

Farm

KNOX COUNTY PUBLIC LIBRARY





Dear Teacher,

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

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

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

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

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

Myretta Black
Director
Knox County Public Library

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

Fredda Williams
Children’s Consultant
Knox County Public Library

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

Erin Nguyen
Children’s Services Manager
Knox County Public Library

WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

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

Sharing books with preschoolers increases:

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

Shared book experiences help young children to better understand:

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

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

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

THE SIX SKILLS OF EARLY LITERACY

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

Vocabulary: knowing the names of things

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

Print Motivation: one's interest and enjoyment of books

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

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

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

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

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

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

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

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

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

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

USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

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

Literacy

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

Active Participation

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

Listening Skills and Attention Span

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

Creativity

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

Flexibility for the Teacher

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

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

TIPS FOR CREATING AND USING FLANNELBOARD STORIES

Writing Your Own Stories

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

Making the Figures

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

Making a Flannelboard

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

Storing Materials

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

How do I tell the stories?

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

Should the children handle the pieces?

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

POLICIES AND PROCEDURES

What is the purpose of *Storytimes to Go*?

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

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

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

Who are *Storytimes to Go* intended for?

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

Who can check out *Storytimes to Go*?

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

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

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

What is the checkout period?

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

How much does it cost?

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

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

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

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

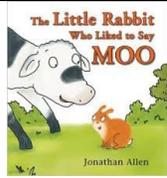
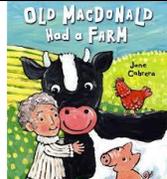
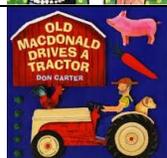
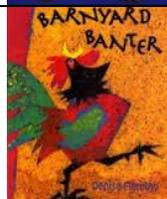
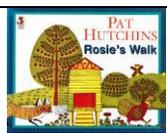
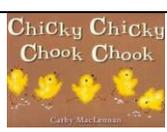
Patrons will also incur a \$10 cleaning fee for materials returned with excessive dirt.

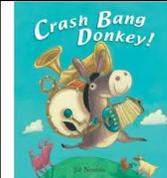
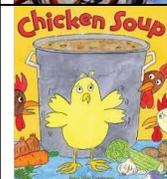
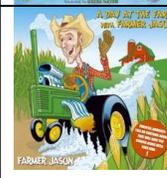
Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

CONTENTS LIST

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

Books and Music

Picture	Author and Title	Replacement Cost
	Allen, Jonathan. <i>The Little Rabbit Who Liked to Say Moo</i>	\$14.95
	Cabrera, Jane. <i>Old MacDonald Had a Farm</i>	\$16.95
	Carter, Don. <i>Old MacDonald Drives a Tractor</i>	\$14.95
	Fleming, Denise. <i>Barnyard Banter</i>	\$15.95
	Fox, Mem. <i>Hattie and the Fox</i>	\$16.00
	Hutchins, Pat. <i>Rosie's Walk</i>	\$14.95
	MacLennan, Cathy. <i>Chicky Chicky Chook Chook</i>	\$12.95

Picture	Author and Title	Replacement Cost
	Newton, Jill. <i>Crash Bang Donkey!</i>	\$16.99
	Shannon, David. <i>Duck on a Bike</i>	\$15.95
	Van Leeuwen, Jean. <i>Chicken Soup</i>	\$16.95
	A Day at the Farm with Farmer Jason Music CD	\$9.74
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

Title	Notes	Replacement Fee
B-I-N-G-O	7 pieces	\$10.00
Birthday Dinner on Parson Farm	30 pieces	\$10.00
Farmer in the Dell	8 pieces	\$10.00
The Turnip	8 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Cow Puzzle	4 pieces	\$8.33
	Pig Puzzle	7 pieces	\$8.33
	Farm Animal Puzzle	8 pieces	\$8.33
	Chicken Puzzle	6 pieces	\$8.33
	Farm Animal Math Sequencing Puzzle	30 pieces	\$12.50
	Mix & Match Farm Animals	12 pieces	\$29.99
	Old MacDonald Glove Puppet	13 pieces + 1 music CD	\$22.50

FLANNELBOARD SCRIPT: B-I-N-G-O

7 pieces, included

Use this flannel as you sing the traditional song "B-I-N-G-O". "B-I-N-G-O" is a favorite participation song. The song is repeated six times, once as given here and then with one, two, three, four, and ultimately all five letters replaced with hand-claps. Thus, verse two becomes "clap-I-N-G-O," verse three "clap-clap-N-G-O," and so forth, until, in the final verse, you clap five times without singing any letters at all. After each verse, pause to take down the corresponding letter on the flannel board, so that at the end you have no letters left.

