

Developmentally Appropriate Books, Activities and Storytimes For Two's & Three's



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Books for Two's and Three's

Predictable Stories

Baker, Keith. *Big Fat Hen*. Harcourt Brace, 1994.

Campbell, Rod. *Dear Zoo*. Little Simon, 2005.

Cousins, Lucy. *Hooray for Fish!* Candlewick, 2005.

Fleming, Denise. *Sleepy, Oh So Sleepy*. Holt, 2010.

Fox, Mem. *Hello Baby!* Beach Lane, 2009.

Kalan, Robert. *Blue Sea*. Greenwillow, 1992.

Kohuth, Jane. *Duck Sock Hop*. Dial, 2012.

Martin, Bill. *Brown Bear, Brown Bear, What Do You See?* Henry Holt, 1992.

Patricelli, Leslie. *Higher Higher*. Candlewick, 2009. (Several others by this author)

Rylant, Cynthia. *Puppies and Piggies*. Harcourt, 2008.

Shea, Bob. *Dinosaur vs. Bedtime!* Hyperion, 2008. (Several others in series)

Stockdale, Susan. *Bring on the Birds*. Peachtree, 2011. Also, *Fabulous Fishes*.

Tafari, Nancy. *Five Little Chicks*. Simon & Schuster, 2007. Also, *Busy Little Squirrel*; *Mama's Little Bears*; *Silly Little Goose*; and many others.

Wood, Audrey. *The Napping House*. Harcourt, 2009.

Stories in Rhyme

Craig, Lindsey. *Dancing Feet*. Knopf, 2010.

Dewdney, Anna. *Llama Llama Home With Mama*. Viking, 2011. (Several others in series)

Kutner, Merrily. *Down on the Farm*. Holiday House, 2005.

Root, Phyllis. *Flip, Flap, Fly!* Candlewick, 2009.

Sayre, April Pulley. *Go, Go, Grapes!* Beach Lane, 2012. Also, *Rah, Rah, Radishes!*
 Shaw, Nancy. *Sheep on a Ship*. HMH, 2010. (Several others in series)

Interactive Books

Barry, Frances. *Big Yellow Sunflower*. Candlewick, 2008. Also, *Little Green Frog*.

Beaumont, Karen. *Baby Danced the Polka*. Dial, 2004.

Bitterman, Albert. *Fortune Cookies*. Beach Lane, 2011.

Cimarusti, Marie Torres. *Peek-A-Pet*. Dutton, 2004. (Several others in series)

Giant Pop-Out Food. Chronicle Books, 2010. (Several others in series)

Lewis, Anthony. *Little Ocean Explorers*. Child's Play, 2007.

Powers, Amelia. *Giant Pop-Out Pets*. Chronicle, 2007.

Van Fleet, Matthew. *Dog*. Simon & Schuster, 2007. Also, *Cat*.

Animal Books

Barner, Bob. *Bears! Bears! Bears!* Chronicle, 2010.

Carle, Eric. *The Very Busy Spider*. Philomel, 1985.

Carle, Eric. *The Very Hungry Caterpillar*. Philomel, 1981.

Ehlert, Lois. *Feathers for Lunch*. Harcourt, 1990.

Fleming, Denise. *Barnyard Banter*. Henry Holt, 1994. Also, *The Cow Who Clucked*.

Froeb, Lori. *Farm! A BIG Fold-Out Color Book*. Reader's Digest, 2008. (Several
 others in series)

Henkes, Kevin. *Little White Rabbit*. Greenwillow, 2011.

Krilanovich, Nadia. *Chicken, Chicken, Duck*. Tricycle Press, 2011.

Lawrence, John. *This Little Chick*. Candlewick, 2002.

Minor, Wendell. *My Farm Friends*. G.P. Putnam, 2011.

Ruelle, Karen Gray. *Bark Park*. Peachtree, 2008.

Taback, Simms. *Simms Taback's City Animals*. Blue Apple, 2009.

Willems, Mo. *Don't Let the Pigeon Drive the Bus*. Hyperion, 2003. (Several others in series)

Wilson, Karma. *What's in the Egg, Little Pip?* Margaret K. McElderry, 2010. (Several others in series)

Transportation/Vehicle Books

Allen, Pamela. *Who Sank the Boat?* Puffin, 1996.

