

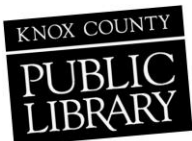
Jungle Animals

KNOX COUNTY PUBLIC LIBRARY

STORY
TIMES

to

go





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.

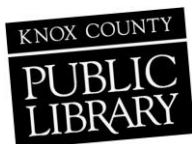
Narrative Skills: being able to tell and understand stories and descriptions

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
	Butler, John. <i>Bedtime in the Jungle</i>	\$16.95
	Carle, Eric. <i>"Slowly, Slowly, Slowly," Said the Sloth</i>	\$16.99
	Donaldson, Julia. <i>Where's My Mom?</i>	\$16.99
	Mahy, Margaret. <i>17 Kings and 42 Elephants</i>	\$16.99
	Moss, Miriam. <i>Jungle Song</i>	\$15.95
	Murray, Marjorie Dennis. <i>Hippo Goes Bananas</i>	\$14.95

Picture	Author and Title	Replacement Cost
	Pinkney, Jerry. <i>The Lion and the Mouse</i>	\$16.99
	Warhola, James. <i>If You're Happy and You Know It</i>	\$14.99
	Wild, Margaret. <i>Kiss Kiss!</i>	\$12.95
	Wilson, Karma. <i>Hilda Must Be Dancing</i>	\$16.99
	<i>The Wiggles Go Bananas!</i> Music CD	\$11.98
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

Title	Notes	Replacement Fee
Leopard's Drum	7 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Rumble in the Jungle Book and Puppet Set	Book and 13 finger puppets included (chimpanzee, lion, elephant, zebra, snake, giraffe, hippopotamus, rhinoceros, gazelle, gorilla, leopard, crocodile, and tiger).	\$64.96
	Giraffe Hand Puppet		\$6.25
	Monkey Hand Puppet		\$6.25
	Elephant Puzzle	9 pieces	\$10.95
	Lion Puzzle	9 pieces	\$10.95

FLANNELBOARD SCRIPT: Leopard's Drum

7 pieces, included

Long ago Leopard had a drum that was so big and grand, its sound could be heard all over the jungle.

BOOM, BOOM, BOOM! BOOM, BOOM, BOOM!

One day the Ruler of the Sky wanted to borrow Leopard's drum. He called all the other animals together and asked, "Who will go and get Leopard's drum for me?"

"I will!" said Elephant.

"I will!" said Tiger.

"I will!" said Zebra.

"I will!" said Crocodile.

One by one, the animals went off to Leopard's home. But when they saw Leopard's sharp teeth and claws, they were afraid. They ran back to the Ruler of the Sky. "Leopard is much too fierce for us," they said. "We couldn't get the drum."

Then Turtle stepped forward. "I will go and get the drum," she said.

All the other animals laughed. In those days Turtle had no shell. She was so weak and small, she couldn't possibly get the drum from a creature as fierce as Leopard. But Turtle had a plan. When she got to Leopard's home, she called, "Oh, Mr. Leopard, have you heard the news? The Ruler of the Sky has a big, new drum. Everyone says it's much bigger and grander than yours!"

Leopard was so surprised to hear this, he forgot to be fierce. "Nonsense!" he said. "No drum could be bigger or grander than mine!"

"They say that the Ruler of the Sky's drum is so big, he can hide inside it," said Turtle. "Your drum doesn't look that big."

"Oh, yes it is," said Leopard. "Just watch." And with that, he crawled inside the drum, pulling his long tail in behind him. That was what Turtle had been waiting for. She stuck a big iron pot in the end of the drum so Leopard could not get out. Then she tied a rope around the drum and pulled it back to where the Ruler of the Sky and the other animals were waiting.

Inside the drum Leopard began pounding and kicking.