There was a farmer had a dog,
and Bingo was his name-o.
B - I - N - G - O
B - I - N - G - O
B - I - N - G - O
and Bingo was his name-o!

FLANNELBOARD SCRIPT: Birthday Dinner on Parson Farm

30 pieces, included

(Place the barn and Farmer Parson on the board)

Farmer Parson had been working on the farm all day. Now he had one last chore, to feed the animals. He asked his daughter Samantha to help.

(Put Samantha on board)

She loves feeding the animals, so she came running as soon as she heard her dad calling.

Samantha said, "First let's feed the animals who eat corn." Samantha and her dad walked over to the chickens, pigs, and sheep.

(Have children holding a chicken, pig, or sheep put it near the barn)

They tossed the animals lots of corn. In fact they had to go back for more.

The horses had been romping in the fields, chasing each other while waiting for their hay. The horses were really hungry. When they saw Samantha and her dad toss hay in the barn they ran in from the fields and waited for Farmer Parson to open the barn door.

(Have children holding horses "run" them up to the barn)

Samantha and Farmer Parson led each horse in to his stall. They were so hungry, they started eating their hay right away.

The geese and the ducks were not very patient.

(Have children holding a goose or duck "waddle" him up to the barn for dinner)

They were crowing and quacking so loudly, telling Farmer Parson that they needed their seeds right now!

Samantha ran over to them and said, "My dad will be right here. Now quiet down and get ready to eat."

Farmer Parson came over to the barn door and threw their special seeds into the yard.

The cows and goats stayed in the fields. They had been eating grass all day and were so full! No dinner for them.

(Have children holding cows and goats put them in the field away from the barn)

The house pets were last. They ate in the farmhouse.

(Take the barn and animals off the board. Put the farmhouse, Farmer Parson, and Samantha on the board)

The dogs ate their dog food and the cats had milk and cat food.

(Have children holding a dog or cat put it near the farmhouse)

After dinner they ran back outside for more running and chasing.

"All done. That was a BIG JOB! Thank you, Samantha, for helping me feed all our animals. Now it's our turn to have dinner," Farmer Parson said as he and Samantha walked into the farmhouse. They were very excited, for tonight was a special dinner for the Parson family. It was Samantha's birthday. She was 5 years old today.

Samantha had planned the dinner. She picked corn for her favorite vegetable. When she saw it on the table, she laughed at her dad and said, "I like the same food as the chickens, pigs, and sheep!"

(Ask the children, "What other foods do you think Samantha picked for her birthday dinner? Were any others the same as the animals? What about the cat's milk?")

After dinner they had Samantha's favorite birthday dessert. Do you know what it was?

(Put the birthday cake on the board)

How many candles do you think went on her cake?

You guessed it - 5!

(Count as you put the candles on the cake)

Let's all sing HAPPY BIRTHDAY to Samantha and then help her blow out her candles.

FLANNELBOARD SCRIPT: Farmer in the Dell

8 pieces, included

Place the figures on the board one by one, in a circle, as they are mentioned in the song, ending with the cheese in the center. Before you sing the last verse, quickly remove all the figures except the cheese from the board. If you wish, place the wife on the board first and change the words of the second verse to "The farmer takes a husband."

The farmer in the dell,
The farmer in the dell,
Heigh-ho the derry-o,
The farmer in the dell.

The farmer takes a wife,
The farmer takes a wife,
Heigh-ho the derry-o,
The farmer takes a wife.

The wife takes a child...

The child takes a nurse...

The nurse takes a dog...

The dog takes a cat...

The cat takes a rat...

The rat takes the cheese...

The cheese stands alone...

FLANNELBOARD SCRIPT: The Turnip

8 pieces, included

“Plant” the turnip on the far right-hand side of the board before the children see it. Cover the turnip with the hill (leaves will be sticking out on top). As each new character enters the story, place it by itself on the far side of the board. On the words “held onto” move it so that its arm overlaps the previous character. Pull the turnip out from under the hill piece on the very last pull, and place it on the board for everyone to see. The children can help you as you mime pulling hard (mmmmmh!) on the turnip.

