

# Community Helpers

**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](mailto: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](mailto: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.


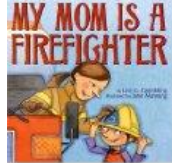
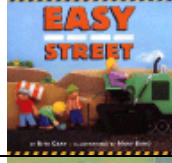



Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

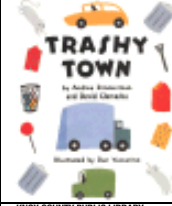


# CONTENTS LIST

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
	Blackstone, Stella. <i>Bear at Work</i>	\$6.99
	Grambling, Lois. <i>My Mom is a Firefighter</i>	\$16.99
	Gray, Rita. <i>Easy Street</i>	\$15.99
	Hamilton, Kersten. <i>Firefighters to the Rescue!</i>	\$15.99
	Knudsen, Michelle. <i>Library Lion</i>	\$16.99
	London, Jonathan. <i>Froggy Goes to the Doctor</i>	\$15.99
	Milusich, Janice. <i>Off Go Their Engines, Off Go Their Lights</i>	\$15.99

Picture	Author and Title	Replacement Cost
	Rathmann, Peggy. <i>Officer Buckle and Gloria</i>	\$16.99
	Wellington, Monica. <i>Truck Driver Tom</i>	\$15.99
	Wiggles, The. <i>Top of the Tots</i>	\$11.98
	Zimmerman, Andrea. <i>Trashy Town</i>	\$17.99
	Teacher's Manual	\$10

## Flannelboard Materials

Title	Notes	Replacement Fee
Five Red Fire Trucks	5 pieces	\$10
People in My Community	12 pieces	\$10



## CONTENTS LIST (CONT.)

### Manipulatives

Picture	Name	Notes	Replacement Cost
	Community Helper Photo Fans	6 fans (doctor, dentist, firefighter, mail carrier, construction worker, police officer) with 8 photos in each	\$19.95
	Veterinarian Puzzle	9 pieces	\$10.95
	Construction Worker Puzzle	8 pieces	\$10.95
	Mail Carrier Puppet		\$12.95
	Firefighter Puppet		\$12.95
	Police Officer Puppet		\$12.95
	Nurse Puppet		\$12.95

# FLANNELBOARD SCRIPT: Five Red Fire Trucks

## 5 pieces included

*Add all five of the fire trucks in a row to the storyboard prior to the presentation. Remove a fire truck at each line the story prompts:*

Five red fire trucks parked in a row,  
The fire alarm rang, so one had to go!  
*(Remove fire truck.)*

Four red fire trucks so shiny and bright,  
The Chief said, "Let's go, we've got a fire to fight!"  
*(Remove fire truck.)*

Three red fire trucks still waiting for a fire,  
One needed repair, it had a flat tire!  
*(Remove fire truck.)*

Two red fire trucks parked in the dark,  
One took a test drive with Captain Clark!  
*(Remove fire truck.)*

One red fire truck waiting all alone,  
Hoping the other trucks would hurry back home!  
*(Leave fire truck.)*

LOOK, here comes one!  
*(Add fire truck.)*

Then two, three and four!  
*(Add remaining three, keeping in a row.)*

Five red fire trucks parked in a row,  
Waiting for the alarm to ring for their turn to go!

