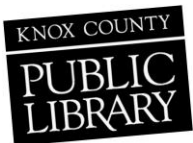


Friendship

KNOX COUNTY PUBLIC LIBRARY





Dear Teacher,

You know how important fun and engaging literacy experiences are for young children. Books engage the imagination, unlock the details of our world, and encourage meaningful interaction between child and adult. Learning happens throughout the day, and we know how challenging it can be to find new activities to enhance the curriculum. Knox County Public Library (KCPL) aims to provide resources that excite and intrigue even the youngest “readers.”

Storytimes to Go are thematically based resource kits designed to infuse language activities into the existing day-long curriculum. They are intended for use by professional preschool teachers with children ages three to five years. A typical kit includes a selection of books, music, puppets, puzzles, flannel boards and/or other manipulatives appropriate for use in the preschool classroom. Each kit also contains a Teacher’s Manual with curriculum connections, activity ideas, reproducibles and a list of other KCPL materials of interest.

Thanks to a generous grant from the East Tennessee Foundation, Knox County Public Library developed *Storytimes to Go* to bring library resources into the preschool environment, allowing additional opportunities for children to develop early literacy skills in a fun and exciting way. We welcome feedback about the kits. If you have any questions or comments, please contact the Children’s Room by phone at 215-8725 or email at childrensdept@knoxlib.org.

Thank you for your commitment to our community’s children. We hope Knox County Public Library can continue to be a valuable resource in your classroom.

A handwritten signature in black ink that reads 'Myretta Black'.

Myretta Black
Director
Knox County Public Library

A handwritten signature in black ink that reads 'Fredda Williams'.

Fredda Williams
Children’s Consultant
Knox County Public Library

A handwritten signature in black ink that reads 'Erin Nguyen'.

Erin Nguyen
Children’s Services Manager
Knox County Public Library

WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

- have them associate reading with pleasure
- broaden their experiences
- help them develop rich imaginations
- increase their listening skills
- increase their educational advantage through access to and awareness of print materials

Sharing books with preschoolers increases:

- reading, writing and speaking ability
- vocabulary
- symbol and letter recognition
- the ability to use more complex sentences
- literal and inferential comprehension skills
- ability to match spoken words with print
- positive attitudes toward reading
- thinking of reading as a valued activity

Shared book experiences help young children to better understand:

- what a book is for
- the concept of authorship
- to turn pages from front to back
- that reading is from left to right
- the concept of words, letters and punctuation
- the meaning of story in “book language” which is more formal than conversation

Through book-centered interaction with an adult, young children learn:

- modeling of reading
- similarities and differences between spoken and written language
- the basic form and structure of written language
- that marks on paper have sounds and meaning
- that a story has a beginning, a middle and an end
- the concept that what is spoken can be written
- to predict what will happen next in stories

THE SIX SKILLS OF EARLY LITERACY

As a teacher, you know how important reading is to developing minds. Young children need a variety of skills to become successful readers. Many of the activities that adults share with children daily—reading and looking at books, singing songs, saying nursery rhymes, exploring the world around us, and others—help build one or more of the six specific early literacy skills that become the building blocks for later reading and writing. Research indicates that children who enter school with more of these skills are better able to benefit from the reading instruction they receive when they arrive at school.

Vocabulary: knowing the names of things

A good Vocabulary is crucial to helping children learn to read and understand what they read. Children with larger vocabularies tend to be better readers and more interested in books. Naming objects, activities, actions, feelings and ideas helps children build their vocabularies.

Print Motivation: one's interest and enjoyment of books

A child with Print Motivation likes to play with books, pretend to write, asks to be read to and likes to listen to stories. Making reading fun and interactive—even for just a few minutes at a time—increases print motivation.

Print Awareness: understanding how we use written words and how to use books

Print Awareness includes basic ideas of how to open a book and turn its pages, as well as, knowledge that English is read from top to bottom and left to right. A child who knows when a book is upside down or points out print in the environment is demonstrating print awareness. Encourage this skill by pointing out and reading words everywhere you see them - on signs, labels, at the grocery store and post office.

