

Food

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.

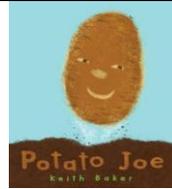
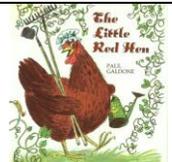
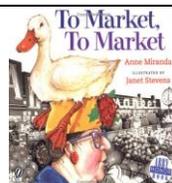
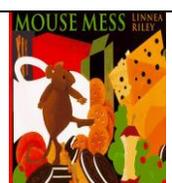
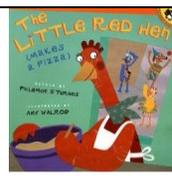
Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

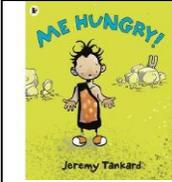
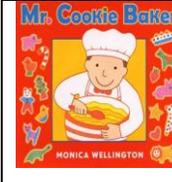
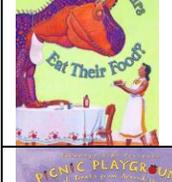


CONTENTS LIST

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
	Baker, Keith. <i>Potato Joe</i>	\$16.00
	Fleming, Denise. <i>Lunch</i>	\$17.99
	Galdone, Paul. <i>The Little Red Hen</i>	\$15.00
	Miranda, Anne <i>To Market, to Market</i>	\$17.00
	Riley, Linnea. <i>Mouse Mess</i>	\$16.95
	Sturges, Philemon <i>The Little Red Hen (Makes a Pizza)</i>	\$16.99

Picture	Author and Title	Replacement Cost
	Tankard, Jeremy. <i>Me Hungry!</i>	\$15.99
	Wellington, Monica. <i>Mr. Cookie Baker</i>	\$15.99
	Wilson, Karma. <i>Bear Wants More</i>	\$16.95
	Yolen, Jane. <i>How Do Dinosaurs Eat Their Food?</i>	\$16.99
	Various Artists <i>Picnic Playground: Musical Treats from Around the World.</i>	\$13.99
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

Title	Notes	Replacement Fee
The Pancake Man	5 pieces included	\$10.00
The Very Hungry Caterpillar	26 Pieces included	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Chef Puppet		\$16.99
	Fruit Puzzle	8 pieces	\$8.33
	Market, El Mercado Bilingual Puzzle	12 pieces	\$.499
	Sorting Shapes Cupcakes	13 pieces	\$19.95
	Bilingual Food Cards		\$26.95
	Magnetic Food Set		\$32.95

FLANNELBOARD SCRIPT: THE PANCAKE MAN

5 pieces included

There was a little old man and a little old woman. One day the old woman had a pancake in a little old pan. She went to the door and said, "Come, little old man, and look in this pan." The little old man looked in the pan and said, "I see what I want for my dinner. I am going to eat a pancake!" The pancake jumped away from the little old man and then the pancake jumped out of the pan and onto the floor. He rolled over the floor to the door. Then out the door he went in a hurry! "Stop, Pancake!" said the old man. "Come back to this little old pan!" The pancake did not stop. He rolled out of the gate and called back, "Run, run as fast as you can. You cannot catch me I'm the Pancake Man." The old woman and the old man ran after the pancake, but they could not catch him.

The Pancake rolled on and on. Soon the pancake met a big brown dog.

"Stop, Pancake!" said the dog. But the pancake did not stop. He rolled on and sang, "I ran away from the little old man and a little old woman and I can run away from you too!"

The Pancake rolled on and on. Soon he met up with a big black bear.

"Stop, Pancake!" said the bear. But the pancake did not stop. He rolled on and sang, "I ran away from the little old man and a little old woman. I ran away from a big brown dog, and I can run away from you too!"

On rolled the pancake. Next he met a fox. "Good day, Pancake," said the fox. "Did I hear you sing as you rolled down the hill? Come here and sing for me!"

The Pancake Man sang, "I ran away from the little old man and the little old woman. I ran away from the big brown dog and the big black bear. I can run away from you too!"