# FLANNELBOARD SCRIPT: Community Helpers Figures

**12 pieces included**

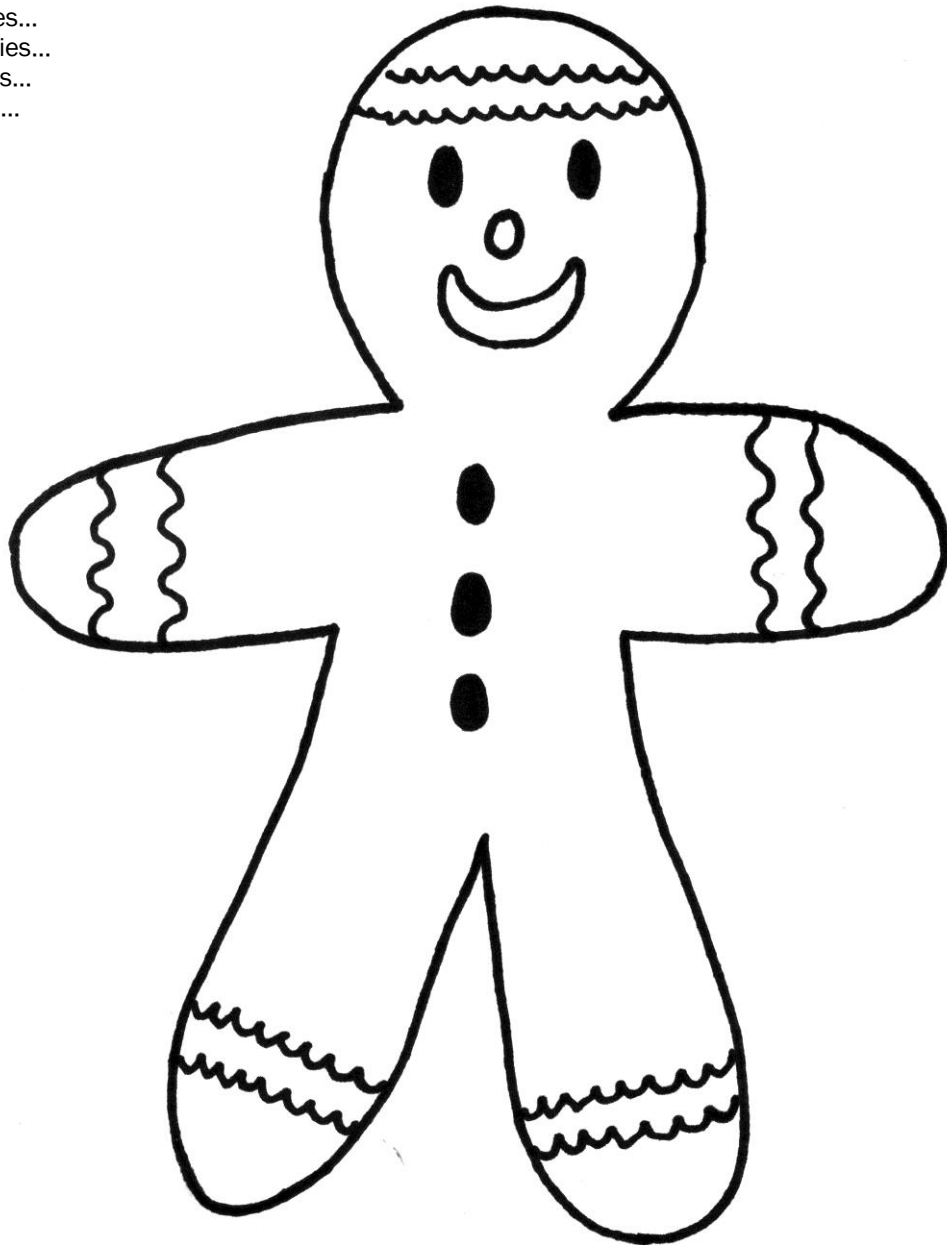
The various Community Helper figures can be a great way to start a discussion with children about their roles and duties. You might place each figure on the flannelboard and have children talk about the name, duties, and special tools or skills of each figure. Use the flannelboard to help introduce a book, activity, or color sheet. See pages 5 and 6 for ideas about using flannelboard figures in the classroom and helping children write their own stories.

## FLANNELBOARD PATTERN: Five Little Cookies

*Count the five cookies as you place them on the flannelboard. As you say the poem, remove one cookie for each verse.*

Five little cookies in a bakery shop,  
Shining bright with sugar on top.  
Along came a girl (or boy) with a penny one day,  
And bought a cookie and ran away.

Four little cookies...  
Three little cookies...  
Two little cookies...  
One little cookie...