Once there was an old man, so old, in fact, that his old back went *crick-crack, crick-crack* when he walked. The old man planted a turnip seed in the ground. He waited for the green leaves to sprout, first a little, then a lot, and when the old man saw how tall the leaves grew, he said, “This is no ordinary turnip! This is a great, big, enormous turnip!” And he grabbed the turnip leaves down near the ground, and he pulled *mmmmmh!* and he pulled *mmmmmh!* and he pulled *mmmmmh!* But the turnip wouldn’t come out.

Along came the old woman, and the old man said, “Fee, fie, foe, fout, this turnip won’t come out!” The old woman said, “Let me help.” So the old woman held onto the old man, and they pulled *mmmmmh!* and they pulled *mmmmmh!* and they pulled *mmmmmh!* But the turnip wouldn’t come out!

Along came the little girl, and the old woman said, “Fee, fie, foe, fout, this turnip won’t come out!” The little girl said, “Let me help.” So the little girl held onto the old woman, and the old woman held onto the old man, and they pulled *mmmmmh!* and they pulled *mmmmmh!* and they pulled *mmmmmh!* But the turnip wouldn’t come out!

Along came the dog, and the little girl said, “Fee, fie, foe, fout, this turnip won’t come out!” The dog said, “Let me help.” So the dog held onto the little girl, and the little girl held onto the old woman, and the old woman held onto the old man, and they pulled *mmmmmh!* and they pulled *mmmmmh!* and they pulled *mmmmmh!* But the turnip wouldn’t come out!

Along came the cat, and the dog said, “Fee, fie, foe, fout, this turnip won’t come out!” The cat said, “Let me help.” So the cat held onto the dog, and the dog held onto the little girl, and the little girl held onto the old woman, and the old woman held onto the old man, and they pulled *mmmmmh!* and they pulled *mmmmmh!* and they pulled *mmmmmh!* But the turnip wouldn’t come out!

Along came the mouse, and the cat said, “Fee, fie, foe, fout, this turnip won’t come out!” The mouse said, “Let me help.”

“Ha, ha, ha!” laughed the cat. “What help can a little mouse be?”

“You never know,” said the mouse. So the mouse held onto the cat, and the cat held onto the dog, and the dog held onto the little girl, and the little girl held onto the old woman, and the old woman held onto the old man, and they pulled *mmmmmh!* and they pulled *mmmmmh!* and they pulled *mmmmmh!* and THE TURNIP CAME OUT!

Sure enough, it really was a great, big, enormous turnip!

SONGS AND FINGERPLAYS

Chick's Nap Time

"Come, little children," calls mother hen,
(beckon with one hand)
"It's time to take your nap again."
Then under her feathers
The small chicks creep,
(creep fingers of right hand into folded
left hand)
And she clucks a song until fast asleep.

Cows

Here is the barn,
So big don't you see?
(form roof shape with fingers)
In walk the cows,
One, two, three.
(hold up three fingers, one at a time)
Soon there will be milk,
For you and for me.
(point to another person, then self)

The Farm Yard

In the farm yard at the end of the day,
All the animals politely say,
"Thank you for my food today."
The cow says, "Moo."
(Point to thumb)
The pigeon, "Coo."
(Point to index finger)
The sheep says, "Baa."
(Point to middle finger)
The lamb says, "Maa."
(Point to fourth finger)
The hen, "Cluck, cluck, cluck."
(Point to little finger)
(Point to fingers of the opposite hand for
remaining animals)
"Quack," says the duck.
The dog, "Bow wow."
The cat, "Meow."
The horse, "Neigh."
The pig grunts, "Oink."
Then the barn is locked up tight,
And the farmer says, "Good night."
(Hands together against cheek)

The Farmer and His Seeds

(Tune: "Farmer in the Dell")
The farmer plants the seeds,
The farmer plants the seeds,
Heigh-ho the derry-o,
The farmer plants the seeds.
(Stoop and pretend to plant seeds)
The sun comes out to shine...
(Make large circle with arms)
The rain begins to fall...
(Flutter fingers down to the ground)
The seeds begin to grow...
(Children stand up, then reach up)
The farmer cuts them down...
(Move arms to imitate a mower)
He binds them into sheaves...
(Encircle sheaves in arms)
And now we'll have some bread...
(Pretend to eat)