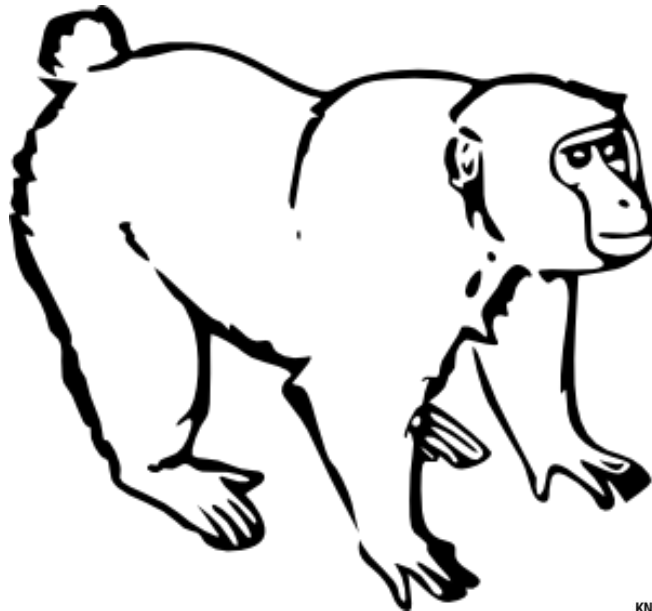
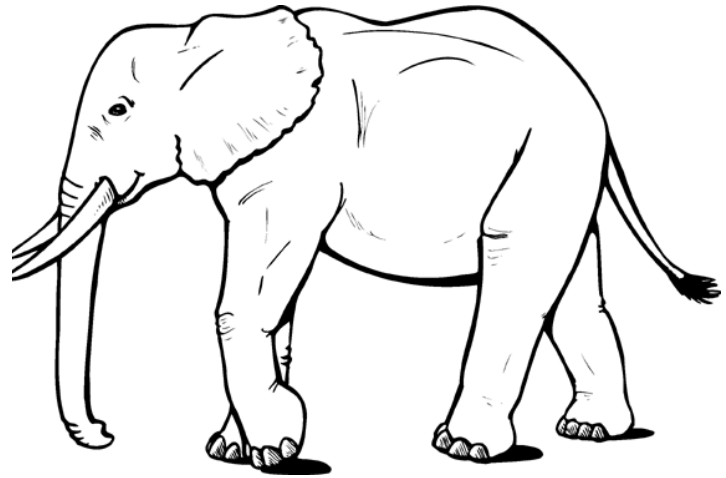
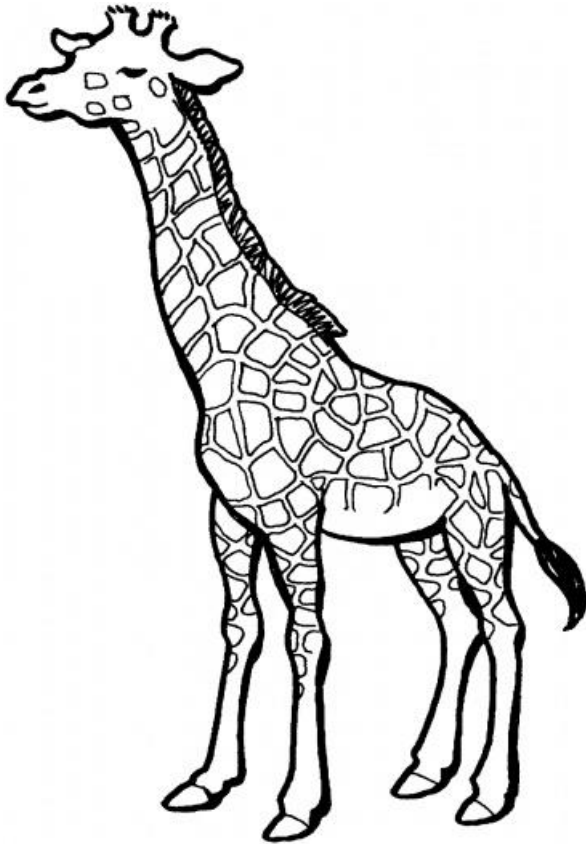
BOOM, BOOM, BOOM! BOOM, BOOM, BOOM!

"Let me out!" cried Leopard. "If you do, the Ruler of the Sky can have my drum. And I promise to go away without hurting anyone."

So Turtle let Leopard out of the drum, and Leopard ran off into the jungle. The Ruler of the Sky was so happy to have Leopard's drum that he offered to give Turtle anything she wanted. Turtle looked at the other animals. They all had ways to protect themselves, but she had nothing. "What I'd like most of all is a hard shell," she said.

So the Ruler of the Sky put a shell on Turtle's back, and to this very day she is still wearing it.

FLANNELBOARD PATTERNS: Animals for Songs



SONGS AND FINGERPLAYS

Elephant Hokey Pokey

(suit actions to words)

You put your trunk in,
You put your trunk out,
You put your trunk in,
And you shake it all about.
You do the Elephant Pokey
And you turn yourself about,
That's what it's all about!

Other verses:

Right ear in,
Left ear in,
Tail in,
Tusks in,
Whole self in,

Hippo

(tune: "The Wheels on the Bus")

(suit action to words)

The hippo's feet go thump, thump, thump,
Thump, thump, thump;
Thump, thump, thump.
The hippo's feet go thump, thump, thump,
All day long

Other verses:

Hippo's nose goes snort, snort, snort....
Hippo's tail goes swish, swish, swish.....
Hippo's body goes wiggle, wiggle, wiggle....