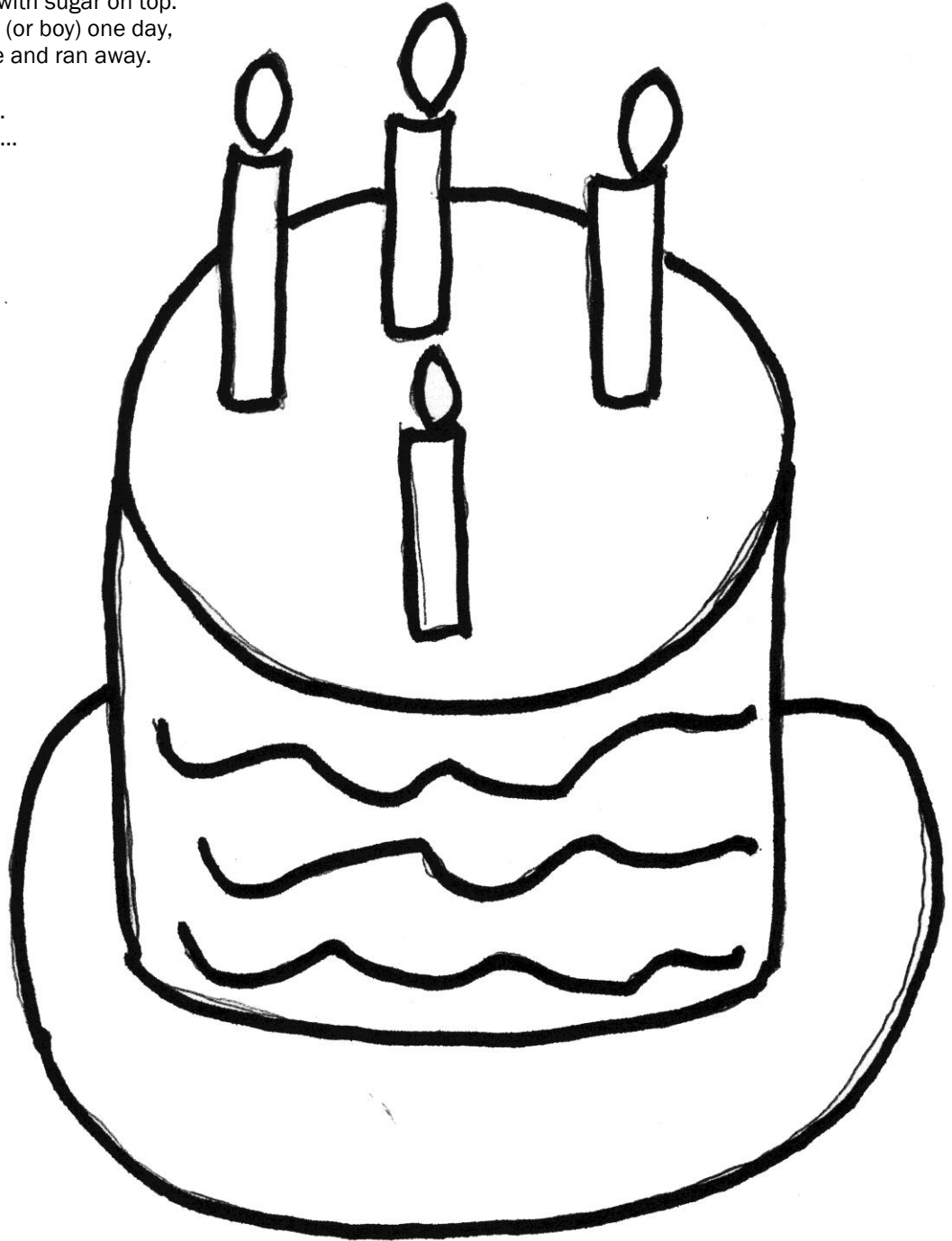


## FLANNELBOARD PATTERN: Five Little Cakes

*Count the five cakes as you place them on the flannelboard. As you say the poem, remove one cake for each verse.*

Five little cakes in a bakery shop,  
Shiny and bright with sugar on top.  
Along came a girl (or boy) one day,  
He bought a cake and ran away.

Four little cakes...  
Three little cakes...  
Two little cakes...  
One little cake...



# SONGS AND FINGERPLAYS

## Five Little Farmers

Five little farmers, *(make fist over thumb)*  
Woke up with the sun,  
*(open hand, fingers and thumb upright)*  
For it was early morning  
And chores must be done.  
The first little farmer  
Went to milk the cow, *(make milking motion)*  
The second little farmer  
Thought he'd better plow.  
*(pretend to guide plow)*  
The third little farmer  
Fed the hungry hens.  
*(hold "feed" in left, toss with right)*  
The fourth little farmer  
Mended broken pens. *(pound fist in open palm)*  
The fifth little farmer  
Took his vegetables to town,  
*(bounce up and down)*  
Baskets filled with cabbages  
And sweet potatoes brown.  
When the work was finished  
And the western sky was red,  
*(sweep arm left to right)*  
Five little farmers tumbled into bed.  
*(clasp right hand in left)*