"My, my!" said the fox. I do not want to run after you. Stay here and sing for me again."

The Pancake Man sat next to the fox and sang, "I ran away from the little old man and the little old woman. I ran away from the big brown dog and the big black bear. I can run away from you too!"

"You will never run away again," said the fox. "You are just what I want for my dinner. I am going to eat you up!" And that is just what the fox did!

FLANNELBOARD SCRIPT: THE VERY HUNGRY CATERPILLAR

26 pieces included

Use this flannelboard along with the book, written by Eric Carl. If you do not have the book in your classroom, it is available to check out at the library.

As you read the story, pass out all of the food the caterpillar eats. Let children place the pieces on the flannel board at appropriate times.



FLANNELBOARD PATTERN: Five Little Cookies

Count the five cookies as you place them on the flannelboard. As you say the poem, remove one cookie for each verse.

Five little cookies in a bakery shop,
Shining bright with sugar on top.
Along came a girl (or boy) with a penny one day,
And bought a cookie and ran away.

Four little cookies...
Three little cookies...
Two little cookies...
One little cookie...

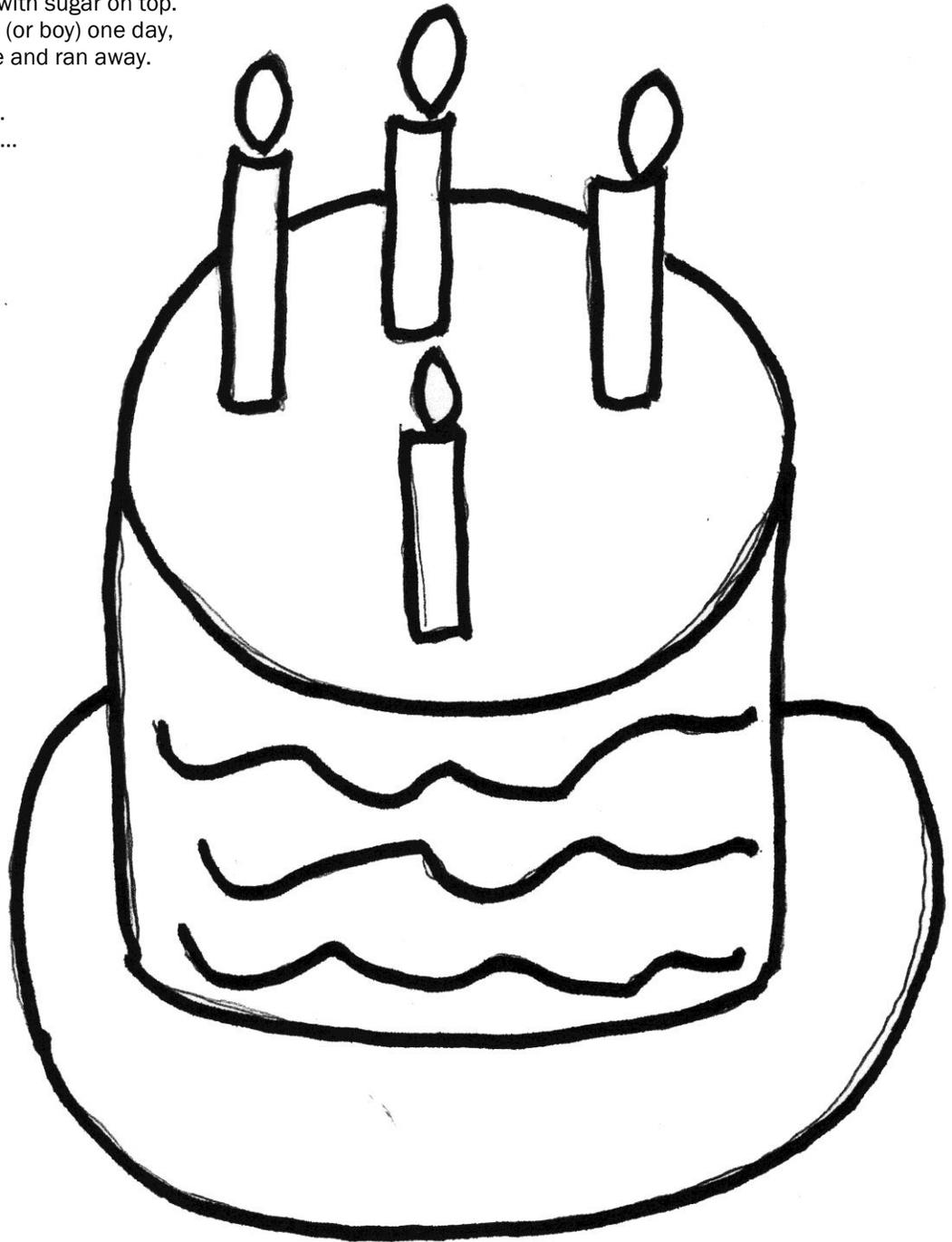


FLANNELBOARD PATTERN: Five Little Cakes

Count the five cakes as you place them on the flannelboard. As you say the poem, remove one cake for each verse.

Five little cakes in a bakery shop,
Shiny and bright with sugar on top.
Along came a girl (or boy) one day,
He bought a cake and ran away.

Four little cakes...
Three little cakes...
Two little cakes...
One little cake...



SONGS AND FINGERPLAYS

Apple Tree

Away up high in the apple tree,
(stretch hands above head, make fists for apples)
Two red apples smiled at me. (Smile)
I shook that tree as hard as I could. (Hands out as if on tree, shake)
And down came the apples,
(fists above head, then lower to floor)
Mmmmmmm, were they good!
(Rub tummy)

Build a Cone

First comes vanilla,
(make fist as though holding cone, make scooping motion over it)
