

Once Upon a Time

Storytime Program for Ages 4–5

Opening Song

Moving Hands 2.08 2.09

(sung to the tune of “The Farmer in the Dell”)

Put your hands on your head,

(Suit actions to words)

Put your hands on your knees,

Put your hands behind you now,

If you please.

Put your hands on your tummy,

Put your hands on your toes,

Put your hands upon your cheeks,

Put them on your nose.

Put your hands in the air,

Put your hands on your hair,

Clap your hands, one, two, three,

Then fold them on your knees.

Rhyme

Tell Me a Story

Tell me a story!

Set me free,

In the land of throne-walled castles

And the magic number three.

Three bears, three pigs, three billy goats, *(Hold up three fingers)*

And wishes...always three!

Early Literacy Tip: Share folktales with your child often. These traditional stories stimulate the imagination, and they also teach children crucial social and moral lessons.

Opening Book

Goldilocks and the Three Bears, by Valeri Gorbachev

Creative Dramatics

Goldilocks

Goldilocks, Goldilocks, turn around.

(Suit motions to words)

Goldilocks, Goldilocks, touch the ground.

Goldilocks, Goldilocks, knock on the door.

Goldilocks, Goldilocks, eat some porridge.

Goldilocks, Goldilocks, have a seat. *(Squat)*

Goldilocks, Goldilocks, go to sleep!

(Put cheek on folded hands)

Goldilocks, Goldilocks, run, run, run!

(Run fast in place)

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Gryphon, 1993.

Song

The Three Bears Rap 2.22

(Have children pat thighs or clap hands to the beat.)

Once upon a time in the middle of the woods,

There lived three bears, I said three bears,
One was a Papa Bear, one was a Mama Bear,
one was a Baby Bear.

Along came a girl with golden curls,
She knocked on the door, but no one was there,

So she walked right in, had herself a ball,
Because she didn't care.

Then home, home, home came the Papa Bear.

Home, home, home, came the Mama Bear.

Home, home, home, came the Baby Bear.

"Someone has been eating my soup,"
said the Papa Bear.

(Children echo "said the Papa Bear")

"Someone has been eating my soup,"
said the Mama Bear.

(Children echo "said the Mama Bear")

"Be-Bop a Re Bear," said the Little Wee Bear,

"Someone has eaten my soup! YEAH!"

"Someone has been sitting in my chair,"
said the Papa Bear.

(Children echo "said the Papa Bear")

"Someone has been sitting in my chair,"
said the Mama Bear.

(Children echo "said the Mama Bear")

"Be-Bop a Re Bear," said the Little Wee Bear,
"Someone has broken my chair! YEAH!"

"Someone has been sleeping in my bed,"
said the Papa Bear.

(Children echo "said the Papa Bear")

"Someone has been sleeping in my bed,"
said the Mama Bear.

(Children echo "said the Mama Bear")

"Be-Bop a Re Bear," said the Little Wee Bear,
"Someone's asleep in my bed! YEAH!"

Just then Goldilocks woke up,
She broke up the party, and she beat it out of there,

"Bye, bye, bye," said the Papa Bear.

"Bye, bye, bye," said the Mama Bear.

"Be-Bop a Re Bear," said the Little Wee Bear.

So ends the story of the three bears! YEAH!

Early Literacy Tip: Have your child participate in storytelling by joining in when there are repeated phrases, like in our next story. This helps build your child's narrative skills.

Participation Book

The Little Red Hen, by Byron Barton

Have children join in on "Not I."

Song

Little Red Hen 2.05

(sung to the tune of “Five Little Ducks”)

A little red hen found wheat one day.

(Reach down and pretend to pick up wheat)

She wanted to turn it into bread.

She asked her friends if they would help.

(Point to other people)

But “No, not I” was all they said.

(Point to self and shake head “no”)

She ground the wheat to flour alone,

(Pretend to grind wheat)

And then set out to bake her bread.

(Pretend to bake bread)

She asked her friends if they would help.

But “No, not I” was all they said.

(Point to self and shake head “no”)

She made her dough and baked alone,

(Make kneading motions)

And then sat down to eat her bread.

(Pretend to eat bread)

Her friends all came around to eat.

But “None for you” is what she said.

(Shake head “no”)

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Song

This Little Pig 2.20

(sung to the tune of “This Old Man”)

This little pig, he liked to play.

He built his house the easy way.

With a stick from here and a stick

from over there, *(Pretend to build house)*

This little pig just didn’t care.

This little pig, he liked to play.

He built his house the easy way.

With straw from here and straw

from over there, *(Pretend to build house)*

This little pig just didn’t care.

This little pig, he was smart.

He knew his house wouldn’t fall apart.

With a brick from here and a brick

from over there, *(Pretend to build house)*

This little pig built a house with care.

The big bad wolf, he liked to eat. *(Pretend to eat)*

Little pigs are a special treat.

With a huff, huff, puff, puff, and a mighty gust,

(Huff and puff)

Sticks and straw just turn to dust.

One brick house, standing tall,

Big Bad Wolf can’t make it fall.

With a huff, huff, puff, puff and a mighty cry,

(Huff and puff)

Surrender, wolf, and say “bye-bye.” *(Wave bye)*

Early Literacy Tip: Reading a picture book to your child is very different than telling a story orally. Folktales have been passed down orally from generation to generation—try telling folktales to your child and expressing them creatively.

Visual Props Book

The Gingerbread Boy, by Paul Galdone (or other illustrated version)

Share this book or another illustrated version appropriate for this age. Use as a flannel or magnetic board story. Patterns can be found at: [www.kizclub.com/storypatterns/gingerbread\(C\).pdf](http://www.kizclub.com/storypatterns/gingerbread(C).pdf).

Song

Gingerbread 1.25

(sung to the tune of “Jingle Bells”)

Gingerbread, gingerbread,
(Hold hands up like holding a tray)

Warming on the tray.

Oh, how good you smell to me, (Sniff, sniff)
On this yummy day!

Gingerbread, gingerbread,
Cooling on the rack. (Hold hands with palms
down and move from side to side)

Oh, how good you look to me,
I want you for a snack. (Pretend to eat)

Gingerbread, gingerbread,
Waiting to be mine. (Point to self)
Oh, how good you taste to me,
(Pretend to eat)

Gingerbread divine!

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Rhyme/Chant

Who Stole the Cookies?

(Teach children the chant and then play the game. After the last verse, answer
“Then who?” with “the cookie monster!”)

Who stole the cookies from the cookie jar?

[Child’s name] stole the cookies from the cookie jar!

Who, me?

Yes, you!

Couldn’t be!

Then who? (Say another child’s name and then repeat chant using new name)

Closing Song

Library Storytime Song 2.01 2.02

(sung to the tune of “I’ve Been Workin’ on the Railroad”)

I came to my storytime
(Sway from side to side throughout and point to self)

At the library today,

I came to my storytime (Point to self)

To sing, and laugh, and play,

I listened to some picture books,

Sang songs, said some rhymes,

I hope I can come back again,

Because I had a very good time!

I want to come back, (Clap!)

I want to come back, (Clap!)

I want to come back to storytime!

I want to come back, (Clap!)

I want to come back, (Clap!)

To my storytime!

(Spoken) See you soon! (Wave goodbye)

Activity

Choose one activity from the Presenter Tip Sheet.