

# Counting and Numeracy

**KNOX COUNTY PUBLIC LIBRARY**





Dear Teacher,

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

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

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

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

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

Myretta Black  
Director  
Knox County Public Library

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

Fredda Williams  
Children’s Consultant  
Knox County Public Library

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

Erin Nguyen  
Children’s Services Manager  
Knox County Public Library

# WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

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

Sharing books with preschoolers increases:

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

Shared book experiences help young children to better understand:

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

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

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

# THE SIX SKILLS OF EARLY LITERACY

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

## **Vocabulary: knowing the names of things**

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

## **Print Motivation: one's interest and enjoyment of books**

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

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

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

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

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

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

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

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

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

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



# USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

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

## **Literacy**

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

## **Active Participation**

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

## **Listening Skills and Attention Span**

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

## **Creativity**

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

## **Flexibility for the Teacher**

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

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

# TIPS FOR CREATING AND USING FLANNELBOARD STORIES

## Writing Your Own Stories

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

## Making the Figures

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

## Making a Flannelboard

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

## Storing Materials

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

## How do I tell the stories?

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

## Should the children handle the pieces?

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

# POLICIES AND PROCEDURES

## **What is the purpose of *Storytimes to Go*?**

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

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

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

## **Who are *Storytimes to Go* intended for?**

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

## **Who can check out *Storytimes to Go*?**

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

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

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

## **What is the checkout period?**

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

## **How much does it cost?**

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

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

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

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

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

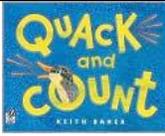
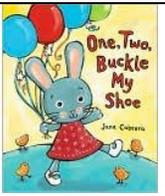
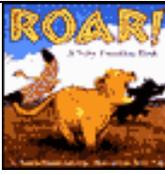
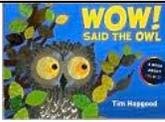
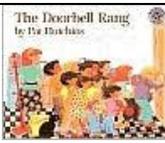
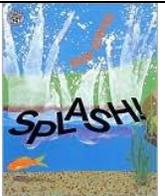
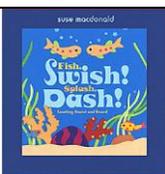
Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

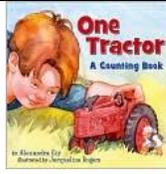
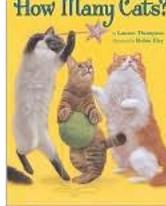
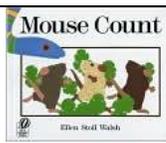


# CONTENTS LIST

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

## Books and Music

Picture	Author and Title	Replacement Cost
	Baker, Keith. <i>Quack and Count</i>	\$16.00
	Cabrera, Jane. <i>One, Two, Buckle My Shoe</i>	\$16.95
	Edwards, Pamela Duncan. <i>Roar! A Noisy Counting Book</i>	\$17.99
	Hopgood, Tim. <i>Wow! Said the Owl</i>	\$14.95
	Hutchins, Pat. <i>The Doorbell Rang</i>	\$16.99
	Jonas, Ann. <i>Splash!</i>	\$17.99
	MacDonald, Suse. <i>Fish, Swish! Splash, Dash! Counting Round and Round</i>	\$8.99

Picture	Author and Title	Replacement Cost
	Siy, Alexandra. <i>One Tractor: A Counting Book</i>	\$16.95
	Stiegemeier, Julie. <i>Gobble Gobble Crash! A Barnyard Counting Bash</i>	\$16.99
	Thompson, Lauren. <i>How Many Cats?</i>	\$15.99
	Walsh, Ellen Stoll. <i>Mouse Count</i>	\$15.00
	Here Come the 123s! Music CD	\$16.98
	Teacher's Manual	\$10.00



# CONTENTS LIST (CONT.)

## Flannelboard Materials

Title	Notes	Replacement Fee
Five Little Octopuses	6 pieces	\$10.00
Over in the Meadow	5 pieces	\$10.00

## Manipulatives

Picture	Name	Notes	Replacement Cost
	Froggy Toss Counting Game	20 pieces	\$29.95
	Sea Life Number Sequencing Puzzle	30 pieces	\$10.95
	Number Recognition Play and Learn Game	6 pieces	\$14.95
	Counting Match-Ups	40 pieces	\$9.99
	Number Rings	10 pieces	\$24.95
	This Old Man Story Set	12 pieces	\$39.95

# FLANNELBOARD SCRIPT: Five Little Octopuses

**6 pieces, included**

*(act out as you manipulate the figures)*

Five little octopuses  
Wiggling in the sea,  
Teasing the big shark,  
“Can’t catch me!”  
Along comes the shark  
With his jaws open wide,  
And...SNAP!

