a wall so they look like they are holding hands.

Red Hen. Help children assemble a red hen face on a small plate. Cut diamonds from orange paper for beaks, and have kids fold them in half and glue one half to the plate to form an open beak. Provide wiggle eyes, and let children stick them on. Help each child decide where he or she wants to glue a single red feather. When the children are finished, help them name their red hens.

Tactile Gingerbread Men. Download the gingerbread man template from www.upstartpromotions.com/upstart/pages/reproducibles. Using the template, create a sandpaper gingerbread man for each child. Have children rub a cinnamon stick over their gingerbread man to darken his color and make him smell delicious. Invite children to use colored glue or puffy paint to add “icing” decorations to their gingerbread men.



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.