Five Little Farmers

Five little farmers,
(Fingers of one hand are closed over
thumb)
Woke up with the sun.
(Open hand)
For it was early morning
When chores must be done.
The first little farmer
(Point to first finger)
Went to milk the cow.
(Make milking motion)
The second little farmer
(Point to second finger, and so on)
Thought he'd better plow.
(Hold plow; move hand to right and left)
The third little farmer
Fed the hungry hens.
(Hold feed in left hand, toss with right)
The fourth little farmer
Mended broken pens
(Make hammer of fist and pound)
The fifth little farmer
Took his vegetables to town.
(Riding motion)
Baskets filled with cabbages
(Make fists)
And sweet potatoes, brown.
(Straighten out fingers)

SONGS AND FINGERPLAYS (CONT.)

In the Barnyard

Out in the barnyard,
Early in the morning,
(arms in large circle over head for sun)
See the yellow chicks
Standing in a row.
(hold up five fingers, wiggle)
See the busy farmer
Giving them their breakfast,
(make scattering motion with other hand)
Cheep, cheep, cheep, cheep,
(wiggle fingers)
And off they go!
(run wiggling fingers behind back)

Ten Fluffy Chicks

Five eggs and five eggs,
(hold up five fingers and five fingers)
That makes ten.
(wiggle ten fingers)
Sitting on top is Mother Hen.
(lock fingers together, knuckles up)
Crackle, crackle, crackle, what do I see?
(clap hands)
Ten fluffy chicks as yellow as can be.
(hold up ten fingers)

Ten Little Ducklings

Ten little ducklings,
(Move hands back and forth in waddling motion)
Dash, dash, dash!
(Continue waddling motion)
Jumped in the pond,
(Hands jump up and down)
Splash, splash, splash!
(Make splashing motions)
When Mother Duck called them,
“Quack, quack, quack,”
(Open and close thumb and fingers)
Ten little ducklings swam right back.
(Make paddling motions)

This Little Cow

This little cow eats grass,
(five fingers up, point to little finger)
This little cow eats hay,
(point to ring finger)
This little cow looks over the hedge,
(point to middle finger)
This little cow runs away.
(point to index finger)
And this little cow does nothing at all,
(point to thumb)
But lie in the fields all day.
(fold thumb onto palm)

This Little Piggy

This little piggy went to market,
(five fingers up, point to little finger)
This little piggy stayed home.
(point to ring finger)
This little piggy had roast beef,
(point to middle finger)
This little piggy had none.
(point to index finger)
And this little piggy cried wee, wee, wee,
(drop fingers, hold up thumb)
All the way home.
(run thumb behind back)

Two Mother Pigs

Two mother pigs lived in a pen
(Two thumbs up)
Each had four babies and that made ten.
(Wiggle four fingers on each hand)
These four babies were black and white.
(Wiggle four fingers of one hand)
These four babies were black as night.
(Wiggle four fingers of other hand)
All eight babies loved to play
(Wiggle eight fingers)
They rolled and the rolled in the mud all day
(Roll hands)
At night, with their mother, they curled in a heap
(Make fists, palms up)
And squealed and squealed ‘til they went to sleep.
(Tuck thumbs under finger)

SONGS AND FINGERPLAYS (CONT.)

Yellow Duck

When a yellow duck walks down the street,
(hold up hand)

Quack! goes his bill.
(open and close thumb and fingers)

Waddle! go his feet.
(waddle hand back and forth)

He comes to a puddle and with a bound,
(form circle with other arm)

In goes the yellow duck and swims around.
(jump hand into circle and move it around)

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

Alsdurf, Phyllis. *It's Milking Time*. Random House, 2012.

A realistic look at a day in the life of a young girl living on a dairy farm.

Bateman, Teresa. *Farm Flu*. Albert Whitman, 2001.

When the farm animals seem to catch the flu one after another, a young boy does his best to take care of them.

Beaumont, Karen. *Duck Duck Goose! (A Coyote's on the Loose)*. HarperCollins, 2004.

A silly tale about a group of farm animals who scramble, fly, trip, and run as they attempt to get away from something—but no one is sure exactly what!