Barton, Byron. *My Car*. Greenwillow, 2001. (Several others in series)

Crews, Donald. *Freight Train Tren De Carga*. Greenwillow, 2003.

Cuyler, Margery. *The Little Dump Truck*. Henry Holt, 2011.

Hamilton, Kersten. *Red Truck*. Viking, 2012.

Lewis, Kevin. *Chugga-Chugga Choo-Choo*. Hyperion, 1999. Also, *Tugga Tugga Tugboat*.

Mitton, Tony. *Busy Boats*. Kingfisher, 2002. (Several others in series)

Sayres, Brianna. *Where Do Diggers Sleep at Night*. Random, 2012.

Sturges, Sue Goodwin. *Construction Kitties*. Henry Holt, 2013.

Simple Concepts

Abrams, Pam. *Now I Eat My ABC's*. Scholastic, 2004.

Baker, Alan. *White Rabbit's Color Book*. Kingfisher, 1999.

Barry, Frances. *Duckie's Rainbow*. Walker & Co., 2011.

- Davis, Nancy. *A Garden of Opposites*. Schwartz & Wade, 2009.
- Dodd, Emma. *Dog's Colorful Day*. Dutton, 2001.
- Ehlert, Lois. *Planting a Rainbow*. HMH, 1992.
- Fleming, Denise. *Shout! Shout it Out!* Holt, 2011. Also, *Lunch*.
- Fox, Mem. *Time for Bed*. HMH, 1993.
- Gibbs, Edward. *I Spy Under the Sea*. Templar, 2012. (Several others in series)
- Horacek, Petr. *One Spotted Giraffe*. Candlewick, 2012. Also, *Butterfly Butterfly*.
- Katz, Karen. *Ten Tiny Babies*. Margaret K. McElderry, 2008.
- MacDonald, Suse. *Fish, Swish! Splash, Dash!* Little Simon, 2007.
- Martin, Bill Jr. *Ten Little Caterpillars*. Beach Lane, 2011.
- Reasoner, Charles. *One Blue Fish: A Colorful Counting Book*. Little Simon, 2010.
- Walsh, Ellen Stoll. *Mouse Paint*. Harcourt, 1989. Also, *Mouse Count*.
- Yolen, Jane. *How Do Dinosaurs Say Goodnight?* Blue Sky, 2000.

Naming Body Parts

- _Davick, Linda. *I Love You, Nose! I Love You, Toes!* Beach Lane, 2013.
- Martin, Bill. *Here Are My Hands*. Henry Holt, 1987.
- Pearson, Susan. *Feet are Neat*. (Begin Smart Series). Sterling, 2008. (Several others in series)

Friendship

- Foley, Greg. *I Miss You Mouse*. Viking, 2010. (Several others in series)
- Hillenbrand, Will. *Spring is Here*. Holiday House, 2011.
- Ruzzier, Sergio. *Bear and Bee*. Disney-Hyperion, 2013.

Scheffler, Axel. *Pip and Posy: The Big Balloon*. Nosy Crow, 2013. (Several others in series)

Wilson, Karma. *Bear Says Thanks*. McElderry, 2012. (Several others in series)

Families

Fox, Mem. *Ten Little Fingers and Ten Little Toes*. Harcourt, 2008.

Parr, Todd. *The Daddy Book*. Little, Brown, 2002. Also *The Mommy Book*; *It's Okay to be Different* and several others.

Savadier, Elivia. *Will Sheila Share?* Roaring Brook Press, 2008.

Shannon, David. *Oh, David!* Blue Sky Press, 2005. (Several others in series)

Walker, Anna. *I Love My Dad*. Simon & Schuster, 2010. (Several others in series)

Folk Tales

Barton, Bryon. *The Three Bears*. Harper, 1991. (Others by this author) Also, *The Little Red Hen*.

Emotions/Feelings

Henkes, Kevin. *A Good Day*. Greenwillow, 2007.

Rosenthal, Eileen. *I Must Have Bobo!* Atheneum, 2011.

