

Reptiles

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.

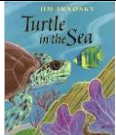
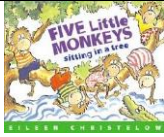
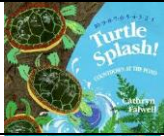
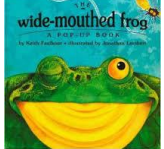

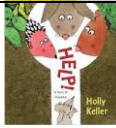
Patrons will also incur a \$10 cleaning fee for materials returned with excessive dirt.

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
	Arnosky, Jim. <i>Turtle in the Sea</i>	\$15.99
	Christelow, Eileen. <i>Five Little Monkeys Sitting in a Tree</i>	\$15.00
	Falwell, Cathryn. <i>Turtle Splash!</i>	\$15.89
	Faulkner, Keith. <i>The Wide-Mouthed Frog</i>	\$13.99
	Javernick, Ellen. <i>The Birthday Pet</i>	\$16.99
	Keller, Holly. <i>Help! A Story of Friendship</i>	\$17.89




Picture	Author and Title	Replacement Cost
	Lakin, Patricia. <i>Beach Day!</i>	\$15.99
	Sierra, Judy. <i>What Time Is It, Mr. Crocodile?</i>	\$16.00
	Sierra, Judy. <i>Counting Crocodiles</i>	\$15.00
	Walsh, Ellen Stoll. <i>For Pete's Sake</i>	\$15.99
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

<i>Title</i>	<i>Notes</i>	<i>Replacement Fee</i>
Five Little Turtles	6 pieces	\$10.00
The Rattlesnake, the Mouse and the Coyote	4 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Reptiles Specimen Center	11 pieces	\$29.99
	Alligator Uppercase Puzzle	26 pieces	\$12.99
	Beanbag Turtles	6 pieces	\$20.49
	Five Little Monkeys Glove Puppet	10 pieces + 1 music CD	\$22.50

FLANNELBOARD SCRIPT: Five Little Turtles

6 pieces, included

(add felt turtles as you say each verse)

One little turtle, feeling mighty fine
Sitting by the pond in the bright sunshine
Here's another turtle that wants to play.
Now 2 happy turtles have a fun day.

2 happy turtles, feeling mighty fine
Swimming in the pond in the bright sunshine.
Here's another turtle ready to play.
Now 3 happy turtles have a wet day.

3 slow turtles feeling mighty fine!
Blinking their eyes in the bright sunshine.
Here's another turtle that's come to play
Now 4 happy turtles have a bright day.

4 green turtles feeling mighty fine,
Resting by the pond in the bright sunshine.
Here's another turtle ready to play
Now 5 green turtles have a great day.

5 tired turtles feeling might fine
Taking a nap in the bright sunshine.
They had fun together with their turtle play
Now 5 tired turtles slowly walk away.

(count down as you remove each turtle until they're all off and then wave "goodbye")
5, 4, 3, 2, 1 Goodbye turtles!

FLANNELBOARD SCRIPT: The Rattlesnake, the Mouse and the Coyote

4 pieces, included

A mouse was running across the mesa, scurrying among the stones, looking for seeds to eat.

“Help! Help!” A tiny voice, faraway and muffled, called from under a nearby rock. The mouse stopped running and listened. “Please let me out!” the voice cried. “Roll this stone over and let me out!”

The mouse pushed the rock with his paws and nudged it with his nose, until at last the rock rolled away, revealing a hole in the ground. A big rattlesnake slid out, hissing and shaking his tail-rattles. As soon as he saw the mouse, the snake wrapped the tiny creature in his coils.

“Let me go!” cried the mouse. “I moved the rock aside. I set you free. I saved your life!”

“You saved my life because you are a kind-hearted mouse. I am going to eat you because I am a hungry rattlesnake,” the snake replied.

“But you should be grateful and spare my life,” argued the mouse. “If it weren’t for me, you would still be trapped under that rock.”

