

Gardening and Growing

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.



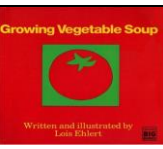
Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.



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
	Aliki. <i>Quiet in the Garden</i>	\$18.89
	Ayers, Katherine. <i>Up, Down and Around</i>	\$16.99
	Bunting, Eve. <i>Flower Garden</i>	\$17.00
	Davis, Nancy. <i>A Garden of Opposites</i>	\$10.99
	Ehlert, Lois. <i>Growing Vegetable Soup</i>	\$17.00





Picture	Author and Title	Replacement Cost
	Fleming, Candace. <i>Muncha! Muncha! Muncha!</i>	\$17.99
	Krauss, Ruth. <i>The Carrot Seed</i>	\$16.99
	Rockwell, Anne. <i>Growing Like Me</i>	\$15.00
	Baby Genius <i>Nature's Experience</i>	\$12.99
	Teacher's Manual	\$10

CONTENTS LIST (CONT.)

Flannelboard Materials

<i>Title</i>	<i>Notes</i>	<i>Replacement Fee</i>
The Big Turnip	7 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Vegetable Puzzle	8 pieces	\$8.33
	Flower Puzzle	6 pieces	\$8.33
	Flower Model	2 pieces	\$18.99
	Fruit & Vegetable Bean Bags Activity Kit	10 beanbags plus activity card set	\$29.95

FLANNELBOARD SCRIPT: The Big Turnip

7 pieces included

A farmer once planted a turnip seed. And it grew, and it grew, and it grew. The farmer saw it was time to pull the turnip out of the ground. So he took hold of it and begin to pull.

He pulled and he pulled as hard as he could, but the turnip would not come up!

So the farmer called to his wife. The wife came and took a hold of the farmer. The farmer took a hold of the turnip. And they pulled and they pulled but it would not come up!

So the wife called to the daughter. The daughter took hold of the wife. The wife took hold of the farmer.

The farmer took hold of the turnip. And together they pulled and they pulled, but the turnip would not come up!

So the daughter called to the dog. The dog took hold of the daughter, the daughter took hold of the wife, the wife took hold of the farmer, and the farmer took hold of the turnip. And together they pulled and they pulled, but the turnip would not come up!

So the dog called to the cat. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And together they pulled and they pulled but the turnip would not come up!

So the cat called to the mouse. The mouse took hold of the cat. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And together they pulled and they pulled, and it came UP!

FLANNELBOARD PATTERN: Down in the Garden

Down in the garden,
Growing in the sunshine,
See the little apples, standing in a row,
See the little children come along and eat them,
Grab-grab (*grab air with hands*)
Munch-munch (*bring hands to mouth and munch*)
Off they go! (*clap hands*)

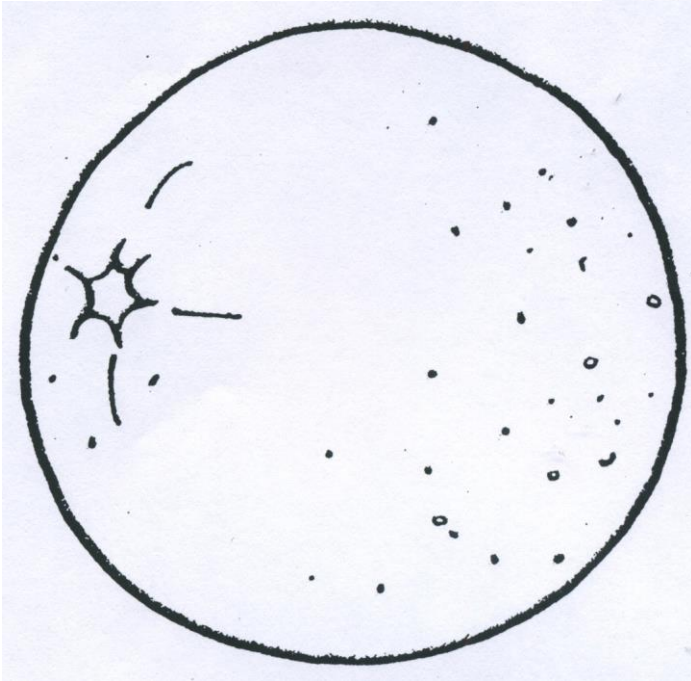
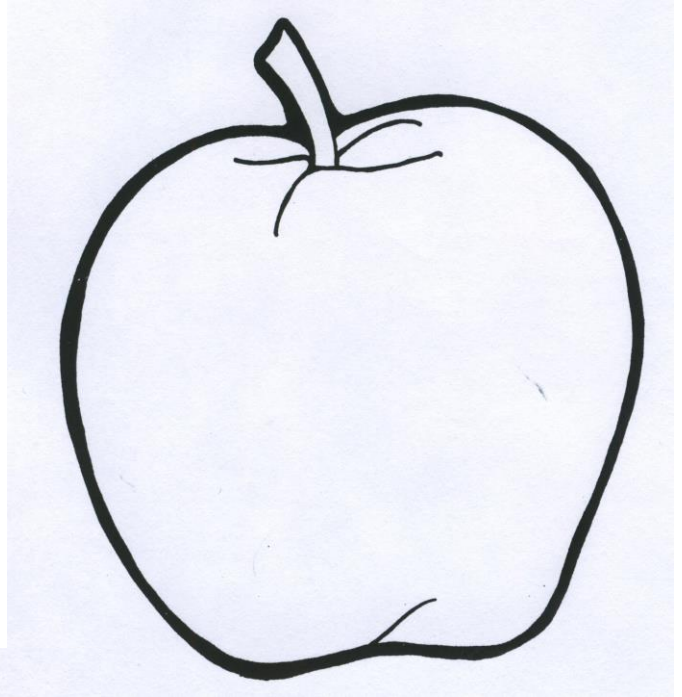
Substitute other fruits and vegetables:

