

School

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 preparedness 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” that 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 letters 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.

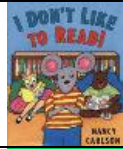


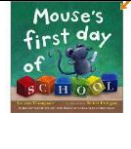

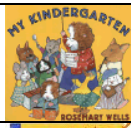




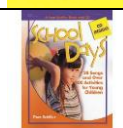


Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.



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. Replacement costs are **in addition to** a \$5 processing fee.

Books and Music







Picture	Author and Title	Replacement Fee	Picture	Author and Title	Replacement Fee
	Carlson, Nancy. <i>I Don't Like to Read.</i>	\$15.99		Slate, Joseph. <i>Miss Bindergarten Gets Ready for Kindergarten.</i>	\$16.99
	Carlson, Nancy. <i>Look Out Kindergarten, Here I Come.</i>	\$15.99		Thompson, Lauren. <i>Mouse's First Day of School.</i>	\$13.99
	Harper, Jessica. <i>A Place Called Kindergarten.</i>	\$15.99		Wells, Rosemary. <i>My Kindergarten.</i>	\$16.99
	London, Jonathan. <i>Froggy Goes to School.</i>	\$15.99		Wells, Rosemary. <i>Yoko Writes Her Name</i>	\$15.99
	Rockwell, Anne. <i>My Preschool.</i>	\$16.95		Yolen, Jane and Teague, Mark. <i>How Do Dinosaurs Go to School?</i>	\$16.99
	Schiller, Pam. <i>School Days.</i> *includes CD	\$15.96		Teacher's Manual	\$10
				Flannelboard	\$15

Flannelboard Materials

Title or Material	Notes	Replacement Fee
The Big Yellow Bus	16 pieces	\$10
Going to School	21 pieces	\$10

CONTENTS LIST (CONT.)

Manipulatives

Picture	Name	Notes	Replacement Fee
	Teacher Puppet		\$12.95
	Chalkboards	12 boards	\$32.99, or \$2.75 each
	Classroom/El salon de clase puzzle	12 pieces	\$4.99
	Box of Chalk		\$1.00
	Magnetic Board		\$4.99
	Magnetic Numbers	Numbers 1 through 9, with equals, plus, and division symbols and equation bar	\$2.99

FLANNELBOARD SCRIPT: The Big Yellow Bus

16 pieces included

The big yellow bus comes down the street,
Down the street,
Down the street.
The big yellow bus comes down the street,
On the way to school.

The giraffes on the bus go stretch, stretch,
stretch,
Stretch, stretch, stretch.
The giraffes on the bus go stretch, stretch,
stretch,
On the way to school.

The monkeys on the bus go EEP, EEP, EEP,
EEP, EEP, EEP,
EEP, EEP, EEP.
The monkeys on the bus go EEP, EEP, EEP,
On the way to school.

The hippos on the bus go wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle.
The hippos on the bus go wiggle, wiggle, wiggle,
On the way to school.

The lions on the bus go roar, roar, roar,
Roar, roar, roar,
Roar, roar, roar.
The lions on the bus go roar, roar, roar,
On the way to school.

The zebras on the bus go neigh, neigh, neigh,
Neigh, neigh, neigh,
Neigh, neigh, neigh.
The zebras on the bus go neigh, neigh, neigh,
On the way to school.

The cows on the bus go moo, moo, moo,
Moo, moo, moo,
Moo, moo, moo.
The cows on the bus go moo, moo, moo,
On the way to school.

The pigs on the bus go oink, oink, oink,
Oink, oink, oink,

Oink, oink, oink.
The pigs on the bus go oink, oink, oink,
On the way to school.

The elephants on the bus go stomp, stomp,
stomp,
Stomp, stomp, stomp,
Stomp, stomp, stomp.
The elephants on the bus go stomp, stomp,
stomp,
On the way to school.

The tigers on the bus go growl, growl, growl,
Growl, growl, growl,
Growl, growl, growl.
The tigers on the bus go growl, growl, growl,
On the way to school.

The camels on the bus go shh, shh, shh,
Shh, shh, shh,
Shh, shh, shh.
The camels on the bus go shh, shh, shh,
On the way to school.

The bears on the bus go yum, yum, yum
Yum, yum yum,
Yum, yum, yum.
The bears on the bus go yum, yum, yum,
On the way to school.

The ducks on the bus go quack, quack, quack,
Quack, quack, quack,
Quack, quack, quack.
The ducks on the bus go quack, quack, quack,
On the way to school.

The cats on the bus go meow, meow, meow,
Meow, meow, meow,
Meow, meow, meow.
The cats on the bus go meow, meow, meow,
On the way to school.

The big yellow bus stops at the school,
At the school, at the school,
The big yellow bus stops at the school.
Time for school to start.

FLANNELBOARD SCRIPT: Going to School

21 pieces included

Discuss how the children get to school (car, van, school bus, etc.) Talk about the things they will use at school and the kinds of thing they might take to school in their backpacks. You can also discuss the new friends they will make at school.