Letter Knowledge: knowing the names of letters, their sounds and the differences between them

Children who can identify the name of a letter and what sound it makes have Letter Knowledge. Use fun reading or writing activities to help build this skill, like pointing out and naming letters in books or on signs and labels. For babies, talk about the shape of things, and for preschoolers, try drawing letters and pictures in the sand.

Narrative Skills: being able to tell and understand stories and descriptions

Narrative Skills are essential to a child's comprehension of what she reads. Encourage children to tell you about a book (instead of just listening to it), and have them retell their favorite stories to you. Talk about the sequence of daily routines and activities.

Phonological Awareness: the ability to hear and manipulate the smaller sounds in words

Phonological Awareness includes the ability to hear and create rhymes, to say words with sounds or chunks left out and the ability to put two word chunks together to make a word. Most children who have difficulty in reading have trouble in phonological awareness. Fun word games are a great way to develop this skill: make up silly words, play rhyming games, and sing and read poems, nursery rhymes and rhyming books.

Many of the materials included in this kit can help develop one or more of these six skills. Knox County Public Library does offer free workshops for parents and educators on the early literacy skills and fun ways to help children learn them. For more information, please contact the Children's Room by phone at 215-8725 or email at childrensdept@knoxlib.org.



USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

Flannelboards are excellent for telling and retelling stories, as well as, teaching and reinforcing concepts in the classroom environment. Below are just a few of the ways that using a flannelboard can help support children's learning and development.

Literacy

Children can listen to and practice telling stories as an avenue for building early literacy skills, especially narrative skills. Flannelboard stories have many of the same benefits as books for developing young minds. Figures used are minimal but help children remember the story's details.

Active Participation

Children can become active participants in the storytelling process by assisting the teller in manipulating the figures or deciding "what's next" in the story.

Listening Skills and Attention Span

Flannelboards provide children the support needed to understand and focus on stories that might otherwise be too long or inaccessible.

Creativity

Use generic flannelboard figures to help children develop creativity, divergent thinking and narrative skills. You might use a set of animals or a set of people for the characters, and ask children to supply the settings, conflict and ideas for resolving the story.

Flexibility for the Teacher

As the teacher, you can tailor flannelboard figures and stories to your students' interests or educational needs. Make figures that reflect your community members and important landmarks or events, or create figures that directly match a specific learning objective. One set of figures (for example, animals) can tell a variety of stories or help teach a variety of concepts.

Also, flannelboards are useful for playing games. Vocabulary, sequencing and matching games all provide meaningful learning opportunities in a new or different way for students.

TIPS FOR CREATING AND USING FLANNELBOARD STORIES

Writing Your Own Stories

- Use a logical plot sequence.
- Write a simple script.
- Keep a copy of your story for future use.
- Use patterns from books, clip art or draw your own.

Making the Figures

- Use bright colors.
- Keep in mind the size of your flannelboard and that children will see the figures from a distance.
- Use Velcro tape, or glue or staples to attach felt to the figures. Glue is best if children might handle the figures, although staples are faster and keep the figures flexible, which helps them last longer.
- You can use magnets or magnetic tape on the figures if you have a magnetic surface in your classroom. (Cookie sheets work great.)

Making a Flannelboard

- A piece of felt draped over a chair, taped to a wall, or wrapped around a hard back book can be a great “stage” for your pieces.
- Black or dark blue felt offers good contrast and resists showing dirt.
- Use a heavy weight cardboard or other sturdy material if you’d like to make your own board. 15” by 15” is a good, portable size.

Storing Materials

- Zip lock bags or file folders work great.
- Keep copies of scripts and patterns with your figures.

How do I tell the stories?

A suggested script or activity idea is included both in the bag and in the Teacher’s Manual. Flannelboards work best if you actually tell the story rather than just reading it from the page. It often helps to practice a bit before you tell it to the children for the first time.

Should the children handle the pieces?

Flannelboards give children concrete, tactile ways to interact with a story, learning objective or game. As with any classroom material, teachers should ensure that the children understand how to handle the pieces, and keep in mind the age and development of students. Teachers are responsible for damage to pieces in the *Storytimes to Go* kits.