*Continue with 4, 3, 2, 1 little octopus until:*

Now there’s no little octopuses  
Swimming in the sea,  
So don’t you tease that big shark,  
“Can’t catch me!”  
Along will come that shark,  
With his jaws open wide,  
And...SNAP!

# FLANNELBOARD SCRIPT: Over in the Meadow

## 5 pieces, included

(Tune: "Over in the Meadow")

(act out as you put the animals on the board)

Over in the meadow,  
In the sand and the sun,  
Lived a nice mama cat,  
And her little kitten one.  
"Stretch," said the mama;  
"I stretch," said the one.  
And they stretched and they stretched (stretch)  
In the sand and the sun.

Over in the meadow,  
In the pond so blue,  
Swam a nice daddy duck,  
And his little ducklings two.  
"Flap," said the daddy,  
"We flap," said the two.  
And they flapped, and they flapped (flap arms)  
In the pond so blue.

Over in the meadow,  
Near the old willow tree,  
Lived a nice mama turtle,  
And her little turtles three.  
"Creep," said the mama.  
"We creep," said the three.  
And they crept and they crept (creep)  
Near the old willow tree.

Over in the meadow  
On the soft leaf floor,  
Lived a nice daddy frog,  
And his little froggies four.  
"Hop," said the daddy.  
"We hop," said the four.  
And they hopped, and they hopped (hop in place)  
On the soft leaf floor.

Over in the meadow,  
Near the buzzing bee hive,  
Lived a nice mama sheep,  
And her little lambs five.  
"Snuggle," said the mama,  
"We snuggle," said the five.  
And they snuggled, and they snuggled (wrap arms around yourself & hug)  
Near the buzzing beehive.



# SONGS AND FINGERPLAYS

## Five Little Sticks

Five little sticks, standing in a row.  
*(hold up 5 fingers)*  
Watch it! Watch it! Here they go!  
*(wiggle fingers wildly)*  
Down goes 1 stick,  
*(fold 1 finger over as you count)*  
Down goes 2 sticks,  
*(down)*  
Down goes 3 sticks,  
Down goes 4 sticks,  
Down goes 5 sticks,  
All 5 sticks lying just so.  
*(all 5 fingers lying down)*

## I Work with One Hammer

I work with 1 hammer,  
I work with 1 hammer,  
I work with 1 hammer,  
All day long!  
*(pound 1 fist throughout the verse)*

I work with 2 hammers,  
I work with 2 hammers,  
I work with 2 hammers,  
All day long!  
*(pound with 2 fists throughout)*

I work with 3 hammers,  
I work with 3 hammers,  
I work with 3 hammers,  
All day long!  
*(pound with 2 fists, & stomp 1 foot)*

I work with 4 hammers,  
I work with 4 hammers,  
I work with 4 hammers,  
All day long!  
*(pound with 2 fists, stomp both feet)*

And then I fall asleep!  
*(fall on the floor & snore)*

## Fred and His Fish

Fred had a fishbowl.  
*(form shape of bowl with hands)*  
In it was a fish,  
*(hold up 1 finger)*  
Swimming around  
With a swish, swish, swish!  
*(swish finger around, fish-like)*  
Fred said - "I know what I'll do—"  
I'll buy another,  
And that will make 2!  
*(hold up 2 fingers)*

Fred had a fishbowl.  
*(form shape of bowl with hands)*  
In it were 2 fish,  
*(hold up 2 fingers)*  
Swimming around  
With a swish, swish, swish  
*(swish fingers around, fish-like)*  
Fred said - "I'm sure that it would be  
Very, very nice if I just had 3."  
*(hold up 3 fingers)*

Fred had a fishbowl.  
*(form shape of bowl with hands)*  
In it were 3 fish,  
*(hold up 3 fingers)*  
Swimming around  
With a swish, swish, swish!  
*(swish fingers around)*  
Fred said - "If I just had 1 more,  
That would make one, two, three, four."  
*(hold up 4 fingers)*

Fred had a fish bowl.  
*(form shape of bowl with hands)*  
In it were 4 fish,  
*(hold up 4 fingers)*  
Swimming around  
With a swish, swish, swish!  
*(swish fingers around)*  
Fred said - "Look at how they dive!  
If I just had 1 more, that would make 5!"  
*(hold up 5 fingers)*

How many fishes do you see?  
How many fishes? Count them with me!