Tankard, Jeremy. *Grumpy Bird*. Scholastic, 2007. (Several others in series)

Song Books

Ada, Alma Flor. *Ten Little Puppies*. HarperCollins, 2011.

Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. HMH, 1989. (Several others in series)

Ellwand, David. *Row Row Row Your Boat*. Silver Dolphin, 2011. (Several other song books by this author)

Katz, Karen. *The Babies on the Bus*. Henry Holt, 2011.

Litwin, Eric. *Pete the Cat: I Love My White Shoes*. HarperCollins, 2010. (Several others in series)

Sayre, April Pulley. *If You're Hoppy*. Greenwillow, 2011.

Sedaka, Neil. *Waking Up Is Hard to Do*. Imagine Studios, 2010.



How To Share Books With Two's Three's

- Use board books (heavy cardboard pages) with rounded (not pointed edges) for children age two until books with paper pages can be shared.
- Select books with bright colors and subject familiar to your child's world such as families, animals, typical activities like dressing or feeding oneself; and basic concepts such as colors, ABC's, or counting books (not to teach these skills however, rather for enjoyment).
- Pick books that contain only one or two sentences per page for two-year-olds; as you continue to read to your child regularly, you can begin to read longer texts.
- Pick story books that contain sounds, recurring words, rhythm, or rhyme, that allow your child to participate.
- Share books that allow for sensory experiences such as flaps to raise, surfaces to touch, peek-a-boo books or pop-up books.
- Share books that show children of varying ages and different ethnic backgrounds.
- Encourage your child to participate by talking or making sounds or doing motions.
- Ask simple questions so your child can participate in the storytelling such as "What animal is this?" "What color is the frog?" Or help your child develop predictive skills by

asking "What do you think will happen next?" or by showing the cover of a book and asking "What do you think this book is about?"

- Continue to share nursery rhymes and song books with your child. Both are important for language development and also for phonological awareness, a skill children need to have to learn to read.
- Have your child help turn the pages of books and *occasionally* point to repeated words as they will begin to identify simple words.
- Allow your child to select books to be read.
- Read books at different times throughout the day. If your child has a limited attention span, try again later.
- Read with expression using different voices and vocalizing sounds to keep your child's interest and to make the book come alive.
- Do not be afraid to read favorite books numerous times. Children love repetition and when a book becomes familiar, they will join in "reading."
- Pick books you like and share them enthusiastically. Your child will ask for more!

Two's & Three's Storytimes - Tip Sheet

- For children ages two to three **AND** their parent/caregiver
- The caregivers should participate in all activities -rhymes and songs - and help the child act out the motions or actions.
- Not all two's will have the fine motor skills to do finger plays as three's might so adults can help with finger rhymes. Good rhymes to use have basic movements like opening and closing hands, pointing to various fingers in countdown rhymes, or using the whole arm in motions
- Some younger children may watch and listen only, some will participate and some may appear to pay little attention or may attempt to wander around the room.
- Storytimes are usually thematically arranged **however** if you do select a theme, make sure that every activity/book related to that theme is developmentally appropriate
- Groups of 15 to 20 children with the caregiver is a manageable group
- Adults usually sit on the floor with their child in front of them or on their lap
- Librarian sits in front facing caregiver and children in a location where everyone can see
- Because children are active, use short age-appropriate stories and quick activities that allow for a lot of movement

- When offering a series of programs, try to repeat some activities from week to week
- Provide a sheet of activities used that day for caregivers to take home and use with children & have a display of appropriate books for two's and three's for check-out
- Consult the following Resource Books:

Briggs, Diane. **Toddler Storytime Programs**. Metuchen: Scarecrow, 1991.

Briggs, Diane. **Toddler Storytimes II**. Metuchen: Scarecrow, 2008.

Maddigan, Beth and Stefanie Drennan. **The Big Book of Stories, Songs, and Sing-Alongs: Programs for Babies, Toddlers, and Families**. Libraries Unlimited, 2003.

Nespeca, Sue McCleaf. **Programming for Families with Young Children**. Neal Schuman, 1994.

Nichols, Judy. **Storytimes for Two-Year-Olds**. Third edition. American Library Association, 2007.

