

# Sing, Sing a Song!

## Presenter Tip Sheet

### About This Storytime

An important early literacy skill is phonological awareness—the ability to hear and play with the smaller sounds in words. Singing songs is excellent for phonological awareness because most songs have a different note for each syllable of a word, which helps children break down words. This storytime will emphasize to adults the importance of sharing songs with their children.

### 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. This storytime adds a fourth book and has no rhymes, in order to emphasize the importance of singing songs.

### Book Suggestions:

- *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow (Perfection Learning, 1989)
- *If You're a Monster and You Know It*, by Rebecca and Ed Emberley (Orchard, 2010)
- *On Top of Spaghetti*, by Paul Brett Johnson (Scholastic, 2006)
- *The Seals on the Bus*, by Lenny Hort (Henry Holt, 2000)
- *The Wheels on the Bus*, by Jane Cabrera (Holiday House, 2011)
- *There Was a Tree*, by Rachel Isadora (Nancy Paulsen, 2012)
- *There Was an Old Lady Who Swallowed a Fly*, by Simms Taback (Viking, 1999)
- *There Was an Old Monster!* by Rebecca, Adrian, and Ed Emberley (Orchard, 2009)
- *Today Is Monday*, by Eric Carle (Philomel, 1993)
- *Waking Up Is Hard to Do*, by Neil Sedaka (Imagine, 2011)

### 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
- “Mister Sun” 🎧 2.06
- “Days of the Week” (not available on the VRRP CD due to copyright) This song is available on the following recordings: *Dr. Jean and Friends*, by Dr. Jean Feldman. Music Design, 2007. *School Days*, by Pam Schiller. Gryphon House, 2006.
- “Head, Shoulders, Knees, and Toes” 🎧 1.27
- “The More We Get Together” 🎧 2.07
- Closing Song: “Library Storytime Song” (sung to the tune of “I’ve Been Workin’ on the Railroad”) 🎧 2.01 🎵 2.02

### Alternate Songs:

- “It’s the Song that Never Ends,” *Laugh ’n Learn Literacy Songs*. Kimbo, 2004.
- “Sing Along Songs” by Sharon MacDonald, *Unglue It!* Grasshopper Press, 2008.
- “Sing Yourself a Happy Song” by Stephen Fite, *Songs for a Fantastic School Day*. Music Design, 2012.
- “Silly Little Song” by Stephen Fite, *Giddy Up and Learn*. Music Design, 2010.
- “Down the Do-Re-Mi” by Red Grammer, *Down the Do-Re-Mi*. Red Note Records, 1991.
- “I Like to Sing” by Bill Harley, *I Wanna Play*. Round River, 2007.
- “Let Us Sing Together” by Pamela Beall and Susan Nipp, *Wee Sing: Sing-Alongs*. Price Stern Sloan, 1998.

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## 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:

**Musical Instruments.** Play some lively music, and have children accompany it with musical instruments. Or, provide an egg shaker or bean bag for each child, and play an egg shaker or bean bag song. Children could also make their own instruments by filling small plastic soda bottles with gravel.

**Musical Freeze.** Play a song, and have children dance and move to the music. When you pause the music, children must “freeze” in the position they are in. You can also have the children do an animal freeze to a recorded song, such as “Animal Freeze” on the CD *Kids in Motion* by Greg and Steve.

**Musical Pictures.** Download the musical notation paper for each child at [www.upstartpromotions.com/upstart/pages/reproducibles](http://www.upstartpromotions.com/upstart/pages/reproducibles). Provide crayons and paper, play music of different tempos, and encourage children to color to the music.



## 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.