Hippo Hop Hokey Pokey

(Tune: The Hokey-Pokey)

(suit actions to words)

You put your clean foot in,
You take your dirty foot out,
You put your clean foot in
And you squish in all about
You do the Hippo Hop
And you hop down in the mud,
That's how a hippo cools off.

Other verses:

You put your clean hand in....
You put your clean head in....
You put your clean bottom in....

Giraffe

A giraffe is tall as tall can be
(stretch arms way up)
He eats the leaves right off the trees
(open & close hands)
His legs are long, & his neck is too
(point to legs & neck)
And he can run faster than me or you!
(run in place)

Alligator, Alligator

Alligator, alligator,
Swim around *(palms together to form alligator)*
Alligator, alligator,
Don't make a sound *(hold finger up to mouth)*
Alligator, alligator,
If we tap,
You open your jaws with a great big snap! *(snap hands together)*

Itsy Bitsy Monkey

(Tune: "Itsy Bitsy Spider")

Itsy bitsy monkey
Climbed up the coconut tree.
(pretend to climb a tree)
Down came a coconut,
And hit on the knee - OWWW!
(make a double fist & hit your knee)
Out came a lion,
(show claws & look fierce)
Who gave a might roar,
(roar)
And the itsy bitsy monkey
Climbed up the tree once more.
(climb back up, very fast)

Three Monkeys

Three little monkeys, sitting in a tree
(hold up 3 fingers)
Eating bananas, just like me
(pretend to peel banana)
One had a frown,
(frown)
One had a grin,
(smile)
And one had banana all over his chin!
(point to chin)



SONGS AND FINGERPLAYS (CONT.)

I'm a Little Rhino

(Tune: "I'm a Little Teapot")

I'm a little rhino (*hold hands out from sides*)
Short and gray (*bend knees*)
I can wiggle
My horn this way (*wiggle nose*)

When I get real mad (*put hands on hips & frown*)
And out of sorts
Just see me stomp (*stomp feet*)
And hear my snorts! (*snort*)

The Tiger

(Tune: "Frere Jacques")

Orange and black,
Great big cat (*hold arms out to sides*)
Four big paws, (*hold up hands*)
Long sharp claws, (*curl fingers into claws*)
Through the jungle running, (*run in place*)
Do you see her coming? (*pretend to look*)
What a sight! Will she bite?
OUCH! (*fling arms up and out*)

Five Tall Giraffes

Five tall giraffes eating leaves from the trees
The first one says, "Hey take a look at these"
The second one says "Move a little, please"
The third one says, "Ouch! I've been stung by bees"
And the little one says, "I think I'm going to sneeze!"
Achooooo!

Lions Roar

(Tune: "Frere Jacques")

Lion, lion
Lion, lion
Roar at me, roar at me
Let me hear your sound now,
Hear it all around now.
One, two three, roar at me.

Alligator, Alligator

Alligator, alligator, swim around,
Alligator, alligator, don't make a sound.
Alligator Alligator, if we tap,
You open your jaws with a great big snap!

Guess Who?

Growl growl
Thud thud
Roar roar
Who's that knocking at the door?

Pound pound
Stamp stamp
Scratch, scratch
Who's that wiggling at the latch?

Can a pig be at my door? (*oink*)
No, pigs don't roar!
Can a cow be wiggling my latch (*moo*)
No, cows can't scratch!

Roar roar
Scratch scratch
Growl growl
It's not an owl (*hoot hoot*)

I know who it can be
A friendly lion visiting me!

Down In The Jungle (chant)

Have children pat their hands on their knees and then clap them together to set the rhythm of the chant.

Down in the jungle
With the beat in your feet,
Think of an animal
That you'd like to meet.
That you'd like to meet _____! (*Call out a child's name and have them name a jungle animal*)
A (Monkey), A (Monkey)
She wants to see a (Monkey)!



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

Alborough, Jez. *Tall*. Cambridge, Mass.: Candlewick Press, 2005.

E ALBO

Bobo the chimp finds that his jungle friends are happy to help him feel tall, but that small is still the perfect size for being safe in Mommy's arms.

Alborough, Jez. *Watch Out! Big Bro's Coming!* Cambridge, Mass.: Candlewick Press, 1997.

E ALBO

Word is out that rough, tough Big Bro is coming. The news spreads quickly through the jungle, sending all the animals into hiding. Finally, brave mouse volunteers to creep out and have a look.

Andreae, Giles. *Giraffes Can't Dance*. New York: Orchard Books, 2001.

E ANDR

Gerald is too clumsy to dance with all the other animals at the Jungle Dance, until he finds the right music.

Ashman, Linda. *Starry Safari*. Orlando, Fla.: Harcourt, 2005.

E ASHM

An entertaining tale in which a girl's vivid imagination whisks her away to Africa.