Rich and sweet.
Then comes chocolate,
(repeat as for first line)
A delicious treat.
Here's some strawberry,
(repeat as for first line)
Orange sherbet, too.
(repeat as for first line)
A super-duper, scooper cone
(hold out cone)
Just for you! (point to children)

Cup of Tea

Here's a cup, (form cup with one hand)
And here's a cup
(form cup with other hand)
And here's a pot of tea.
(form pot with both hands cupped)
Pour a cup,
(pouring motion with one hand)
And pour a cup,
(pouring motion with other hand)
And have a drink with me.
(pretend to sip from cup)

Delicious Cake

Mix the batter, stir the batter,
(make stirring motion)
Sift some flour in.
(make sifting motion with one hand)
Mix the batter, stir the batter,
(repeat stirring motion)
Pour it in a tin. (make pouring motion)
Sprinkle little raisins on,
(make sprinkling motion)
And pop it in to bake.
(motion of placing tin in oven)
Open wide the oven door,
(motion of pulling open the oven)
And out comes the cake!
(extend open palms held together)

Ice Cream Cone

One scoop, two scoops,
(raise pointer, then middle finger)
Three scoops, four.
(raise ring finger, then pinkie)
We love ice cream. (spread arms wide)
Let's have some more! (clap hands)

Pancake

Mix a pancake, stir a pancake,
(make stirring motion)
Pop it in a pan. (make pouring motion)
Fry a pancake, toss a pancake,
(toss from imaginary pan)
Catch it if you can!
(look up and move pan as though trying to catch falling pancake)

SONGS AND FINGERPLAYS (CONT.)

Gingerbread

Stir a bowl of gingerbread
(make stirring motion)
Smooth and Spicy brown.
Roll it with a Rolling Pin
(make rolling motions)
up and up and down.
With a cookie cutter, (pretend to cut out)
Make some little men.
Put them in the oven (place in oven)
till half past ten! (point to clock)

I'm a Little Teapot

I'm a little teapot, short and stout,
Here is my handle, (right hand on hip)
And here is my spout. (left arm bent at elbow,
pointing away from body)
When I get all steamed up, here me shout,
Tip me over and pour me out! (bend to the left,
then straighten)

