

Storytime Songs Newsletter

www.storytimesongs.com by Shauna Tominey

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Music and Storytelling



Use music to enhance story times:

- Play a song prior to reading a book to set the mood.
- In the middle of a book, take song breaks to sing songs that relate to the book's theme.
- Add sound effects to stories using musical instruments or household items (e.g., metal bowls, wooden spoons).
- Listen to songs of stories and then let children retell the stories using flannel board pieces, pictures, or drawings.
- Act out stories while listening to story songs.

Tin Can Xylophone



Materials:

Tin cans of various sizes
Rubberbands or masking tape
Pencil or wooden spoon

Instructions:

Put tin cans together using rubberbands or masking tape. Use a pencil or wooden spoon as a drum stick and hit to make music!

*Be careful of sharp edges on opened cans!

Did you know 85-90% of brain growth occurs by age 5?

Use music games and activities to help children build and strengthen synaptic pathways during this time. Music activities engage the left, right, front, and back portions of the brain! (Habermeyer, 1999)

Fairy Tale Favorites 2

by Shauna Tominey
is now available at:
www.storytimesongs.com

More popular children's stories told through songs, including: Rip Van Winkle, Rumpelstiltskin, Bremen Town Musicians, Pinocchio, Sleeping Beauty, Emperor's New Clothes, Brave Little Tailor and more!

Self-Regulation

Research is finding that self-regulation is critical for school success in preschool, kindergarten, and throughout elementary school. Page 2 of this newsletter contains music and movement games currently being tested in a pilot self-regulation intervention using games to help children practice these skills – stop, think, and then act!

Sing. Sing a song...



Transitions can be a challenge! Try singing with children while waiting!

Tune: Old MacDonald

*Sometimes waiting takes so long.
E-I-E-I-O.*

*That's why we sing our waiting
song.*

E-I-E-I-O.

*I can clap my hands, tap my toes,
Clap my hands, tap my toes, clap
my hands, tap my toes!*

*Sometimes waiting takes so long.
E-I-E-I-O!*

Use this song to help children identify emotional cues and learn emotion vocabulary.

Tune:

If You're Happy and You Know It

*If you're happy and you know it
make a face (*smile*).*

*If you're happy and you know it
make a face (*smile*).*

*If you're happy and you know it then
your face will surely show it.*

*If you're happy and you know it
make a face (*smile*).*

*If you're sad and you know it make a
face (*frown*)...*

If you're scared and you know it...

If you're excited and you know it...

Kindergarten Readiness Study Games

Please cite:

Tominey, S. & McClelland, M. Red light, purple light: Initial findings from an intervention to improve self-regulation over the pre-kindergarten year. *Manuscript in progress.*

Red Light, Purple Light. Like *Red Light, Green Light*, a teacher, parent, or child acts as a “stop light” by standing at the opposite end of the room from the children. The “stop light” holds up different colors to represent stop and go (construction paper works well!). Use different colors, such as purple for “go” and orange for “stop” and then use the opposite colors. To make this game more challenging, use different shapes to represent stop and go. For example, use a yellow square for “go” and a yellow triangle for “stop.”

The Freeze Game. Turn on music and dance! When the teacher/parent stops the music, everyone freeze. Use slow and fast songs and have children dance slowly to slow songs and quickly to fast songs. Once children master these skills, have children try moving to opposite cues: dance quickly to slow songs and slowly to the fast songs!

Color-Matching Freeze. Related to the *Freeze Game*, children dance when music plays and freeze when the music stops, however, now an extra step is added! Tape different colored pieces of construction paper to mats and place them around the room. When the music stops, hold up a specific color and children must find and stand on a mat that matches that color.

Sleeping, Sleeping, All the Children are Sleeping. Children pretend to sleep when the circle leader sings or chants, “Sleeping, sleeping, all the children are sleeping.” Once children are pretending to sleep, the circle leader says, “And when they woke up... they were [monkeys]!” Children wake up and pretend to act like monkeys. The circle leader then repeats the song and names other animals or actions. Children pretending to sleep can be called on to give suggestions. Make this game more complicated by showing 3 different colored circles (ex: red, blue, purple) with animal pictures on the circles. For example, on the red circle is a picture of a snake, on the blue circle is a picture of a butterfly and there is no animal on the purple circle. When it is time to “wake up,” the circle leader points to one of the circles and the children act out the animal on that circle. Pointing to the purple circle (the circle with no picture) allows the leader to choose any animal/actions. After a few rounds, remove the pictures so that children have to remember what animal was on each circle.

Conducting an Orchestra. Every child uses a musical instrument. The circle leader uses a drum stick as a conducting baton. When the conductor waves the baton, children play their instruments. When the conductor puts the baton down, children stop. Children play their instruments quickly when the baton moves quickly and slowly when the baton moves slowly. Children can also be asked to respond to opposite cues. For example, when the conductor waves the baton, children stop playing their instruments and when the conductor sets the baton down, children play their instruments.

Drum Beats. Teachers/parents can use drum beats to represent different actions that children can do while sitting (e.g., clapping or stomping) or while moving around (e.g., walking or dancing). For example, children walk quickly to fast drumming, slowly to slow drumming, and freeze when the drumming stops. Teachers/parents can also ask children to respond to opposite cues (walk slowly to fast drum beats and quickly to slow drum beats). Associate different actions with specific drum cues. For example, slow drumming can mean stomping feet and fast drumming can mean jumping jacks.