Butler, John. *Bedtime in the Jungle*. Atlanta: Peachtree, 2009.

E BUTL

The sun is setting in the jungle, and animal mothers are gathering their babies close for the night.

Donaldson, Julia. *Where's My Mom?* New York: Dial Books for Young Readers, 2008.

E DONA

When a little monkey loses his mother, a blundering butterfly swoops in to save the day.

Freeman, Mylo. *Potty!* Berkeley, Calif.: Tricycle Press, 2002.

E FREE

The animals in the jungle find a potty and a note which says: "Only the best bottom of all will fit on this potty." Everyone has to try it on for size! Zebra's bottom is too big, Giraffe can't bend low enough to reach, and Gorilla mistakes it for a hat. Who belongs on this potty?

Harter, Debbie. *The Animal Boogie*. Cambridge, MA: Barefoot Books, 2006.

782 HART

Filled with brilliant colors, this lively book uses poetry, song, and dance for a delightful guessing game.

Isadora, Rachel. *A South African Night*. New York: Greenwillow Books, 1998.

E ISAD

Twilight in South Africa, finds the bustle of the city beginning to subside. Work is over, and it is time for rest. But in Kruger National Park the setting sun beckons the animals and their young from the bush.

Laird, Elizabeth. *Beautiful Bananas*. Atlanta: Peachtree, 2004.

E LAIR

Beatrice sets out for her granddad's, balancing a bunch of bananas on her head, only to have the giraffe's tail sweep the fruit into the river. The apologetic giraffe gives Beatrice a bunch of flowers instead, but those are ruined by a swarm of bees. Beatrice has one animal encounter after another, until, by the time she reaches her destination, bananas have come round again.

Loomis, Christine. *Hattie Hippo*. New York: Orchard Books, 2006.

E LOOM

Four brief, rhyming stories introduce a hippo whose personality is as outsized as her physique. Most of the comedy is familiar, and even youngest readers will spot the punch lines coming.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

McDonnell, Flora. *Splash!* Cambridge, Mass.: Candlewick Press, 1999.

E MACD

It's hot, so baby elephant leads all the animals to the water, where they can drink, squirt and splash!

Murray, Marjorie Dennis. *Hippo Goes Bananas!* Tarrytown, NY: Marshall Cavendish Children, 2006.

E MURR

Readers know from page one of this delightfully silly cumulative tale that Hippo has a toothache, but his friends have no idea what is bothering him.

Parker, Vic. *Bearum Scarum.* New York: Viking, 2002.

E PARK

Ten hairy hunters are out to find a bear. Ten hairy hunters are searching everywhere. Ten hairy hunters discover Bear's tracks... Shhh! Bear's friends are right behind their backs.

Paterson, Brian. *Zigby Camps Out.* New York: HarperCollinsPublishers, 2003.

E PATE

When Zigby the zebra receives a new tent, he and his friends Bertie Bird and McMeer go camping.

Richardson, Judith Benét. *Come To My Party.* New York: Macmillan, 1993.

E RICH

Despite their fear, jungle animals Savi and Harold go to Rana the leopard's birthday party.

Schaefer, Carole Lexa. *Big Little Monkey.* Cambridge, Mass.: Candlewick Press, 2008.

E SCHA

Little Monkey's family is asleep, so the "big little monkey" sets off to explore on his own. He tries to play with the creatures he meets, imitating something they do, but he is unsatisfied and heads back home.

Simon, Francesca. *But What Does the Hippopotamus Say?* San Diego: Harcourt Brace, 1994.

E SIMO

Children who have wondered what sounds a giraffe, kangaroo, or panda make will find the answers in Simon's rhythmic, rhyming text.

Sykes, Julie. *I Don't Want to Take a Bath!* Wauwatosa, Wis.: Little Tiger Press, 1997.

E SYKE

Little Tiger decides he doesn't need a bath, until one day he sees his reflection in the river.

Taylor, Thomas. *The Loudest Roar.* New York: Arthur A. Levine Books, 2003.

E TAYL

Clovis' loud roar disturb the jungle until the day that the other animals put their heads and voices together.

Teckentrup, Britta. *Rumble in the Jungle.* New York: Viking, 1997.

E TECK

A conflict between a giraffe and a monkey lead the animals to choose sides in an escalating tug-of-war.

Warhola, James. *If You're Happy and You Know It.* New York: Orchard Books, 2007.

E WARH

While their oblivious mother reads a book on a nearby bench, two children bring a jungle-themed playground to life by singing the well-known title song.

West, Colin. *One Day in the Jungle.* Cambridge, Mass.: Candlewick Press, 1995.

E WEST

Starting with a butterfly, each successive animal sneezes louder until the elephant blows away the jungle.



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.

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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.