## SONGS AND FINGERPLAYS (CONT.)

### Building Rhyme

*(Stack flat hands in front of you to represent bricks as you count. Stack as high as you can reach)*

One, two, three,  
Build a building with me.  
Four, five, six,  
We need more bricks.  
Seven, eight, nine,  
This building looks fine.  
Number ten –  
And that's the end!  
*(fling arms out to sides & slap sides of legs with palms)*

### Sit on the Floor

Hup 2, 3, 4,  
*(march in place)*  
Hup, 2, 3, 4,  
Hup, 2, 3, 4  
Sit on the floor  
*(sit on floor)*

Clap 2, 3, 4,  
*(clap hands)*  
Clap, 2, 3, 4,  
Clap, 2, 3, 4,  
Sit on the floor  
*(sit on the floor)*

Other verses:

Hop, 2, 3, 4, *(hop)*  
Stretch, 2, 3, 4, *(stretch)*

### Once I Caught a Fish Alive

One, two, three, four, five,  
*(raise fingers 1 at a time)*  
Once I caught a fish alive.  
*(wiggle hand like a fish)*  
Six, seven, eight, nine, ten,  
*(raise rest of fingers 1 at a time)*  
Then I let him go again.  
*(pretend to throw fish back)*

### Ten Little Candles

Ten little candles on a chocolate cake.  
*(hold up 10 fingers)*  
“Whh!” “Whh!” Now there are 8.  
*(blow twice; bend 2 fingers down)*  
Eight little candles on a candlestick.  
*(hold up 8 fingers)*  
“Whh!” “Whh!” Now there are 6.  
*(blow twice; bend 2 fingers down)*  
Six little candles, and not one more.  
*(hold up 6 fingers)*  
“Whh!” “Whh!” Now there are 4.  
*(blow twice; bend 2 fingers down)*  
Four little candles, red, white & blue.  
*(hold up 4 fingers)*  
“Whh!” “Whh!” Now there are 2.  
*(blow twice; bend 2 fingers down)*  
Two little candles, standing in the sun.  
*(hold up 2 thumbs)*  
“Whh!” “Whh!” Now there are none.  
*(blow twice: fold thumbs into hands)*

### Two Mother Pigs

Two mother pigs lived in a pen.  
*(hold up thumbs)*  
Each had 4 babies,  
And that made 10.  
*(hold up both hands, fingers spread)*  
These little babies were black as night.  
*(wiggle 4 fingers of 1 hand)*  
These 4 babies were black & white.  
*(wiggle 4 fingers of other hand)*  
But all 8 babies loved to play,  
And they rolled & rolled in the mud all day  
*(roll hands over each other)*  
At night, with their mother,  
They curled up in a heap,  
*(make fists, palms up)*  
And wiggled & wiggled,  
*wiggle fingers, palms still up)*  
Till they went to sleep.  
*(fold fingers into fist)*

## OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

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

**The following themes are available:**

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

## ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Bates, Ivan. *Five Little Ducks*. Scholastic, 2006.

Illustrates the adventures of five little ducks as they disappear one by one in this version of the traditional children's song.

Beaumont, Karen. *Doggone Dogs!* Dial Books, 2008.

Ten unruly dogs get loose at obedience school, and when they are captured by the dog-catcher, they work together to escape and return home.

Berry, Lynne. *Duck Dunks*. Holt, 2008.

Five ducks spend a day at the beach in a story with multiple opportunities for counting.

Cameron, C.C. *One for Me, One for You*. Roaring Book Press, c2003.

Two friends share cookies and toy cars and in the process learn lessons about counting and sharing.

Coffelt, Nancy. *What's Cookin'? A Happy Birthday Counting Book*. Chronicle Books, 2003.

In this up-to-ten-and-down-again tale, 10 chefs arrive in the kitchen to bake a birthday surprise.

Cronin, Doreen. *Click, Clack, Splish, Splash: A Counting Adventure*. Atheneum, c2006.

While Farmer Brown naps, the animals sneak away one at a time for an afternoon of fishing.

Denise, Anika. *Pigs Love Potatoes*. Philomel Books, c2007.

One little pig wants a potato, but as Mamma prepares to cook it, more and more potato-loving pigs show up to help.

Elliott, David. *One Little Chicken: A Counting Book*. Holiday House, c2007.

One by one, ten little chickens come together to dance the night away.