“Rattlesnakes are never grateful,” said the rattlesnake. Just then, Señor Coyote came trotting along.

“Hey! Cousin!” cried the mouse. “Is this fair? I saved the rattlesnake’s life. he should be grateful, but instead he’s going to eat me.”

“What?” asked Coyote. “How did this happen?”

“The rattlesnake was trapped in a hole under that rock,” said the mouse. “I rolled the rock aside and let him out. I saved his life, and now he wants to eat me.”

“No one says rattlesnakes have to be grateful,” said the snake. “I’m hungry. I was under that rock for a long time!”

“I don’t understand,” muttered the coyote. “This doesn’t make sense. Didn’t you say that the mouse was under the rock?”

“No! I was under the rock!” hissed the rattlesnake.

“I just don’t understand at all,” complained the coyote. “The rattlesnake rolled the rock off the mouse?”

“No! The mouse rolled the rock off me!” the rattlesnake corrected him.

“Please be so kind,” coaxed the coyote, “as to show me exactly what happened.”

“I was in here,” said the rattlesnake. He let go of the mouse and slithered back into the hole.

“Was this rock on top of you?” asked the coyote, pushing the rock over him. “Like this?”

“Yes! Yes! Now let me out!” the rattlesnake’s voice seemed small and very far away. “I will leave that to the mouse,” answered the coyote, and he trotted away.

SONGS AND FINGERPLAYS

The Crocodile

She sailed away on a summer's day
(*right hand on back of left, right fingers
even with left palm*)
On the back of a crocodile.
"You see," said she,
"It's as plain as plain can be,
I'll go sailing down the Nile."
(*move in swaying motion*)
The croc winked his eye,
(*wink*)
As she waved them all good-bye,
(*wave*)
Wearing a happy smile.
(*point to wide smile*)
At the end of the ride,
(*place bases of palms together, open
and shut*)
The lady was inside,
And the smile on the crocodile.

Crocodile, Crocodile Turn Around

(*suit actions to words*)
Crocodile, crocodile, turn around.
Crocodile, crocodile, touch the ground.
Crocodile, crocodile, dance on your toes.
Crocodile, crocodile, touch your nose.
Crocodile, crocodile, jump up now.
Crocodile, crocodile, take a bow.
Crocodile, crocodile, stomp your feet.
Crocodile, crocodile, take a seat.

Crocodile Hunt

Let's go on a crocodile hunt.
All right, let's go.
Wave good-bye to mom.
(*wave good-bye*)
Oh look,
I see a lot of reeds.
Can't go around it,
Can't go under it,
Let's go through it.
All right, let's go.
(*rub hands together to make swishing
sound*)

Oh look,
I see a big swamp.
Can't go around it.
Can't go under it.
Let's wade through it.
All right, let's go.
(*"wade" hands on lap, make squelching
sound*)

Oh look I see a tree.
Let's climb it and look for crocodiles.
All right, let's go.
(*pretend to climb tree, shade eyes with
hand and gaze around*)
No crocodiles.
Let's climb down.
All right, let's go.
(*pretend to climb down tree*)

Oh look, I see a lake.
Can't go around it.
Can't go under it.
Let's swim across it.
All right, let's go.
(*pretend to swim and dry off with towel*)

Oh look, I see a cave on the river bank.
Can't go around it.
Can't go under it.
Let's go in!
All right, let's go.
It's dark in here.
(*whisper and tiptoe hands on lap*)
Look! It's a crocodile!
(*shout*)
Run!
(*repeat everything backwards and fast*)

We're home, slam the gate!
(*clap hands together sharply*)
Whew!
(*wipe hand across brow*)

SONGS AND FINGERPLAYS (CONT.)