POLICIES AND PROCEDURES

What is the purpose of *Storytimes to Go*?

Storytimes to Go aims to bring library resources into the preschool environment, enhancing teachers' daily instruction and providing more opportunities for children to develop early literacy skills in a fun and exciting way. The kits allow teachers access to materials that may not already be in the classroom, and each comes with a manual loaded with ideas for using the materials in unique ways that benefit students.

What is included in a *Storytimes to Go* kit?

Storytimes to Go are thematically based and include a selection of books, music, puppets, puzzles, flannelboards and other manipulatives appropriate for use in the preschool classroom. Each kit also contains a Teacher's Manual that provides curriculum connections, reproducibles, and a list of other KCPL materials of interest.

Who are *Storytimes to Go* intended for?

Storytimes to Go are designed for use by preschool educators and professional caregivers serving preschool children ages three to five.

Who can check out *Storytimes to Go*?

Kits may be checked out by any adult with a valid Knox County Public Library card in good standing. Kits may only be borrowed with one's personal library card; teacher cards may not be used.

Should I reserve *Storytimes to Go*? How do I make a reservation?

Patrons must reserve kits at least 24 hours in advance either online through the KCPL catalog or by calling the Children's Room at 215-8725.

What is the checkout period?

Storytimes to Go may be checked out for a period of up to three weeks. They may not be renewed. Only one kit may be checked out at a time.

How much does it cost?

Thanks to a generous grant from the East Tennessee Foundation, KCPL is able to provide these materials for checkout free of charge. Please note, however, that there are unique fees imposed for late returns and damaged or missing parts:

Late Fine: \$5 per day, up to a maximum of \$25.

Teacher's Manual: \$10 replacement fee for damaged or missing pages.

Books and Materials: List price plus a \$5 processing fee.

Patrons will also incur a \$10 cleaning fee for materials returned with excessive dirt.

Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.



CONTENTS LIST

Please take a moment to review the contents of your *Storytimes to Go* kit. Some items have more than one component, and it is essential that **all** pieces are returned. Note that charges are incurred for any and all missing or damaged pieces, including the Teacher's Manual.

Books and Music

| Picture | Author and Title | Replacement Cost |
|---|---|------------------|
|  | Alexander, Claire. <i>Lucy and the Bully</i> | \$16.99 |
|  | Bauer, Marion Dane. <i>One Brown Bunny</i> | \$14.99 |
|  | Becker, Bonny. <i>A Visitor for Bear</i> | \$16.99 |
|  | Chodos-Irvine, Margaret. <i>Best, Best Friends</i> | \$16.00 |
|  | Dunbar, Polly. <i>Happy Hector</i> | \$12.99 |
|  | Foley, Greg. <i>Thank You, Bear</i> | \$15.99 |
|  | Ohi, Ruth. <i>Chicken, Pig, Cow</i> | \$19.95 |





| Picture | Author and Title | Replacement Cost |
|--|---|------------------|
|  | <i>Parachute Play</i> | \$12.96 |
|  | Tankard, Jeremy. <i>Boo Hoo Bird</i> | \$14.99 |
|  | Thompson, Lauren. <i>Little Quack's New Friend</i> | \$14.95 |
|  | Wilson, Karma. <i>Bear Feels Sick</i> | \$16.99 |
|  | McCutcheon, John. <i>Bigger than Yourself.</i> | \$9.99 |
|  | (Audio CD) Teacher's Manual | \$10.00 |

CONTENTS LIST (CONT.)

Flannelboard Materials

| <i>Title</i> | <i>Notes</i> | <i>Replacement Fee</i> |
|------------------------|-------------------|------------------------|
| The House in the Woods | 7 pieces included | \$10.00 |

Manipulatives

| Picture | Name | Notes | Replacement Cost |
|---|-------------------|----------------------------|------------------|
|  | Male Doll | | \$24.95 |
|  | Female Doll | | \$24.95 |
|  | Friendship Puzzle | 8 pieces | \$8.33 |
|  | Partner Parachute | 1 parachute and 2 beanbags | \$19.95 |

FLANNELBOARD SCRIPT: THE HOUSE IN THE WOODS

7 pieces included

Once there was a sheep who was tired of living in the fields on the farm. "I am going to build myself a house in the woods," she said. "It will be a red brick house, with a blue roof and green curtains." And off she went.