SONGS AND FINGERPLAYS

Four Little Friends

Two little friends are better than one,
*(hold up two fingers on left hand
and one on right hand)*
And three are better than two.
*(hold up three fingers on left hand
and two on right hand)*
And four are better still,
(hold up four fingers on left hand)
Just think what four friends can do!
(spread palms open at sides)

Friends

I say "Hello" to friends at storyhour,
(nod head, point to friends)
I'm happy as can be.
They are my special storyhour friends,
I like them all you see!

Fun at the Playground

Climb the ladder and down we slide,
(slide hand down opposite arm)
Then on the teeter-totter we ride.
(extend arms, see-saw)
Swinging, swinging, way up high,
(swing arms back and forth)
Stretching, stretching up to the sky.
(stretch arms as high as possible)
Around we go on the merry-go-round,
(stand and turn in circle)
Having fun on the playground.

Clocks

[slap hands on legs to rhythm of the clocks]
Big clocks tick so slowly,
Tick, tock, tick, tock.
Little clocks tick faster,
Tick tock, tick, tock, tick, tock, tick, tock.
Watches on your wrist go faster,
Tickatocka, tickatocka, tickatocka, tick!

A School

I will make a little school,
(hands upright, tips of fingers from arch)
Where two playmates come to hide.
(slip thumbs under arch)
When I peep in at the door,
(tilt hands to look through arch)
Then I quickly run outside.
(slip thumbs out quickly)

Good Day Everybody

Good day, everybody!
(nod head to one another)
Good day, everybody!
Good day! Good day! Good day!
Smile everybody!
(smile at one another)
Smile everybody!
Let's chase the blues away.
Shake hands everybody!
(shake hands with one another)
Shake hands everybody!
Let's make new friends today!

Who's That?

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

SONGS AND FINGERPLAYS (cont.)

Days of the Week

[Tune: "The Adams Family"]

There's Sunday and there's Monday,
There's Tuesday and there's Wednesday
There's Thursday and there's Friday
And then there's Saturday.

Days of the Week (*clap clap*)

Days of the Week (*clap clap*)

Days of the week, days of the week, days of the week. (*clap clap*)

Children at Preschool

Five little children at Preschool.

One little child tests a rule.

She runs around and starts to hit;
makes the other children have a fit.

Teacher says "You must follow the rule - There is NO hitting at Preschool!"

Four little children at Preschool.

One little child tests a rule.

He likes to scream, holler, shout and yell.

He's so loud; louder than a bell.

Teacher says "You must follow the rule- there is NO yelling at Preschool!"

Three little children at Preschool.

One little child tests a rule.

She throws things down and makes a mess;

Puts glue in her hair and paint on her dress.

Teacher says "You must follow the rule - we don't make messes at Preschool!"

Two little children at Preschool.

Two little children choose to follow each rule.

They laugh and learn and paint today.

They have a snack and go out to play.

Teacher says "If you follow each rule- You'll have lots of fun in Preschool!"

Hugs

Everybody wants one,

Everybody needs one,

Everybody loves a hug!

Big hugs, little hugs, even itty bitty hugs.

Hugs for everyone!

Good Manners

[Tune: "Zippity Do Dah"]

Zippity do dah, zippity aye.

Good manners, we use them every day.

Please and thank you is what we say.



Zippity do dah, Zippity aye.

We use them during snack time, at lunch time too.
If we need a thing or two all we have to say is?
Please and Thank you.
(repeat chorus)

Five Little Children

Five little children went to school,
Five little children didn't follow the rules.
Five little children jumpity, jumped,
One little child went KABUMP!
Teacher called the Mama and the Mama said,
No more children going jumpity, jump.

Four little children went to school,
Four little children didn't follow the rules.
Four little children jumpity, jumped,
One little child went KABUMP!
Teacher called the Mama and the Mama said,
No more children going jumpity, jump.

Three little children went to school,
Three little children didn't follow the rules.
Three little children jumpity, jumped,
One little child went KABUMP!
Teacher called the Mama and the Mama said,
No more children going jumpity, jump.

Two little children went to school,
Two little children didn't follow the rules.
Two little children jumpity, jumped,
One little child went KABUMP!
Teacher called the Mama and the Mama said,
No more children going jumpity, jump.

One little child went to school,
One little child didn't follow the rules.
One little children jumpity, jumped,
The little child went KABUMP!
Teacher called the Mama and the Mama said,
No more children going jumpity, jump.



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

Bodeen, S. A. *Elizabeth's School*. New York: Lee & Low Books, 2002.
E BODE

Watercolor and mixed-media illustrations convey family life in a Tanzanian village as a young girl experiences homesickness on her first day of school. Recommended for ages four to seven.

Caseley, Judith. *Bully*. New York: Geenwillow Books, 2001.
E CASE

This picture book uses colorful drawings to portray the resolved problem of a young boy being bullied by a friend at school and the corresponding home life. Recommended for ages two to seven.