Popcorn in a Pan

I am a popcorn in a pan. (kneel down)
Now don't forget the top.
(put hand on head)
Soon I'll be sizzling, (make sizzle noise)
And after that, I'll POP! (jump up)

Popcorn

You put the oil in the pot,
(hold imaginary pan in left hand, pouring motion
with right)
And you let it get hot.
(point to imaginary pan)
You put the popcorn in,
(pouring motion with right hand)
And you start to grin.
(point to broad smile)
Sizzle, sizzle, sizzle, sizzle,
(vigorously shake imaginary pan until...)
Sizzle, sizzle, sizzle, sizzle,
Sizzle, sizzle, sizzle, sizzle,
POP! (fling arms in air)

What Am I Baking?

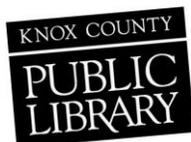
Sift the flour, (make sifting motions)
And break an egg.
(make egg breaking motion)
A spoon of butter,
(make spooning motion)
A cup of milk. (make pouring motion)
Stir and beat as fine as silk.
(make brisk stirring motions)
Want to know what I'm going to bake?
Shhhh. It's a secret!
(put fingers to lips)
A birthday cake!
(extend hands together, palms up)

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

Anderson, Derek. *Gladys Goes to Lunch*. New York: Simon & Schuster Books for Young Readers, 2005.

E ANDE

Gladys, a gorilla, eats bananas for every meal, but one day a smell catches her interest so much that she leaves to zoo to go find out what it is.

Armour, Peter. *Stop that Pickle!* Boston: Houghton Mifflin, 1993.

E ARMO

A green pickle refuses to be eaten and escapes from the deli.

Barron, Rex. *Fed Up!: A Feast of Frazzled Foods*. New York: Putnam, 2000.

E BARR

This is an alphabet book that uses fruits and vegetables to go though the alphabet.

Baer, Edith. *This is the Way We Eat Our Lunch: A Book About Children Around the World*. New York: Scholastic, 1995.

E BAER

A lunchtime tour around the world.

Beaton, Clare. *Food*. Hauppauge, NY.: Barron's, 2003.

SP E BEAT

This book is a bilingual book that exposes children to the Spanish names for food.

Bergman, Mara. *Yum, Yum! What Fun!* New York: Greenwillow Books, 2009.

E BERG

Katie and James live next to the zoo, and when they decide to cook they end up attracting some unexpected visitors.

Carle, Eric. *The Very Hungry Caterpillar*. Cleveland: Collins-World, 1970.

E CARL

The story of a caterpillar that eats a lot of food before making a cocoon.

Collins, Ross. *Alvie Eats Soup*. New York: Arthur A. Levine Books, 2002.

E COLL

Alvie is a very picky eater; in fact the only thing he will eat is soup. This presents a large problem for his parents when his Granny Franny, a famous chef a cook book author, come in town for a visit.

Dahl, Michael. *From the Garden: A Counting Book About Growing Food*. Minneapolis, MN: Picture Window Books, 2004.

E DAHL

This is a concept counting book which uses the idea of gardening to teach child about numbers.

Donnio, Sylviane. *I'd Really Like to Eat a Child*. New York: Random House Children's Books, 2007.

E DONN

A picky young alligator refuses to eat any of the food his parents offer him because he wants to eat a child.

Dunrea, Olivier. *BooBoo*. Boston: Houghton Mifflin Co., 2004.

E DUNR

BooBoo will not eat anything on her plate and decides to eat a bubble that floats above the pond.

Facklam, Margery. *Bugs for Lunch*. Watertown, MA: Charlesbridge, 1999.

E FACK

This is a book about a variety of creatures that eat bugs for lunch.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Flaherty, Alice Weaver. *The Luck of the Loch Ness Monster: A Tale of Picky Eating*. New York: Houghton Mifflin Company, 2007.

E FLAH

Katerina-Elizabeth is a picky eater, and on her trip to Scotland her parents order her oatmeal for every meal. She does not want to eat it so she throws it overboard, little does she know that something else is enjoying her meals.