After she had walked for a while, Sheep met a pig. "Where are you going?" asked Pig. "I am going to build myself a red brick house with a blue roof and green curtains." said Sheep. "That sounds wonderful!" said Pig. "May I come? I can help push the bricks into place." "Terrific!" said Sheep. "I can use a good helper like you." And off they went, together.

After they had walked for a while, they met a goose. "Where are you going?" asked Goose. "We are going to build a house in the woods," said Sheep and Pig. "It will be a red brick house with a blue roof and green curtains." Pig said, "And I am going to help by pushing the bricks." "That sounds wonderful!" said Goose. "May I come? I can help, too - I can fly up to the roof to paint it blue." "Terrific!" said Sheep and Pig. "We can use a good helper like you." And off they went, together.

They hadn't gone very far when they met a rooster. "Where are you going?" asked Rooster. "We are going to build a red brick house with a blue roof and green curtains," said Sheep, Pig, and Goose. "Pig is going to push the bricks and Goose is going to paint the roof." "That sounds wonderful!" said Rooster. "May I come? I can help, too - I can wake everybody up every morning with a Cock-a-doodle-doo!" "Terrific!" said Sheep, and Pig, and Goose. "We can use a good helper like you." And off they went, together.

They hadn't gone very far when they met a bear. "Where are you going?" asked Bear. "We are going to build a red brick house with a blue roof and green curtains," said Sheep, Pig, Goose, and Rooster. "Pig is going to push the bricks, Goose will paint the roof, and Rooster will make sure we all wake up in the morning." "That sounds wonderful!" said Bear. "May I come? I can help, too - I can lift the roof onto the house." "Terrific!" said Sheep and Pig and Goose and Rooster. "We can use a good helper like you." And off they went, together.

They hadn't gone very far when they met a mouse. "Where are you all going?" asked Mouse. "We are going to build a red brick house with a blue roof and green curtains," said Sheep and Pig and Goose and Rooster and Bear. "Pig is going to push the bricks, Goose will paint the roof, Rooster will wake us all up every morning, and Bear will lift the roof onto the house." "That sounds wonderful!" said Mouse. "May I come? I can help, too - I can.... Um, well, I can.... Ummm..." Mouse looked sad. "You could help me push the bricks," said Pig, but Mouse was too little. "You could help me paint the roof," said Goose, but Mouse couldn't fly up to the roof. "Can you say Cock-a-doodle-doo?" asked Rooster. Mouse tried, but all that came out was a "Squeak-a-squeak-a-squeak!" "You could help me put the roof on the house," said Bear, but Mouse was too little. "Well, what **can** you do?" asked Sheep and Pig and Goose and Rooster and Bear. "Um, well," said Mouse. "Maybe I could be your friend?" "A **FRIEND!**" cried all the animals. "Terrific! We've always wanted a friend like you!" And so they built their red brick house with a blue roof and green curtains in the woods and lived happily ever after.

SONGS AND FINGERPLAYS

Four Little Friends

Two little friends are better than one, (hold up two fingers on left hand, one on right)
And three are better than two. (hold up three fingers on left hand, two on right)
And four are better still, (hold up four fingers on left hand)
Just think what four friends can do! (hold up all fingers on both hands)

A House

I will make a little house, (Hands upright, tips of fingers form arch)
Where two playmates come to hide. (Slip thumbs under arch)
When I peep in at the door, (Tilt hands to look through arch)
Then they quickly run outside. (Slip thumbs out quickly)

Little Friend

Little friend just over the way, (beckon to children on left)
Little friend over the way, (beckon to children on right)
Little friend over the way, (beckon to children in center)
Please come and okay with me today! (extend arms wide, palms open)

Mr. Turkey and Mr. Duck

Mr. Turkey took a walk one day (hold up left index finger)
In the very best of weather.
He met Mr. Duck along the way (hold up right index finger)
And they both talk together. (hold fingers side by side)
“Gobble, gobble, gobble!” (bob and bow left index finger)
“Quack, quack, quack!” (bob and bow right index finger)
And then they both walked back. (walk fingers behind back.)