Bee, William. *Stanley the Farmer*. Peachtree Publishers, 2015.

Stanley the hamster grows and harvests wheat with the help of his mole friends Shamus and Little Woo.

Blackstone, Stella. *There's a Cow in the Cabbage Patch*. Barefoot Books, 2001.

All the animals in this mixed-up farmyard are out of place, but when dinnertime comes around, suddenly they are all back where they belong.

Brisson, Pat. *Before We Eat: From Farm to Table*. Tilbury House, 2014.

A family enjoying a meal together reflects on all the hard work done by people from farmers to grocery store clerks to get the food to their table.

Brown, Craig. *Tractor*. Greenwillow, 1995.

A farmer uses his tractor to prepare the soil, plant seeds, harvest corn, and haul it away to be sold.

Chitwood, Suzanne. *Wake Up, Big Barn!* Cartwheel Books, 2002.

Rhyming text describes a rowdy rollicking farm where piggies love a mud bath, farm frogs rock hop, and Owl's on the night shift, shooby, hooby, hoo!

Church, Caroline. *Digby Takes Charge*. Margaret K. McElderry, 2007.

Digby is a very good sheepdog, but when six unruly sheep ignore him even when he goes to extremes to make them obey, the other farm animals give him some smart advice.

Cleary, Beverly. *The Hullabaloo ABC*. Morrow, 1988.

Two children demonstrate all the fun that is to be had by making and hearing every kind of noise as they dash about on the farm.

Clement, Nathan. *Big Tractor*. Boyds Mills Press, 2015.

A farmer uses his tractor for all the important jobs on the farm, including planting, cultivating, and harvesting.

Cordson, Carol Foskett. *Market Day*. Dutton, 2008.

The Benson family is so busy preparing for their day at a farmers' market that they not only forget to feed the cow, they leave the farmyard gate open and the hungry cow follows them, making a mess of the market.

Cousins, Lucy. *Count with Maisy, Cheep, Cheep, Cheep!* Candlewick Press, 2015.

Little mouse Maisy helps Mama Chicken find her little chicks in this lift-the-flap book.

Craig, Lindsey. *Farmyard Beat*. Alfred A. Knopf, 2011.

The lively sounds of the farm animals at their barnyard dance party wake up Farmer Sue.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Ehrlich, Amy. *Parents in the Pigpen, Pigs in the Tub*. Dial, 1993.

Tired of their usual routine, the farm animals insist on moving into the house, so the family decides to move into barn, but eventually everyone tires of this new arrangement.

Florian, Douglas. *I Love My Hat*. Two Lions, 2014.

On his way to town Farmer Brown encounters a host of animals who convince him that he should buy a new wardrobe for himself like their own snazzy clothing items.

Freedman, Deborah. *Blue Chicken*. Viking, 2011.

When an eager chicken tries to help an artist painting the barnyard, she ends up turning everything blue.

Harrington, Janice N. *The Chicken-Chasing Queen of Lamar County*. Farrar, Straus & Giroux, 2007.

A young girl tries to catch her favorite chicken on her grandmother's farm, until she learns something about the hen that makes her change her ways.

Helquist, Brett. *Grumpy Goat*. Harper, 2013.

Goat is the grumpiest animal on the farm until he discovers a pretty flower that changes his attitude.

Himmelman, John. *Chickens to the Rescue*. Henry Holt, 2006.

The chickens are ready to lend a feather when anyone on the farm needs help, from the farmer and his family to the other animals, until Sunday when they take a day to rest.

Hindley, Judy. *Does a Cow Say Boo?* Candlewick, 2002.

Children on a farm want to know which creature says "boo," and learn about animal sounds as they search.

Huneck, Stephen. *Sally Goes to the Farm*. Harry F. Abrams, 2002.

Sally, a black Labrador retriever, goes to a farm where she helps milk a cow, plow the fields, eat fresh apple pie, and enjoy other fun activities.

Isadora, Rachel. *Old Mikamba Had a Farm*. Penguin, 2013.

This original take on "Old MacDonald" includes African landscapes and animals.

Kennedy, Anne. *The Farmer's Away! Baa! Neigh!* Candlewick Press, 2014.

The animals in the barnyard get into all sort of mischief when the farmer is not at the farm.

Kutner, Merrily. *Down on the Farm*. Holiday House, 2004.