I Had a Little Turtle

I had a little turtle,
(*make fist with thumb out*)
He lived in a box.
(*cup hands for box*)
He swam in the water,
(*make paddling motion*)
He climbed on the rocks.
(*make climbing motion*)
He snapped at a mosquito,
(*make snapping motion with thumb and four fingers*)
He snapped at a flea,
(*repeat*)
He snapped at a minnow,
(*repeat*)
He snapped at me.
(*repeat*)
Weeeeeeeeeeeeeeeeee,
(*hands on hips, lean forward*)
He caught that mosquito,
(*extend hands, clap together*)
He caught that flea,
(*repeat*)
He caught that minnow,
(*repeat*)
But he didn't catch me!
(*wag finger back and forth*)

Little Baby Gator

Little baby gator was swimming through the swamp
(*hands together, swim gator-like*)
Eating lots of fish with a CHOMP, CHOMP, CHOMP!
(*chomp hands open and closed*)
Along came a hunter with a great big net,
(*pretend to raise net*)
Gator went SPLASH!
(*splash loudly and enthusiastically*)
And the hunter got wet!
(*shake hands and self*)
So he went home to put on dry underwear!
(*hands on hips, shake finger*)

My Turtle

This is my turtle
(*make fist, thumb curled into palm*)
He lives in a shell.
(*stroke back of hand*)
He pokes his head out when he wants to eat,
(*poke out thumb*)
And tucks it in when he wants to sleep.
(*tuck thumb into palm*)

A Slippery Slithery Snake

I saw a slippery, slithery snake,
(*hold up index finger of one hand*)
Slide through the grass, making it shake.
(*weave finger through opposite fingers*)
He looked at me with his beady eye,
(*fingers and thumbs around eyes*)
"Go away from my pretty garden!" said I.
(*make shooing motions with hands*)
"Sssssssss," said the slippery, slithery snake,
(*hold up index finger of one hand*)
As he slid through the grass, making it shake.
(*weave finger through opposite fingers*)

A Snake!

Here's a box.
(*make a fist*)
And here's the lid.
(*cover fist with palm of other hand*)
I wonder whatever inside is hid.
(*pause and peek under lid*)
Why, it's a SNAKE!
(*throw up hands*)

SONGS AND FINGERPLAYS (CONT.)

There Was a Crocodile

There was a crocodile who lived in the glade.

(Open and close hand for mouth)

He swam in the swamp,

(Pretend to swim)

And napped in the shade.

(Pretend to sleep)

He snapped at a bird.

(Open and close hand)

He snapped at a bee.

(Open and close hand)

He snapped at a frog.

(Open and close hand)

And he snapped at me.

(Pretend to "snap" self)

He caught the bird.

(Pretend to "catch" in hands)

He caught the bee.

(Pretend to "catch" in hands)

He caught the frog,

(Pretend to "catch" in hands)

But he didn't catch me!

(Shake head "no")

Tiny Tim

I had a little turtle,

(Cup hands together)

His name was Tiny Tim.

I put him in the bathtub,

(Put hands down on floor)

To see if he could swim.

(Pretend to swim)

He drank up all the water,

(Pretend to drink)

He ate up all the soap,

(Pretend to gobble soap)

Now he's sick in bed

(Lay head on hands)

With bubbles in his throat.

(Vibrate lips together)

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

Baker, Keith. *On the Go with Mr. and Mrs. Green*. Putnam, 2002.

Mr. and Mrs. Green, a loving alligator couple, practice magic tricks, bake cookies, and dream up new inventions.

Bedford, David. *Two Tough Crocs*. Holiday House, 2014.

Two tough crocodiles are ready to battle each other until an even bigger crocodile appears.

Brett, Jan. *Mossy*. G.P. Putnam's Sons, 2012.

Mossy the turtle is sad to be put in a museum, but a friend steps in to help him return home.

Carlson, Nancy. *Henry's Show and Tell*. Viking, 2004.

Henry likes everything about kindergarten except show-and-tell, but with the help of his teacher and his pet lizard he is able to overcome his fear.