Who's That?

Who's that tapping at my window? (pretend to tap on window)
Who's that knocking on my door? (repeat tapping motion)
That's Tommy tapping at my window! (point to left side of group)
That's Sally knocking at my door! (point to right side of group)
Come in, come in, wherever have you been? (beckon to left side of group)
Come on in! (beckon to right side of group)

Friends

These little friends live here. (*Curl fingers of right hand around thumb*)
These little friends live here. (*Curl fingers of left hand around thumb*)
They wave to each other and say, (*With palms facing, wiggle fingers*)
“Now it's time to come out and play!”

One by one the friends come out, (*Raise fingers, one by one*)
They bow to each other, (*with palms facing, bend fingers down*)
And dance about. (*wiggle fingers*)
They dance up and down, (*raise hands up and down, wiggling fingers*)
And all around! (*wave hands around, wiggling fingers*)

OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

Several *Storytimes to Go* kits are available for checkout. Visit www.knoxlib.org and search the online catalog using the phrase “storytimes to go” to reserve kits and have them sent to your library location. Kits can also be held in the Children’s Room for three days by calling 215-8725.

The following themes are available:

All About Me
Beach and Ocean
Colors
Community Helpers
Counting and Numeracy
Dinosaurs
Family
Farm
Food
Friendship
Gardening and Growing
Getting Dressed
Insects
Jungle Animals
Move It: Learning in Motion
Nursery Rhymes
Pets
Reptiles
School
Shapes
Transportation
Weather

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Anderson, Derek. *Romeo and Lou Blast Off*. New York :Simon & Schuster Books for Young Readers, 2007.
E ANDE

Romeo and Lou make a rocket ship out of snow and go racing though the stars.

Arnold, Caroline. *Wiggle and Waggle*. Watertown, MA: Charlesbridge, 2007.
Call Number E ARNO

A story about two earthworm friends and the adventures they have in the garden,

Baker, Roberta. *Lizard Walinsky*. New York: Little, Brown and Co., 2004.
E BAKE

Lizard and Spider are best friends and have lots of fun together until they are sent to different school for first grade.

Barasch, Lynne. *The Reluctant Flower Girl*. New York: HarperCollins, 2001.
E BARA

April is afraid her big sister won't be her best friend anymore after she gets married, so she does her best to sabotage the wedding.

Bottner, Barbara. *Raymond and Nelda*. Atlanta: Peachtree, 2007.
E BOTT

A misunderstanding between two friends almost ruins their friendship.

Bourgeois, Paulette. *Franklin's Friendship Treasury*. Niagara Falls, NY: Kids Can Press, 2000.
E BOUR

A collection of stories about friendship.

Carlson, Nancy L. *My Best Friend Moved Away*. New York: Viking, 2001.
E CARL

Best friends do everything together, but what happens when your best friend moves away.

Champion, Joyce. *Emily and Alice, Best Friends*. San Diego: Harcourt, Inc., 2001.
E CHAM

When Alice moves in next door, she and Emily quickly become best friends.

Chichester Clark, Emma. *Will and Squill*. Minneapolis, MN: Carolrhoda Books, 2006.
E CHIC

A boy and his friend Squill struggle the new cat takes Squill's places as best friend.

Cuyler, Margery. *Bullies Never Win*. New York: Simon & Schuster Books for Young Readers, 2009.
E CUYL

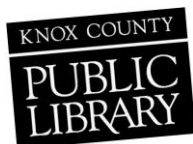
Jessica worries about everything, but her biggest worry is Brenda Bailey, the class bully.

Eaton, Maxwell. *Best Buds*. New York: Alfred A. Knopf, 2007.
E EATO

Max and Pinky are best friends. Saturday is Adventure Day, but Pinky is nowhere to be found.