Goldstone, Bruce. *The Beastly Feast*. New York: H. Holt, 1998.

E GOLD

Child will enjoy reading about the chaos that erupts when all of the animals get together for a pot luck feast.

Gray, Kes. *Eat Your Peas*. New York: Dorling Kindersley Publishing, 2000.

E GRAY

When Daisy will not eat her peas her mother decides to bribe her into eating them.

Gretz, Susanna. *Rabbit Food*. Cambridge, Mass.: Candlewick Press, 1999.

E GRET

This book is about a picky young bunny that refuses to eat his vegetables.

Harris, Lee. *Never Let You Cat Make Lunch for You*. Berkeley, CA: Tricycle Press, 1999.

E HARR

Pebbles the cat can make a very good breakfast, but when it comes to lunch she has bad taste.
I Like a Snack on and Iceberg

Heller, Nicholas. *Ogres! Ogres! Ogres! A Feasting Frenzy from A to Z*. New York: Greenwillow Books, 1999.

E HELL

Twenty-six hungry ogres eat their way through the alphabet.

Helmer, Diana Star. *The Cat Who Came for Tacos*. Morton Grove, IL: Albert Whitman & Co., 2003.

E HELM

A couple invites a cat into their home one night, and the cat makes himself at home.

Hoberman, Mary Ann. *The Seven Silly Eaters*. San Diego: Harcourt Brace, 1997.

E HOBE

This is a book about a mother who has seven children who are very picky eaters.

Hot Potato: Mealtime Rhymes. New York: Clarion Books, 2004.

811.008 HOT

Eighteen poems for children all about food.

Howe, James. *Horace and Morris Say Cheese (Which Makes Dolores Sneeze)*. New York: Atheneum, 2009.

E HOWE

This book is about three mice, Dolores, Horace, and Morris who love cheese, until one day they discover Dolores is allergic to cheese.

Kann, Victoria. *Pinkalicious*. New York: HarperCollins, 2006.

E KANN

Pinkalicious eats too many cupcakes and wakes up in the morning with pink skin and hair. In order to fix the problem she has to eat vegetables, but someone else in her family enjoys the rest of the cupcakes.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Kasza, Keiko. *Badger's Fancy Meal*. New York: G.P. Putnam's Sons, 2007.

E KASZ

Badger is tired of eating the same things at his meals everyday, so he decides to go on a hunt for fancy meal.

Landry, Leo. *Eat Your Peas, Ivy Louise!* Boston: Houghton Mifflin, 2005.

E LAND

Ivy Louise is surprised one night at dinner the peas on her plate put on a show.

Lass, Bonnie. *Who Took the Cookies From the Cookie Jar?* Boston: Little, Brown, 2000.

E LASS

Children will enjoy solving the mystery of which animal stole the cookies from the cookie jar.

London, Jonathan. *Crunch Munch*. San Diego: Silver Whistle/Harcourt, 2001.

E LOND

This book explores the sounds that animals make while they enjoy the food they eat.

London, Jonathan. *"EAT!" Cried Little Pig*. New York: Dutton Children's Books, 2003.

E LOND

Little pig learns how to say his first word, but he makes a huge mess of himself and all of his food at each meal.

McClements, George. *Night of the Veggie Monster*. New York: Bloomsbury Children's Books, 2008.

E MACC

Peas on a young boy's plate causes an unusual reaction.

McFarland, Lyn Rossiter. *Mouse Went Out to Get a Snack*. New York :Farrar Straus Giroux, 2005.

E MACF

A mouse leaves his mouse hole in search of a snack, but little does he know, the cat is also in the mood for a snack.

Mathers, Petra. *A Cake for Herbie*. New York: Atheneum, 2000.

E MATH

Herbie enters a poem contest, where the winner wins a cake.

Mora, Pat. *Let's Eat! = ! A Comer!* New York: HarperCollins, 2008.

SP E MORA

A young girl describes a meal with her family in both English and Spanish.