Toddler & Two's Storytimes

Suggested Template

Opener (Song or Rhyme. Use same opener every week.)

Book Appropriate for Toddlers

Follow with any combination of these two activities: Finger Play, Rhyme, Song, Creative Dramatic/Stretch

Book Appropriate for Toddlers

Follow with any combination of these two activities: Finger Play, Rhyme, Song, Creative Dramatic/Stretch - Make sure one activity gets them up and moving

Book Appropriate for Toddlers

Follow with one (or two) activity/ies: Finger Play, Rhyme, Song, Creative Dramatic

Closing Song or Rhyme (Use Same Every Week)

Share Time Optional - choosing books specifically pulled for storytime, open-ended art, music, or other hands-on activity etc.

Please Note: This is just one suggested template - you may develop other models once you are comfortable doing programs, or other suggested models may work better for you.

Old MacDonald's Farm

Storytime Program for Two's and Three's

Opening Song

It's Time for Storytime

(Sung to the tune of "Farmer in the Dell")

It's time for storytime, *(Clap hands to beat)*
 It's time for storytime,
 Heigh-ho, the derry-o,
 It's time for storytime.

We listen to some stories, *(Two fingers point to ears)*
 We listen to some stories,
 Heigh-ho, the derry-o,
 We listen to some stories.

We sing some songs and rhymes, *(Two fingers point to mouth)*
 We sing some songs and rhymes,
 Heigh-ho, the derry-o,
 We sing some songs and rhymes.

And now we'll have some fun, *(Pat knees or legs)*
 And now we'll have some fun,
 Heigh-ho, the derry-o,
 And now we'll have some fun!

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Early Literacy Tip: Our first book is in rhyme. Reading rhyming books helps your child hear parts of words, an important pre-reading skill.

Opening Book Share either *Barnyard Banter* by Denise Fleming OR *Down on the Farm* by Merrily Kutner. Both are done in rhyme.

Rhyme

"Little Blue Boy"

Little Boy Blue,

Come blow your horn.	<i>(Pretend to blow horn)</i>
The sheep are in the meadow,	<i>(Right arm gestures left)</i>
The cow is in the corn.	<i>(Left arm gestures toward right)</i>
Where is the little boy,	
That looks after the sheep.	<i>(Hand over eyes - look around)</i>
He's under the haystack,	
Fast asleep.	<i>(Hands under cheek, eyes closed)</i>
Will you wake him?	
No, not I.	<i>(Shake head "no")</i>
For if I do,	
He'll surely cry.	<i>(Pretend to cry)</i>

Early Literacy Tip: We are going to clap to the beat in the chorus of the next song. Have children clap along with songs at home. By clapping to the syllables in words, children are hearing that words are divided into parts.

Song

Down on Grandpa's Farm
(Traditional Tune)

We're on our way,	<i>(Clap for all choruses)</i>
We're on our way,	
On our way to Grandpa's farm,	
We're on our way,	
We're on our way,	
On our way to Grandpa's farm.	

Down on Grandpa's farm there is a little red hen. *(Show little size with hands)*
 Down on Grandpa's farm there is a little red hen.
 The hen, she makes a sound like this: "Cluck Cluck." (or "Bawk, Bawk.") *(Make clucking motion with hands)*
 The hen, she makes a sound like this: "Cluck Cluck." (or "Bawk, Bawk.")

We're on our way,
 We're on our way,
 On our way to Grandpa's farm,
 We're on our way,
 We're on our way,
 On our way to Grandpa's farm.

Down on Grandpa's farm there is a big brown cow. (*Show big size with hands*)
 Down on Grandpa's farm there is a big brown cow.
 The cow, she makes a sound like this: "Mooooooo." (*Make mooing motion with hands*)
 The cow, she makes a sound like this: "Mooooooo."

We're on our way,
 We're on our way,
 On our way to Grandpa's farm,
 We're on our way,
 We're on our way,
 On our way to Grandpa's farm.

Down on Grandpa's farm there is a little white duck. (*Show little size with hands*)
 Down on Grandpa's farm there is a little white duck.
 The duck, she makes a sound like this: "Quack Quack." (*Make quacking motion*)
 The duck, she makes a sound like this: "Quack Quack."