Edwards, Pamela Duncan. *Gigi and Lulu's Gigantic Fight*. New York: Katherine Tegen Books, 2004.
E EDWA

This book teaches children about conflict between friends.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Elliott, Laura. *Hunter & Stripe and the Soccer Showdown*. New York: Katherine Tegen Books, 2005.

E ELLI

Hunter and Stripe do everything together, but things change after they end up on different soccer teams.

Gauch, Patricia Lee. *Christina Katerian Fats and the Great Neighborhood War*. New York: Putnam's, 1997.

E GAUC

Problems between best friends cause trouble for the whole neighborhood.

Gorbachev, Valeri. *Heron & Turtle*. New York: Philomel Books, 2006.

E GROB

Heron and Turtle celebrate the sweet pleasures of everyday friendship.

Greenspun, Adele Aron. *Ariel and Emily*. New York: Dutton Children's Books, 2003.

E GREE

A story about two best friends' day in the park.

Harper, Charise Mericle. *When Randolph Turned Rotten*. New York :Alfred A. Knopf, 2007.

E HARP

Most of the time Randolph is nice. When Ivy gets invited to a sleepover, he gets very mad.

Krosoczka, Jarrett. *My Buddy, Slug*. New York: Knopf, 2006.

E KROS

Having a friend like Slug can be too much of a good thing. Slug shows up everywhere!

Landa, Norbert. *Sorry!* Intercourse, PA: Good Books, 2009.

E LAND

Bear and Rabbit are best friends, but one day something happens that might tear apart their friendship.

Marlow, Layn. *Hurry Up and Slow Down*. New York: Holiday House, 2009.

E MARL

An updated version of the classic Tortoise and the Hare fable.

McPhail, David. *Budgie & Boo*. New York: Abrams Books for Young Readers, 2009.

E MACP

This book is a timeless tale of friendship.

Meister, Cari. *Skinny and Fats, Best Friends*. New York: Holiday House, 2002.

E MEIS

Skinny and Fats are best friends, but sometimes they discover they like to do things differently.

Polacco, Patricia. *Emma Kate*. New York: Philomel Books, 2005.

E POLA

The story of a young girl with an imaginary friend.

Relf, Adam. *Fox Makes Friends*. New York: Sterling Publishing, 2005.

E RELF

A lonely little fox masters the art of making friends.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Sones, Sonya. *Violet and Winston*. New York, NY: Dial Books for Young Readers, 2009.

E SONE

Violet the swan and Winston the duck are best friends, despite the fact that they are very different birds.

Seeger, Laura Vaccaro. *Dog and Bear: Two's Company*. New York: Roaring Brook Press, 2008.

E SEEG

This book tells several stories about best friends Dog and Bear.

Simmons, Jane. *Together*. New York: A.A. Knopf, 2007.

E SIMM

Mousse and Nut are best friends, but one day they discover there are some things they can't do together.

Soman, David. *Ladybug Girl and Bumblebee Boy*. New York: Dial Books for Young Readers, 2009.

E SOMA

Sam and Lulu struggle with the best game for them to play on the playground.

Trott, Nancy. *Lovely Ruby and the Mermaid*. Brooklyn, NY: Ragged Bears, 2004.

E TROT

One morning Ruby is walking the beach and looking for something special to send to her friend, but to her surprise she ends up making friends with a mermaid.

Wagner, Karen. *A Friend Like Ed*. New York: Walker and Co., 1998.

E WAGN

Ed and Mildred have been friends for a very long time, but their friendship becomes troubled when Ed displays an interest in poetry.

Weninger, Brigitte. *Why Are You Fighting, Davy?* New York: North-South Books, 1999.

E WENI

This book provides children with a lesson about working out their problems.



REFERENCES and RESOURCES FOR TEACHERS

A wide selection of additional storytime resource materials is available for check out at the Knox County Public Library. In addition to the specific titles listed below, the Children's Room at Lawson McGhee Library has a special Parenting section filled with books about children's literature, child development, and education that would be of interest to educators.

Bay, Jeannette Graham. *A Treasury of Flannelboard Stories*. Alleyside Press, 1994.

Beall, Pamela. *Wee Sing Children's Songs and Fingerplays*. Price Stern Sloan, 1997.