Casey, Tina. *The Underground Gators*. Dutton, 2009.

Humorous description of the lives led by the alligators who secretly live in the sewers of New York City in this amusing twist to a modern urban legend.

Chichester Clark, Emma. *Melrose and Croc: An Adventure to Remember*. Walker & Co, 2008.

A friendly crocodile receives the best birthday present ever when he rescues his dear companion, Melrose the dog, during a storm at sea.

De Paola, Tomie. *Bill and Pete*. Paperstar, 1996.

The adventures of William Everett, a crocodile, and his friend, Pete, a bird toothbrush, reveal how William came to be called Bill and include an encounter with the Bad Guy from Cairo who wants to turn Bill into a suitcase.

Falwell, Cathryn. *Scoot!* Greenwillow, 2008.

Six silent turtles sit still on a log, while energetic movement by the other animals in the pond leap, creep, flicker, flutter, swirl, and lurch all around them.

Gralley, Jean. *Very Boring Alligator*. Holt, 2001.

A very clever little girl shows everyone who's the boss when an alligator comes to play but refuses to leave.

Gray, Libba Moore. *Small Green Snake*. Orchard Books, 1994.

Despite his mother's warning not to wander, Small Green Snake wiggles away to investigate the new sound from across the garden wall.

Hurd, Thacher. *Mama Don't Allow: Starring Miles and the Swamp Band*. Harper & Row, 1984.

Miles and the Swamp Band have the time of their lives playing at the Alligator Ball, until they discover the menu includes Swamp Band soup.

Jewell, Nancy. *Alligator Wedding*. Henry Holt, 2010.

All the animals in the bayou gather to celebrate the wedding of two happy alligators.

Jonell, Lynne. *I Need a Snake*. Putnam, 1998.

A young boy really wants a snake of his own, and after his mother reads a book about snakes and takes him to a museum and a pet store to see some, he finds his own pet "snakes" around the house.

Lakin, Patricia. *Camping Day*. Dial Books, 2009.

Despite getting lost in the woods on the way to the campsite and being chased by bees, crocodile friends Sam, Pam, Will, and Jill end up having a great time in the great outdoors underneath the twinkling stars.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Lionni, Leo. *An Extraordinary Egg*. Knopf, 1994.

Three frogs stumble upon a large white egg that they are convinced is a chicken egg, but they are in for a surprise when the "chicken" hatches and meets her mother, who looks an awful lot like an alligator.

MacDonald, Margaret Read. *Party Croc!: A Folktale from Zimbabwe*. Albert Whitman, 2015.

A young girl promises a crocodile that he can attend a party in her village not expecting the crocodile to actually attend.

Merino, Gemma. *The Crocodile Who Didn't Like Water*. NorthSouth, 2014.

A little crocodile tries his best to enjoy the water like all the other crocodiles, until he learns why he dislikes being wet.

Muller, Isabel. *The Green Sea Turtle*. NorthSouth, 2014.

A sea turtle spends twenty years journeying through the Indian Ocean back to its birthplace to lay its eggs.

Murphy, Stuart. *Leaping Lizards*. HarperCollins, 2005.

It's almost time for the show to begin – but where are all the lizards? As a frantic snake looks high and low for the performers, they start to arrive, first by fives and then by tens. Will all fifty lizards show up in time?

Noble, Trinka Hakes. *The Day Jimmy's Boa Ate the Wash*. Dial, 1980.

Jimmy's boa constrictor wreaks havoc on the class trip to a farm.

O'Byrne, Nicola. *Open Very Carefully*. Nosy Crow, 2013.

In this interactive tale, readers are encouraged to keep a hungry crocodile from taking over the book.

Olson, Mary. *An Alligator Ate My Brother*. Boyds Mill Press, 2000.

When Paul goes to check on his baby brother and discovers that an alligator has eaten him, he immediately runs to tell his family, but when no one believes him, Paul takes matters into his own hands.