Falwell, Cathryn. *Turtle Splash! Countdown on the Pond*. Greenwillow, 2001.

Ten turtles sunning on a log are startled by other animals, and disappear one at a time into the pond.

Gershator, Phillis. *Zoo Day, Ole! A Counting Book*. Marshall Cavendish, 2008.

Abuelita takes her grandchildren to the zoo and teaches them to count from 1 to 10 in Spanish.

Giganti, Paul. *How Many Blue Birds Flew Away? A Counting Book with a Difference*. Greenwillow, c2005.

Provides a fun and easy introduction to math, including subtraction, addition, and counting, through illustrations and simple equations.

Gorbachev, Valeri. *Christopher Counting*. Philomel Books, c2008.

When Christopher Rabbit learns to count, he enjoys it so much that he starts counting everything he sees.

Hines, Anna Grossnickle. *1, 2, Buckle My Shoe*. Harcourt, 2008.

The classic nursery rhyme about counting is illustrated with quilted pictures.

Hoban, Tana. *26 Letters and 99 Cents*. Greenwillow, c1987.

Color photographs introduce the alphabet, coins and counting.

Holub, Joan. *Apple Countdown*. Albert Whitman & Co, c2009.

On a field trip to an apple orchard, students count down everything they see, from twenty nametags to one apple pie.



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

Hughes, Shirley. *Olly and Me 1, 2, 3*. Candlewick, 2009.

Everyday experiences provide Katie and her little brother Olly with many opportunities for learning to count from one to ten.

Jay, Alison. *1, 2, 3: A Child's First Counting Book*. Dutton, 2007.

Scenes from fairy tales allow a little girl to count familiar characters or objects from one to ten and back again.

Katz, Karen. *Ten Tiny Babies*. Margaret K. McElderry, 2008.

Ten lively babies jump, bounce, wiggle, and dance their way through a very boisterous day.

*Knick-Knack Paddy Whack*. Illustrated by Christiane Engel. Barefoot Books, c2008.

Illustrated version of the traditional counting song.

Lottridge, Celia. *One Watermelon Seed*. Fitzhenry & Whiteside, 2008, c1986.

Numbers, colors, and gardening are combined in a vividly illustrated counting book.

Martin, Bill. *Chicka Chicka 1, 2, 3*. Simon & Schuster, 2004.

In a rhyming chant, numbers from one to one hundred climb to the top of an apple tree, only to be chased down by a swarm of bees.

Miller, Virginia. *Ten Red Apples*. Candlewick Press, 2002.

Three friends play on and around the apple tree in the garden, and count its shiny red fruit.

Modesitt, Jeanne. *Oh, What a Beautiful Day! A Counting Book*. Boyd's Mill Press, c2009.

A young girl romps with the animals she encounters on a beautiful day.

Noonan, Julia. *Mouse by Mouse: A Counting Adventure*. Dutton, 2003.

In this playful, clever counting book, mouse characters have fun as they investigate scraps from a human picnic.

Olson, K.C. *Construction Countdown*. Holt, 2004.

Construction vehicles at work are introduced in this countdown from 10 to 1.

Paul, Ann Whitford. *Count on Culebra: Go from 1 to 10 in Spanish*. Holiday House, 2008.

Culebra the rattlesnake introduces the Spanish words for the numbers from one to ten.

Rey, H.A. *Curious George Learns to Count from 1 to 100*. Houghton Mifflin, 2005.

Curious George learns that he can count almost anything.

Smith, Danna. *Two at the Zoo*. Clarion, 2009.

A child and his grandfather have fun counting animals at the zoo.

Tafari, Nancy. *The Big Storm: A Very Soggy Counting Book*. Simon & Schuster, c2009.

As a storm approaches, woodland animals head for shelter in a nearby hollow. But are they alone?

Williams, Suzanne. *Ten Naughty Little Monkeys*. HarperCollins, c2007.

Ten little monkeys cause all sorts of mischief in this fresh treatment of the classic traditional rhyme.



## 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.

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

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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.

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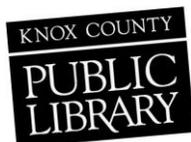
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Newcome, Zita. *Head, Shoulders, Knees and Toes: And Other Action Rhymes*. Candlewick Press, 2002.

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



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

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

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

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

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

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

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

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



## WEBSITE RESOURCES

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

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

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

Lots of fingerplays, arranged alphabetically, not by theme.

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

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

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

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

**[www.wccls.org/rhymes](http://www.wccls.org/rhymes)**

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

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

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

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

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