Blackstone, Stella. *Storytime: First Tales for Sharing*. Barefoot Books, 2005.

Briggs, Diane. *Preschool Favorites: 35 Preschool Storytimes Kids Love*. American Library Association, 2007.

Briggs, Diane. *Toddler Storytime Programs*. Scarecrow Press, 1993.

Briggs, Diane. *101 Fingerplays, Stories, and Songs to Use with Finger Puppets*. American Library Association, 1999.

Carlson, Ann & Mary. *Flannelboard Stories for Infants and Toddlers*. American Library Association, 1999.

Cobb, Jane. *I'm a Little Teapot! Presenting Preschool Storytime*. Black Sheep Press, 1996.

Cole, Joanna. *The Eentsy, Weentsy Spider: Fingerplays and Action Rhymes*. Morrow Junior Books, 1991.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays*. Doubleday, 1972.

Glazer, Tom. *The Mother Goose Songbook*. Doubleday, 1990.

Glazer, Tom. *Music for Ones and Twos: Songs and Games for the Very Young Child*. Doubleday, 1983.

Hart, Jane. *Singing Bee! A Collection of Favorite Children's Songs*. Lothrop, Lee & Shepard Books, 1982.

Hicks, Doris. *Flannelboard Classic Tales*. American Library Association, 1997.

Jeffery, Debby Ann. *Literate Beginnings: Programs for Babies and Toddlers*. American Library Association, 1995.

Marino, Jane. *Babies in the Library!* Scarecrow Press, 2003.

Marino, Jane and Dorothy Houlihan. *Mother Goose Time: Library Programs for Babies and their Caregivers*. H.W. Wilson, Co., 1992.

McNeil, Heather. *Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents*. Libraries Unlimited, 2012

Newcome, Zita. *Head, Shoulders, Knees and Toes: And Other Action Rhymes*. Candlewick Press, 2002.

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

Reid, Rob. *Silly Books to Read Aloud*. Huron Street Press, 2013.



REFERENCES and RESOURCES FOR TEACHERS (CONT.)

Reid, Rob. *Something Musical Happened at the Library: Adding Song and Dance to Children's Story Programs*. American Library Association, 2007.

Roginski, Dawn Rochelle. *A Year in the Story Room: Ready-to-Use Programs for Children*. American Library Association, 2014.

Sierra, Judy. *The Flannel Board Storytelling Book*. H.W. Wilson Co., 1997.

Stetson, Emily. *Little Hands Fingerplays & Action Songs: Seasonal Activities & Creative Play for 2- to 6-Year Olds*. Williamson Pub., 2001.

This Little Piggy. Lap Songs, Finger Plays, Clapping Games and Pantomime Rhymes. Candlewick Press, 2005.

Ultimate Children's Songbook: 66 Fun Songs for Kids: Piano-Vocal-Guitar. Leonard Corporation, 2000.

Wilner, Isabel. *The Baby's Game Book*. Greenwillow Books, 2000.

Yolen, Jane. *Jane Yolen's Mother Goose Songbook*. Caroline House/Boyd's Mill Press, 1992.



WEBSITE RESOURCES

www.preschoolrainbow.org/preschool-rhymes.htm

An extensive collection of action songs & fingerplays arranged by theme.

www.naturallearning.com/fingerplays.html

Lots of fingerplays, arranged alphabetically, not by theme.

www.hummingbirded.com

The name really is “hummingbirded.” Themes are listed alphabetically, with songs, fingerplays, and activities. Many resources especially for daycares and preschools.

www.preschoolexpress.com

The best of Dr. Jean Warren. Offers a wide variety of activities, songs, fingerplays, and more. Many resources especially for daycares and preschools.

www.wccls.org/rhymes

A treasure trove of videos featuring rhymes, songs, and fingerplays for early learning produced by Washington County Cooperative Library Services in Oregon.

www.prekinders.com

Thematic, curriculum-based lesson plans, activities, and free printables created by a pre-K teacher.

www.kizclub.com

A website filled with resources for preschool educators that includes sections on ABC's and nursery rhymes.