The sounds and activities of animals during a day on the farm are described in a simple rhyming text.

McDonald, Megan. *Hen Hears Gossip*. Greemwillow, 2008.

When Hen overhears some news on the farm, she runs to tell Duck, who tells another animal, and as the gossip is repeated from one animal to the next, it becomes unrecognizable.

Masurel, Claire. *No, No Titus!* North-South Books, 1997.

Titus the dog has trouble discovering exactly what his job is on the farm, but then a fox's approach to the chicken coop helps him understand how valuable he is.

Meister, Cari. *Tiny on the Farm*. Viking, 2008.

While visiting Uncle John, Eliot and his giant dog, Tiny, learn that his beloved cat and her kittens have gone missing and so the two best friends go on a search all over the farm.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Meng, Cece. *Tough Chicks*. Clarion, 2009.

In this delightfully different barnyard romp, a trio of smart, fearless chicks shows the other farm animals why it's good to be different.

Minor, Wendell. *My Farm Friends*. G.P. Putnam's Sons, 2011.

This rhyming introduction to farm animals includes fun facts about each animal.

Palatini, Margie. *Oink?* Simon & Schuster, 2007.

Frustrated because the pigs just lie around in the mud all day, the other animals on the farm try to make them improve themselves.

Pearson, Tracey Campbell. *Bob*. Frances Foster Books, 2002.

While on a quest to discover his true voice, Bob the rooster encounters many animals who teach him their own special sounds, and when he finds his own voice, he uses it to save the day.

Perrin, Martine. *Cock-a-Doodle Who?* Albert Whitman & Company, 2012.

This simple picture book with cut-outs teaches children about farms and the animals and people who live there.

Plourde, Lynn. *Only Cows Allowed!* Down East, 2011.

When the cows try to take over the barn for themselves, the other animals and the farmer refuse to give in, but the cows have the last laugh.

Provensen, Alice. *A Day in the Life of Murphy*. Simon & Schuster, 2003.

Murphy, a farm terrier, describes a day in his life as he gets fed in the kitchen, hunts mice, goes to the vet, returns to the house for dinner, investigates a noise outside, and retires to the barn for sleep.

Puttock, Simon. *Yours Truly, Louisa*. HarperCollins, 2009.

Farmer Joe tries hard to clean up the farm, but still receives anonymous letters of complaint. Could the mystery letter writer be Louisa the prima donna pig?

Ransom, Candice F. *Tractor Day*. Walker & Co, 2007.

A child spends her day plowing, sowing, raking, and riding on the tractor with Daddy on their small farm.

Ross, Fiona. *Chilly Milly Moo*. Candlewick Press, 2011.

While the other cows are enjoying the sun and giving the farmer lots of milk, Milly is too hot to work, but when it gets cold outside she finally produces a special treat.

Rostoker-Gruber, Karen. *Rooster Can't Cock-a-Doodle-Do*. Dial, 2004.

Plagued by a sore throat, Rooster is unable to cock-a-doodle-doo and all of the animals join forces to rouse Farmer Ted before sunset—with hilarious results!

Sloat, Teri. *Farmer Brown Goes Round and Round*. DK Publishing, 1999.

A twister strikes Farmer Brown's farm and mixes the animals all up, so that the cows oinked, sheep clucked, hens brayed, and his hound neighed.

Spinelli, Eileen. *The Best Time of Day*. Harcourt, 2005.

Farmer Fred, various members of his family, his animals, and his neighbors each have a favorite time of day.

Spinelli, Eileen. *Princess Pig*. Knopf, 2009.

A pig who believes she is a princess learns that being a princess isn't always fun.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Steggall, Susan. *Following the Tractor*. Frances Lincoln, 2014.

Readers take a year-long journey with a hardworking tractor and other farm machinery as they do their many jobs on the farm.

Stiegemeyer, Julie. *Gobble, Gobble, Crash! A Barnyard Counting Bash*. Dutton, 2008.

A flock of clumsy turkeys disrupts a quiet night on the farm, but when the farmer threatens them, all the barnyard animals help the noisy birds hide.

Stoeke, Janet Morgan. *Minerva Louise and the Red Truck*. Dutton, 2002.

Minerva Louise, a chicken, likes to play in the flatbed of the farm's red pick-up truck, but one day the truck unexpectedly moves and Minerva Louise is in for the ride of her life.