Carrots

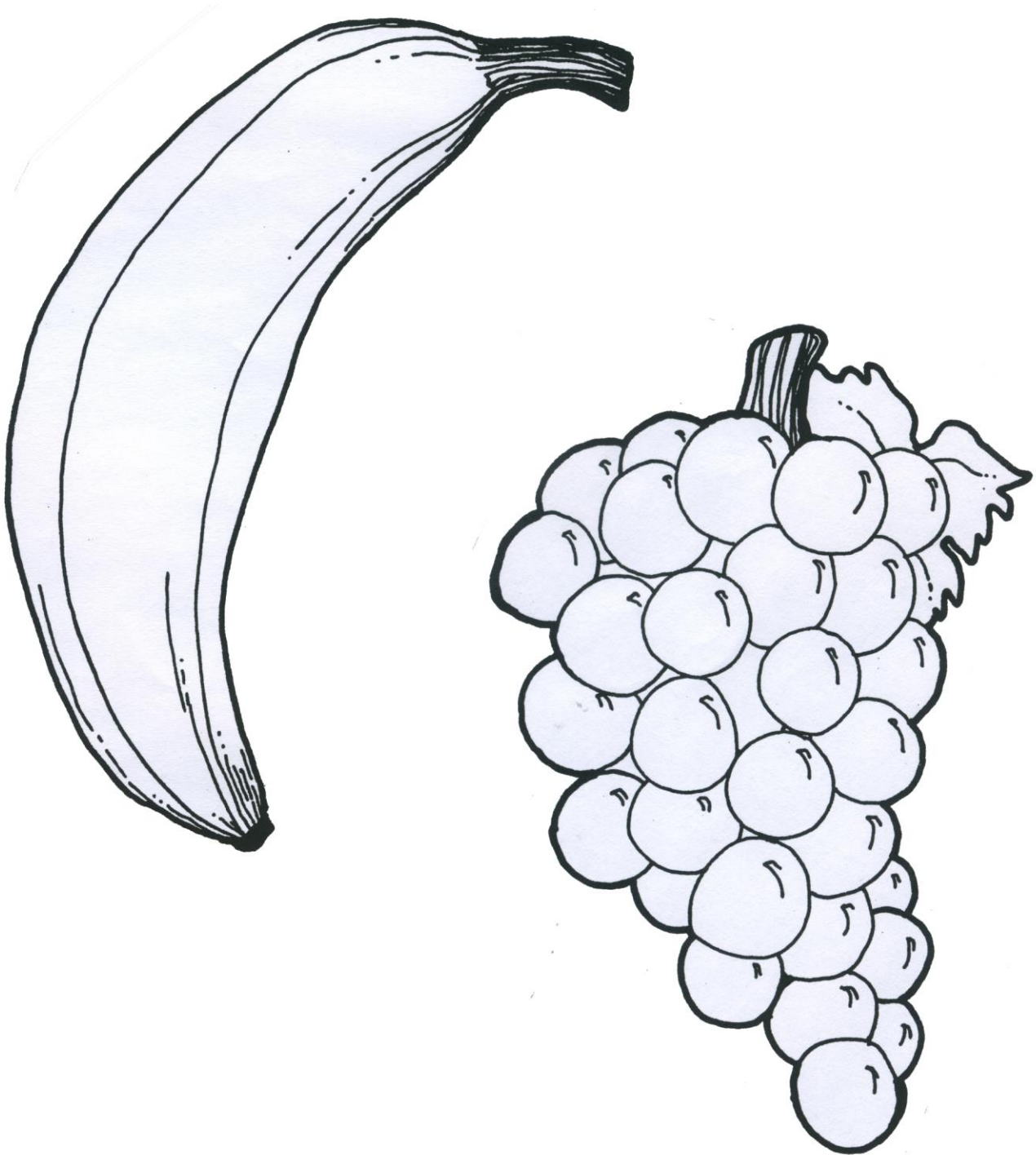
Oranges

Bananas

Grapes



FLANNELBOARD PATTERN: Down in the Garden (cont.)