## Five Little Firemen

Five little firemen sit very still  
*(hold up five fingers, touch each in turn)*  
Until they see a fire on top of the hill;  
Number one rings the bell, ding-dong,  
Number two pulls his big boots on,  
Number three jumps on the fire engine red,  
Number four puts a red fire hat on his head,  
Number five drives the red fire truck to the fire,  
As the big, yellow flames go higher and higher.  
*(spread arms wide)*  
"Whoooooo-oooo! Whoooooo-oooo!"  
Hear the fire truck say  
As all of the cars get out of the way.  
Shhhhhh! goes the water  
From the fire hose spout, *(rub palms together)*  
And quicker than a wink, the fire is out!  
*(clap hands)*

## Five Soldiers

Five little soldiers standing in a row.  
*(hold up five fingers)*  
Three stood straight, and two stood so.  
*(thumb folds forefinger down)*  
Along came the captain and what do you think?  
Up jumped the other two, quick as a wink!  
*(all fingers pop up)*

## Five Strong Policemen

Five strong policemen standing by a store.  
*(five fingers up, point to each in turn)*  
One became a traffic cop,  
And then there were four.  
Four strong policemen watching over me.  
One took home a lost boy,  
And then there were three.  
Three strong policemen dressed all in blue.  
One stopped a speeding car,  
And then there were two.  
Two strong policemen--how fast they can run!  
One caught a bad man, and then there was one.  
One strong policeman saw some smoke one day.  
He called the firemen  
Who put out the fire right away.

## If You Get Lost

If you get lost someplace in town,  
Don't talk to a stranger. *(shake head.)*  
Look for a police officer  
*(shade eyes with hand, look around)*  
To keep you out of danger.  
Tell her what your name is  
And where your house is too. *(nod head.)*  
She will help you get back home,  
Or bring your mom to you. *(wave)*

## SONGS AND FINGERPLAYS (CONT.)

### Police Officer

I'm a police officer  
With my star, *(point to chest)*  
I help people  
Near and far. *(point to corners of room)*  
If you have a problem,  
Call on me, *(point to self)*  
And I will be there  
One, two, three!  
*(hold up three fingers in turn)*

### Traffic Policeman

The traffic policeman holds up his hand.  
*(hold up hand, palm forward)*  
He blows the whistle, *(pretend to blow whistle)*  
He gives the command. *(hold up hand again)*  
When the cars are stopped  
*(hold up hand again)*  
He waves at me.  
Then I may cross the street you see.  
*(wave hand as if indicating to go)*

## OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

Several *Storytimes to Go* kits are available for checkout. Visit [www.knoxlib.org](http://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

Banks, Kate. *The Night Worker*. New York: Frances Foster Books/Farrar Straus Giroux, 2000.  
E BANK

Evocative text and colorful paintings combine to depict a father's job as a night construction worker when he takes his son along with him to work. Recommended for ages two to six.

Barton, Byron. *I Want to be an Astronaut*. New York: Crowell, 1988.  
E BART

A depiction of life on a space shuttle, this lyrical picture book is great for preschoolers.

Barton, Byron. *Machines at Work*. New York: HarperCollins Publishers, 1987.  
E BART

Short, punchy narrative and a vibrant spread depict multiracial workers on a day at a construction site. A great read-aloud for preschoolers or read-alone for beginning readers.

Butterworth, Nick. *Busy People*. Cambridge: Candlewick Press, 1992.  
E BUTT

This book creates an opportunity for group participation by asking a simple question that encourages a description of an object a multi-ethnic worker uses. Recommended for ages three to six.

Cole, Joanna. *My Friend the Doctor*. New York: HarperCollins, 2005  
E COLE

A good introduction to the standard checkup, this book uses cartoons and speech balloons to illustrate colorful scenes and happy people. The honest and reassuring tone is good for preparing a child for a doctor's visit.

Cousins, Lucy. *Doctor Maisy*. Cambridge: Candlewick Press, 2001.  
E COUS

Using animal characters, a doctor and nurse take care of other animals. Bright illustrations and simple text make this a good book for preschoolers.

Cousins, Lucy. *Maisy, Charley, and the Wobbly Tooth*. Cambridge: Candlewick Press, 2006.  
E COUS

Animal characters provide children with basic information about what to expect on a trip to the dentist. Recommended for preschoolers who are anxious about the experience.

Desimini, Lisa. *Dot the Fire Dog*. New York: Blue Sky Press, 2001.  
E DESI

Bright colors give insight into a firefighter's job through the life of a Dalmatian. Both gender and a variety of races make this book great for the preschool age group.



## ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Desimini, Lisa. *Policeman Lou and Policewoman Sue*. New York: Blue Sky Press, 2003.

E DESI

Realistic oil paintings show the everyday duties of law-enforcement officers from finding a stray dog to writing parking tickets. Recommended as a teaching tool on community helpers.