Child, Lauren. *I am Too Absolutely Small for School*. Cambridge: Candlewick, 2004.
E CHIL

Photos, fabric and childlike cartoons illustrate the relationship of siblings as the older brother gives his younger sister reasons why she is ready for school. The mixed-media illustrations make this book a great read-aloud for preschoolers.

Edwards, Becky. *My First Day at Nursery School*. New York: Bloomsbury Children's Books, 2002.
E EDWA

Vibrant watercolor artwork and multicultural characters encourages children reluctant to face the first day of school. Recommended for preschool aged children with a fear of school.

Elliott, Laura. *Hunter's Best Friend at School*. New York: HarperCollins, 2002.
E ELLI

Best friend and school join to reinforce the importance of resisting peer pressure. Recommended for ages four to seven.

Forward, Toby. *What Did You Do Today?: The First Day of School*. New York: Clarion Books, 2004.
E FORW

From a child's point of view, this story helps calm the first day of school jitters. Charming artwork compares a mother's work routine to her son's school activities in a multicultural workplace and classroom. Recommended for ages three to six.

Fraser, Mary Ann. *I.Q. Goes to School*. New York: Walker, 2002.
E FRAS

A humorous story of a classroom pet who wants to be a student examines typical classroom lessons. Each spread displays a month and the activities connected to it. Recommended for ages two to seven.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Garland, Michelle. *Miss Smith's Incredible Storybook*. New York: Dutton Children's Books, 2003.
E GARL

Bright illustrations take children on adventures through the new teacher's magic storybook.
Recommended for ages four to seven.

Goodman, Joan E. *Bernard Goes to School*. Honesdale: Boyds Mills Press, 2001.
E GOOD

Conversational text and humor addresses the problem of adjusting to preschool. Recommended for ages two to five.

Hays, Anna Jane. *Kindergarten Countdown*. New York: Alfred A. Knopf, 2007.
E HAYS

A counting book and school-readiness primer, the rhyming verse and pictures make this story great for kindergarten-bound children and their younger siblings.

Janovitz, Marilyn. *We Love School!* New York: North South Books, 2007.
E JANO

This read-aloud book describes children's favorite kindergarten activities. Recommended for preschool to kindergarten children.

McGhee, Alison. *Countdown to Kindergarten*. San Diego: Harcourt, 2002.
E MACG

This witty counting book illustrates a girl's effort to learn to tie her shoes all by herself.
Recommended for ages three to seven.

McCourt, Lisa. *It's Time for School, Stinky Face*. Mahwah: Troll/Bridgewater Books, 2000.
E MACC

Lively cartoons illustrate a mother who comforts her child's over-the-top fears of school.
Recommended for ages three to seven.

Mackall, Dandi Daley. *First Day*. San Diego: Harcourt, 2003.
E MACK

Rhyming text and lighthearted talk is great for children entering into preschool or kindergarten.

Norling, Beth. *Little School*. La Jolla: Kane/Miller, 2003.
E NORL

Diverse, ethnic personalities of students illustrate action-packed classroom activities and helps build vocabulary and excitement. Recommended for preschool aged children.

Rusackas, Francesca. *I Love You All Day Long*. New York: HarperCollins, 2003.
E RUSA

Bright, expressive illustrations work to bring the reassuring message that a mother's love will follow a child wherever he goes. Recommended for preschool and kindergarten aged children.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Stoeke, Janet Morgan. *It's Library Day*. New York: Dutton Children's Books, 2008.

E STOE

Short, rhyming text and colorful illustrations capture the excitement of children on library day at school. Recommended for ages four to seven.

Stoeke, Janet Morgan. *The Bus Stop*. New York: Dutton Children's Books, 2007.

E STOE

Bright colors and an upbeat tone help instill confidence in children who are concerned about riding the school bus. The child-friendly feel is great for ages three and up.

Sturges, Philemon. *I Love School*. New York: HarperCollins, 2004.

E STUR

Simple rhymes illustrate what children can expect on a typical day of kindergarten. Recommended for ages three to six.

Whybrow, Ian. *Harry and the Dinosaurs Go to School*. New York: Random House, 2007.

E WHYB

Watercolor and line illustrations explore the theme of overcoming difficulties through reaching out to others. Recommended for ages three to six.

Wood, Audrey. *Alphabet Adventure*. New York: Blue Sky Press, 2001.

E WOOD

Crayon-colored alphabet letters create an adventure for learning the ABCs. Recommended for ages three and up.

Zalben, Jane Breskin. *Don't Go!* New York: Clarion Books, 2001.

E ZALB

Steady rhythm and watercolor illustrations depict a boy as he overcomes his nerves on the first day of preschool. Recommended for ages two to four.

Ziefert, Harriet. *Schools Have Learns*. Maplewood: Blue Apple Books, 2004.

E ZIEF

Rhyming, flip-flopped grammatical sentence structure explains the events in a typical school day. Recommended for preschool aged children.



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.

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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.