SONGS AND FINGERPLAYS

Bunnies

Out in the garden
(point to the right)
Where the cabbages grow,
(form large circle with arms)
Happy little bunnies
(hold up five fingers of left hand)
Are hopping to and fro.
(bounce left fingers up and down)
Along comes a puppy dog
(creep fingers of right hand)
Looking for some fun.
Bow, wow, wow, wow, wow!
And away the bunnies run!
(left hand hops away)

The Flower

Here's a green leaf,
(show hand)
And here's a green leaf.
(show other hand)
That, you see, makes two.
(hold up two fingers)
Here is a bud,
(cup both hands together)
That makes a flower.
Watch it bloom for you!
(open cupped hands slowly)

My Garden

This is my garden,
(hands in front, palms up)
I'll rake it with care. (rake with fingers)
And then some flower seeds,
(sprinkling motion)
I'll plant in there. (pat palm with fingers)
The sun will shine,
And the rain will fall,
(flutter fingers downward)
And my garden will blossom
(make fists, open fingers slowly)
Growing straight and tall.
(stretch hands high above head)

My Flower Bed

See the blue and yellow blossoms
In my flower bed.
The daisy spreads its petals wide
The tulip bows its head.

Flowers

There are many flowers
(heels of palms together, fingers spread)
At my house.
(fingertips together over head for roof)
Very pretty flowers
(heels of palms together, fingers spread)
At my house.
(fingertips together over head for roof)
When I see a new one,
(heels of palms together, fingers spread)
I get close.
(move flower hands toward face)
I see it with my eyes, (point to eyes)
And smell it with my nose. (point to nose)

Gardening

I dig, dig, dig, (make digging motion)
And plant some seeds.
(make sprinkling motion)
I rake, rake, rake, (make raking motion)
And pull some weeds.
(make pulling motion)
I wait and watch, (stare hard)
And soon I know,
(tap forehead with forefinger)
My garden [or flower] sprouts
(wiggle fingers)
And starts to grow!
(palms together, then slowly open fingers, heels
of palms together)

Plant a Seed

Dig a little hole.
(make digging motion)
Plant a little seed.
(make sprinkling motion)
Pour a little water.
(make pouring motion)
Pull a little weed.
(make pulling motion)
Up, up, up, green stems climb.
(flutter fingers upward)
Open wide, its blossom time!
(heels of palms together, fingers spread for
petals)



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

Bond, Michael. *Paddington Bear in the Garden*. New York: HarperCollins Publishers, 2002.

E BOND

While in the garden, Paddington Bear loses his favorite jar of marmalade.

Cole, Henry. *Jack's Garden*. New York :Greenwillow Books, 1995.

E COLE

Follow Jack's garden from planting to harvesting.

Cushman, Doug. *Mouse and Mole and the Year-Round Garden*. New York: Scientific American Books for Young Readers, 1994.

E CUSH

Mouse and Mole plant their garden to grow with the changing seasons.

Delaney, A. *Pearl's First Prize Plant*. New York :HarperCollins Publishers, 1997.

E DELA

Pearl goes to the county fair with a simple white flower, thinking she will win first prize. But once she arrives she is intimidated by all of the brightly colored flowers.

Delton, Judy. *Hired Help for Rabbit*. New York: Macmillan, 1988.

E DELT

Rabbit is tired from working in his garden, so he hires his friends to finish his other chores.

De Paola, Tomie. *Too Many Hopkins*. New York: Putnam, 1989.

E DEP

The fifteen bunnies of the Hopkins family cause chaos in the garden when their parents leave them unattended.

Downey, Lynn. *Sing, Henrietta! Sing!* Nashville, TN: Ideals Children's Books, 1997.

E DOWN

Henrietta and George decide to grow a vegetable garden together. Henrietta believes you should sing to your plants to help them to grow—but when she sings, all of the animals in the garden hide.

Edwards, Michelle. *Eve and Smithy: An Iowa Tale*. New York: Lothrop, Lee & Shepard Books, 1994.

E EDWA

Smithy does Eve a favor by watching her garden while she paints.

Ernst, Lisa Campbell. *Miss Penny and Mr. Grubbs*. New York: Bradbury Press, 1991.