Tafari, Nancy. *Blue Goose*. Simon & Schuster, 2008.

When Farmer Gray goes away for the day, Blue Goose, Red Hen, Yellow Chick, and White Duck get together and paint their black and white farm.

Teague, Mark. *Funny Farm*. Orchard Books, 2009.

When Edward arrives at the Hawthorne Farm, he discovers it's a very unusual place when he sees mice churning butter, sheep brushing their teeth, and pigs relaxing in tire swings.

Tricarico, Christine. *Cock-a-Doodle Dance! Feiwei & Friends*, 2012.

Life on the farm is a bit boring until Rooster introduces the jitterbug to his fellow farm animals and everyone begins bouncing and jumping along.

Waddell, Martin. *Farmer Duck*. Candlewick, 1992.

When a kind and hardworking duck nearly collapses from overwork, while taking care of a farm because the owner is too lazy to do so, the rest of the animals get together and chase the farmer out of town.

Williams, Linda. *Horse in the Pigpen*. HarperCollins, 2002.

A little girl tries to get her mother's attention as chaos erupts around the family farm.

Ziefert, Harriet. *A Dozen Ducklings Lost and Found*. Houghton Mifflin, 2003.

Mother Duck wants to show off her twelve newly hatched ducklings, so she parades them up the hill, across the road, and along the edge of the pasture, but when Mother Duck finally turns around, eight of her little ducklings are gone!

REFERENCES and RESOURCES FOR TEACHERS

A wide selection of additional storytime resource materials is available for check out at the Knox County Public Library. In addition to the specific titles listed below, the Children's Room at Lawson McGhee Library has a special Parenting section filled with books about children's literature, child development, and education that would be of interest to educators.

Bay, Jeannette Graham. *A Treasury of Flannelboard Stories*. Alleyside Press, 1994.

Beall, Pamela. *Wee Sing Children's Songs and Fingerplays*. Price Stern Sloan, 1997.

Blackstone, Stella. *Storytime: First Tales for Sharing*. Barefoot Books, 2005.

Briggs, Diane. *Preschool Favorites: 35 Preschool Storytimes Kids Love*. American Library Association, 2007.

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

Briggs, Diane. *101 Fingerplays, Stories, and Songs to Use with Finger Puppets*. American Library Association, 1999.

Carlson, Ann & Mary. *Flannelboard Stories for Infants and Toddlers*. American Library Association, 1999.

Cobb, Jane. *I'm a Little Teapot! Presenting Preschool Storytime*. Black Sheep Press, 1996.

Cole, Joanna. *The Eentsy, Weentsy Spider: Fingerplays and Action Rhymes*. Morrow Junior Books, 1991.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper: Fifty Musical Fingerplays*. Doubleday, 1972.

Glazer, Tom. *The Mother Goose Songbook*. Doubleday, 1990.

Glazer, Tom. *Music for Ones and Twos: Songs and Games for the Very Young Child*. Doubleday, 1983.

Hart, Jane. *Singing Bee! A Collection of Favorite Children's Songs*. Lothrop, Lee & Shepard Books, 1982.

Hicks, Doris. *Flannelboard Classic Tales*. American Library Association, 1997.

Jeffery, Debby Ann. *Literate Beginnings: Programs for Babies and Toddlers*. American Library Association, 1995.

Marino, Jane. *Babies in the Library!* Scarecrow Press, 2003.

Marino, Jane and Dorothy Houlihan. *Mother Goose Time: Library Programs for Babies and their Caregivers*. H.W. Wilson, Co., 1992.

McNeil, Heather. *Read, Rhyme, and Romp: Early Literacy Skills and Activities for Librarians, Teachers, and Parents*. Libraries Unlimited, 2012

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

Nichols, Judy. *Storytimes for Two Year Olds*. American Library Association, 2007

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

REFERENCES and RESOURCES FOR TEACHERS (CONT.)

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

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

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

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

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

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

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

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

WEBSITE RESOURCES

www.preschoolrainbow.org/preschool-rhymes.htm

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

www.naturallearning.com/fingerplays.html

Lots of fingerplays, arranged alphabetically, not by theme.

www.hummingbirded.com

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

www.preschoolexpress.com

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

www.wccls.org/rhymes

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

www.prekinders.com

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

www.kizclub.com

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