Fox, Christyan. *Astronaut PiggyWiggy*. Brooklyn: Handprint Books, 2002.

E FOX

Playful, imaginative cartoon illustrations take children on a piglet's imaginative trip into space. Recommended for ages two to five.

Hamilton, K. *Firefighter to the Rescue*. New York: Viking, 2005.

E HAMI

Rhythmic text and colorful illustrations give children a glimpse into the everyday life of a firefighter. Recommended for ages two to five.

Hubbell, Patricia. *Firefighters!: Speeding! Spraying! Saving!* New York: M. Cavendish Children, 2007.

E HUBB

Digital art and rhyming text take preschoolers alongside of firefighters as they fight a fire. Good for story time or one-on-one sharing.

Lenski, Lois. *Policeman Small*. New York: Random House, 2001.

E LENS

Full of color, this book describes the busy day of a hard-working policeman. Recommended for ages three to six.

Lloyd, Sam. *Doctor Meow's Big Emergency*. New York: Henry Holt and Co., 2008.

E LLOY

In an imaginary world, a doctor must help others showing the importance of being a good neighbor and friend. Humorous, brightly colored art work is great for preschoolers.

London, Jonathan. *Froggy Goes to the Doctor*. New York: Viking, 2002.

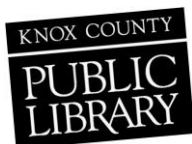
E LOND

A reassuring tale of Froggy's trip to the doctor helps ease the nerves for a child's first check-up. Recommended for ages two to five.

MacLean, Christine Kole. *Even Firefighters Hug Their Moms*. New York: Dutton Children's Books, 2002.

E MACL

Detailed pictures show a boy and his tagalong sister as he pretends to be different occupations. A portrayal of the sibling relationship and the world of imagination, this book is recommended for ages two to five.



## ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Merriam, Eve. *Daddies at Work*. New York: Simon and Schuster Books for Young Readers, 1989.  
E MERR

This book depicts daddies doing various kinds of jobs from a lawyer to a tailor.

Mitchell, Joyce Slayton. *Mommy Makes Money*. Boston: Little, Brown, 1984.  
E MITC

This book portrays mothers doing a variety of jobs from a surgeon to a minister to a car salesperson.

Nikola-Lisa, W. *My Teacher Can Teach Anyone*. New York: Lee & Low Books, 2004.  
E NIKO

A portrayal of the teacher and student relationship, a boy goes through a rhyming, alphabetical list of occupations.

Rosenberry, Vera. *Vera Goes to the Dentist*. New York: Henry Holt and Company, 2002.  
E ROSE

A girl's first trip to the dentist, this book portrays equality in gender roles and helps ease the mind of preschoolers with their trip to the dentist.

Sage, Angie. *Molly at the Dentist*. Atlanta: Peachtree, 2001.  
E SAGE

This flap book illustrates familiar scenario of going to the dentist engaging preschoolers through imaginary creatures. Recommended for ages three to six.

Sierra, Judy. *Preschool to the Rescue*. San Diego: Harcourt, Inc., 2001.  
E SIER

A book full of noises, the repetition and rhyme depict preschoolers saving the day. Recommended for ages two to five.

Spanyol, Jessica. *Carlo and the Really Nice Librarian*. Cambridge: Candlewick Press, 2004.  
E SPAN

Artistic visual details depict animal characters on a visit to the library. This book is great for preschool story times.

Zimmerman, Andrea Griffing. *Fire Engine Man*. New York: Henry Holt, 2007.  
E ZIMM

Simple words from a child's point of view, this book uses illustrations to interest readers in the action-packed job of a firefighter. The narrator's description of important task will engage preschoolers in a world of adventure.



## 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.

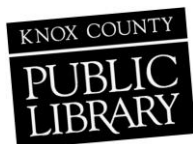
Stetson, Emily. *Little Hands Fingerplays & Action Songs: Seasonal Activities & Creative Play for 2- to 6-Year Olds*. Williamson Pub., 2001.

*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](http://www.preschoolrainbow.org/preschool-rhymes.htm)**

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

**[www.naturallearning.com/fingerplays.html](http://www.naturallearning.com/fingerplays.html)**

Lots of fingerplays, arranged alphabetically, not by theme.

**[www.hummingbirded.com](http://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](http://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](http://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](http://www.prekinders.com)**

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

**[www.kizclub.com](http://www.kizclub.com)**

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