Odanaka, Barbara. *A Crazy Day at the Critter Café*. New York: Margaret K. McElderry Books, 2009.

E ODAN

A chaotic meal served at a restaurant full of crazy critters.

Palatini, Margie. *Zak's Lunch*. Prince Frederick, MD: Recorded Books, 1999.

AUDIO TAPE PALA

Park, Linda Sue. *Bee-Bim Bop!* New York: Clarion Books, 2005.

E PARK

This book introduces children to the food culture of Korea.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Rosenthal, Amy Krouse. *Little Pea*. San Francisco: Chronicle Books, 2005.

E ROSE

Little pea does not like to eat candy, but he has to have it every night for dinner in order to get his favorite desert: spinach.

Rubel, Nicole. *No More Vegetables*. New York: Farrar, Straus and Giroux, 2002.

E RUBE

Ruthie does not like to eat vegetables, so her mom puts her to work in a vegetable garden.

Rylant, Cynthia. *Henry and Mudge and the Funny Lunch*. New York: Simon & Schuster Books for Young Readers, 2004.

E RYLA

Henry and Mudge work together to prepare a meal for Mother's Day.

Schnitzlein, Danny. *The Monster Who Ate My Peas*. Atlanta: Peachtree Publishers, 2001.

E SCHN

A young boy talk a trash monster into eating his peas in exchange for gifts.

Shields, Carol Diggory. *Food Fight*. Brooklyn, N.Y.: Handprint Books, 2002.

E SHIE

This is a story about what would happen if all of the food in your kitchen decided to have a party.

Tchana, Katrin. *Oh, No, Toto!* New York: Scholastic, 1997.

E TCHA

Toto Gourmand likes to eat. When his Grandmother takes him to the market, he wastes no time by getting samples of everything.

Thompson, Laura. *The Apple Pie that Papa Baked*. New York: Simon & Schuster Books for Young Reader, 2007.

E THOM

A father prepares a delicious treat for his daughter.

Thomson, Pat. *Drat That Fat Cat!* New York: Arthur A. Levine Books, 2003.

E THOM

The story of a cat that was always hungry, until the day he ate a bee.

Van Laan, Nancy. *Tickle Tum!* New York: Atheneum Books for Young Readers, 2001.

E VANL

A rhyming story about a baby bunny during meal time.

Voake, Charlotte. *Pizza Kittens*. Cambridge, Mass. :Candlewick Press, 2002.

E VOAK

Three young kittens insist on having pizza for dinner, but their parents have a different idea of what the kittens should be eating.

Waber, Bernard. *Fast Food! Gulp! Gulp!* Boston: Houghton Mifflin Company, 2001.

E WABE

This is a book about fast food diners who want their food extra fast.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Wells, Rosemary. *Yoko*. New York: Hyperion Books for Children, 1998.

E WELL

Yoko, a kitten, is upset when her classmates make fun of her favorite meal, sushi. Her teacher decides to host an International Food Day, where everyone must try a bite of each plate.

Weeks, Sarah. *Two Eggs, Please*. New York: Atheneum Books for Young Readers, 2003.

E WEEK

This book explores the idea of same and different by using food.

What's on the Menu? Food Poems. New York: Puffin Books, 1995.

811.008 WHAT

A poem book about food.

Yaccarino, Dan. *The Lima Bean Monster*. New York :Walker & Company, 2001.

E YACC

Sammy does not like lima beans, so he hides them in a sock and buries them in an empty lot. His friends do the same with things they do not like, and one night after the rain a Lima Bean monster comes out of the hole.

Yee, Wong Herbert. *Hamburger Heaven*. Boston, Mass. :Houghton Mifflin, 1999.

E YEE

Pinky's restaurant, Hamburger Heaven, is in danger of closing down. She drums up business by asking townspeople what kind of hamburgers they enjoy.

Zalben, Jane Breskin. *Saturday Night at the Beastro*. New York: HaperCollins, 2004.

E ZLAB

This book is about a New Orleans restaurant that only serves the finest cuisine.



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.