E ERENS

Mr. Grubbs has always been jealous of Miss Penny's garden, so he decides to release bunnies into her garden.

Ehlert, Lois. *Planting a Rainbow*. San Diego: Harcourt Brace Jovanovich, 1988.

E EHLE

A young child tells the reader the process of planning and maintaining a flower garden.

Gerstein, Mordicai. *Daisy's Garden*. New York :Hyperion Books for Children, 1995.

E GRES

This book takes reader through the whole growing season, from April to October. Daisy and her animal friends show children about the process of planting seeds, weeding, and harvesting the plants.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Gliori, Debi. *Flora's Surprise!* New York: Orchard Books, 2002.

E GLIO

Flora and her family planting for spring when Flora decides to plant a brick to grow a home.

Greenstein, Elaine. *Mrs. Rose's Garden.* New York: Simon & Schuster Books for Young Readers, 1996.

E GREE

Mrs. Rose discovers a secret fertilizer that makes all of her plants enormous. Once she realizes that she will win all of the blue ribbons at the fare, she decides to share her discovery with her neighbors.

Hester, Denia. *Grandma Lena's Big Ol' Turnip.* Morton Grove, Ill. :Albert Whitman & Co., 2005.

E HEST

This is a book about the teamwork it takes to harvest a very large turnip.

Huff, Barbara A. *Greening the City Streets: The Story of Community Gardens.* New York :Clarion Books, 1990.

E HUFF

This is a book about the gardens that appear in big cities.

Janovitz, Marilyn. *Can I Help?* New York: North-South Books, 1996.

E JANO

A rhyming book about a father and son working together in the garden.

Koscielniak, Bruce. *Bear and Bunny Grow Tomatoes.* New York: Knopf, 1993.

K KOSC

Bear and Bunny decide to grow a tomato garden together.

Lottridge, Celia Barker. *One Watermelon Seed.* Brighton, MA: Fitzhenry & Whiteside, 2008.

E LOTT

A concept book that includes numbers and colors related to gardening.

Mallett, David. *Inch by Inch.* New York: HarperCollins, 1995.

E MALL

A young child plants and tends seeds in a garden.

Molk, Laurel. *Good Job Oliver.* New York: Crown Publishers, 1999.

E MOLK

Oliver is teased for being small and a poor gardener. He attempts to prove his neighbors and friends wrong by entering the Strawberry Contest.

Moore, Elaine. *Grandma's Garden.* New York: Lothrop, Lee & Shepard Books, 1994.

E MOOR

Kim makes a visit to help her Grandma with her country garden. After they prepare the soil and plant the seeds, a storm comes and ruins all of their hard work.

Pallotta, Jerry. *The Victory Garden Alphabet Book.* Watertown, MA :Charlesbridge Pub., 1992.

E PALL

This book features twenty-six uncommon vegetables to follow the alphabet.

Potter, Beatrix. *The World of Peter Rabbit and Friends.* (Video Recording) Burbank, CA :Distributed by Warner Home Video, 2008.

DVD WORL CHILD



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Ryder, Joanne. *My Father's Hands*. New York :Morrow Junior Books, 1994.

E RYDE

A father and daughter explore the various creatures that live in their garden.

Ryder, Joanne. *Where Butterflies Grow*. New York: E. P. Dutton, 1989.

E RYDE

This book introduces to children the way a butterfly develops.

Segal, John. *Carrot Soup*. New York: Margaret K. McElderry Books, 2006.

E SEGA

Rabbit enjoys the spring weather. His favorite part is planting, growing, and harvesting the vegetables in his garden to make his favorite meal, carrot soup. But this time when he goes to harvest his plants they have all disappeared.

Thomas, Elizabeth. *Green Beans*. Minneapolis: Carolrhoda Books, 1992.

E THOM

Gramma is very strict. When she has to leave Dorothea in charge of her garden, she finds that sometimes a little less attention can help something grow.

Titherington, Jeanne. *Pumpkin, Pumpkin*. New York: Greenwillow Books, 1986.

E TITH

A story about Jamie and his precious pumpkin garden.

Wisnewski, Andrea. *A Cottage Garden Alphabet*. Jaffrey, N.H. :David R. Godine, 2002.

E WISN

Twenty-six garden scenes feature a plant or item that starts with the letter featured on the page.

Wolf, Janet. *The Rosy Fat Magenta Radish*. Boston: Joy Street Books, 1990.

E WOLF

Nora and her neighbor, Jim, have been working in her garden for weeks. After they care for the plants, they find exactly what they want.

Woodward, John. *What Lives in the Garden?* Hauppauge, NY: Barron's, 2002.

595.7 WOOD

This book teaches the children about the different insects and animals that live in a garden.



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.