We're on our way,
 We're on our way,
 On our way to Grandpa's farm,
 We're on our way,
 We're on our way,
 On our way to Grandpa's farm.

Participation Book Have children participate by guessing the animals in *I Spy on the Farm* by Edward Gibbs, OR *Farm! A Big Fold-Out Book About Colors* by Lori Froeb (reading just the rhyme and having children guess the animal).

Rhyme

"Little Bo Peep"

Little Bo Peep	
Has lost her sheep	(<i>Hand eyes - look around</i>)
And doesn't know where to find them.	
Leave them alone	(<i>Shake hand</i>)
And they will come home	
Wagging their tails behind them.	(<i>Hands together-wag</i>)

Early Literacy Tip: Some songs tell a story. When sharing such songs at home, encourage children to retell the story and add more details.

Song

Mary Had a Little Lamb

(Traditional Tune)

Mary had a little lamb,
 Little lamb,
 Little lamb,
 Mary had a little lamb,
 It's fleece was white as snow.

And everywhere that Mary went,
 Mary went,
 Mary went,
 Everywhere that Mary went,
 The lamb was sure to go!
(Children sway back and forth to the beat of the music)

Visual Props Book Share visually either *Old MacDonald Had a Farm* by David Ellwand OR *Who Sank the Boat?* by Pamela Allen. Patterns for both can be found at:

<http://daycareresource.com/flannelstories37642.html>

Rhyme

"This Little Cow"

This little cow eats grass,
 This little cow eats hay.
 This little cow drinks water,
 This little cow runs away.
 And this little cow does nothing,
 But lie around all day.
(Point to one finger for each line)

Song

Old MacDonald

(Traditional Tune)

Old MacDonald had a farm,
 E-I-E-I-O! *(Have children clap to the beat)*
 And on this farm he had some cows,
 E-I-E-I-O! *(Have children clap to the beat)*
 With a moo, moo here, *(Move hand in a "mooing"*
motion)
 And a moo, moo there,
 Here a moo, there a moo,
 Everywhere a moo, moo,
 Old MacDonald had a farm
 E-I-E-I-O!
 {Continue with sheep (baa, baa) and chickens (cluck, cluck)}

Closing Rhyme **Wave Goodbye**

Wave high. Wave low. *(Suit motions to words)*
 I think it's time, we gotta go.
 Wave your elbows. Wave your toes.
 Wave your tongue and wave your nose.
 Wave your knees. Wave your lips.
 Blow a kiss, with fingertips.
 Wave your ears. Wave your hair.
 Wave your belly and derriere.
 Wave your chin. Wave your eye.
 Wave your hand and say "goodbye".

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Optional Art: **Play Dough Animals** Have children use cookie cutters to cut farm animals from play dough.

TIPS FOR USING MUSIC WITH TWO'S & THREE'S

- Keep songs short and within their voice range (one octave or small range)
- Use less verses than what you would use with preschoolers
- Use familiar songs and repeat often
- Sing songs a little slower and emphasize syllables (good for phonological skills)
- Participation should be voluntary
- Include movement or motions with songs (simpler motions than for preschoolers)
- Echo songs are great for young children

Sample Music Activities Developmentally Appropriate

for Two's & Three's

- Allow children to play/shake simple musical instruments - exs. maracas, rattles, sand blocks, wrist/ankle bells (jingle bells on yarn or attached to Velcro), small drums
- Provide simple rhythm or lummi sticks
- Allow children to free dance to different types of music
- Have children move or play with scarves, rainbow ribbon sticks or streamers to music
- Have children clap their hands to the beat of the music (Tap fingers of one hand on palm of the other as if playing a drum)

- Have children rock or swing back and forth to music
- Use a parachute with musical games (bouncing stuffed animal)
- Provide egg shakers for each child
- Provide colorful bean bags and use bean bag musical songs
- Provide movements such as high above head, tap knees, feet or tummy, hide behind back, etc. when using shakers, bean bags, and bells
- Attach brightly colored ribbons to a canning jar "screw band" or craft rings for them to wave along with music.
- Use a hula hoop with children holding on to it while walking in circle to music
- Let children strum a chord or two on an autoharp or guitar held by an adult.