Palatini, Margie. *No Biting, Louise*. Katherine Tegen Books, 2007.

When her new white baby teeth finally come in, little alligator Louise is so excited and proud that she bites everything and everyone around her.

Pallotta, Jerry. *The Yucky Reptile Alphabet Book*. Charlesbridge, 1989.

Brief facts about reptiles are related in this informative alphabet book.

Paul, Ann Whitford. *Tortuga in Trouble*. Holiday House, 2009.

When Tortuga arrives at Abuela's house to bring her supper, Abuela looks suspiciously like Coyote.

Pizzoli, Greg. *The Watermelon Seed*. Disney Hyperion, 2013.

A crocodile imagines a scary outcome after swallowing a watermelon seed.

Protopopescu, Orel Odinov. *Two Sticks*. Farrar, Straus & Giroux, 2007.

Maybelle loves to drum, but after bringing home eleven crocodiles in whose mouth she has played a toothy tune, her parents are only too eager to replace them with any drum of Maybelle's choosing.

Provencher, Rose-Marie. *Slithery Jake*. HarperCollins, 2004.

Hysteria ensues when a new pet snake is found missing from his cage.

Schmid, Paul. *Oliver and His Alligator*. Disney Hyperion, 2013.

To help with his first day jitters, Oliver brings an alligator to school with him.

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Schubert, Ingrid. *There Is a Crocodile Under My Bed*. Lemniscaat, 2015.

When Sophie discovers a crocodile under her bed she is not scared at all, rather she is thrilled to have a new playmate.

Sherry, Kevin. *Turtle Island*. Dial, 2014.

A giant turtle is happy when a group of animals makes a home on his shell, but becomes sad when he thinks they might leave him alone again.

Siegel, Randy. *My Snake Blake*. Roaring Brook Press, 2012.

The snake a boy receives as a birthday present turns out to be the perfect pet.

Sierra, Judy. *Counting Crocodiles*. Harcourt Brace, 1997.

A clever monkey uses her ability to count to outwit the hungry crocodiles that stand between her and a banana tree on another island across the sea.

Ungerer, Tomie. *CriCTOR*. Harper, 1958.

When Madame Bodot receives a boa constrictor for her birthday, he soon becomes a lovable pet.

Vaughan, Marcia K. *Snap!* Scholastic, 1995.

Joey, a young kangaroo, enjoys playing games with his friends Twisker the mouse, Slider the snake, and Flatso the Platypus, until Sly-tooth the crocodile arrives and invites him to play a different game.

Waber, Bernard. *Lyle, Lyle Crocodile*. Houghton Mifflin, 1965.

Lyle is perfectly happy living with the Primms on East 88th St. until irritable Mr. Grumps next door insists that Lyle belongs in the zoo.

Waddell, Martin. *Hi, Harry!* Candlewick, 2003.

A tortoise tries to find someone who will play with him at his own speed.

Wallace, Karen. *Imagine You Are a Crocodile*. Holt, 1997.

A crocodile snaps her jaws trying to catch lunch, rests in the sun, and carries her babies down to the water, in a description of the big reptiles and their way of life.

Walsh, Eileen Stoll. *Mouse Count*. Harcourt, 1991.

As a hungry snake gathers mice to eat, counting off as he deposits them in a jar, the clever mice count down as they outwit the snake and escape.

Willems, Mo. *Hooray for Amanda & Her Alligator!* Balzer + Bray, 2011.

Alligator is Amanda's best friend, but he becomes nervous when she makes a new friend.

Wilson, Karma. *A Frog in the Bog*. Scholastic, 2003.

A frog sitting on a log in the bog grows larger and larger as he eats more and more bugs, until the log begins to rise.

Ziefert, Harriet. *Egad, Alligator*. Houghton Mifflin, 2002.

An innocent young alligator tries to make friends with various people and animals, but they all run away, shouting, "Egad alligator!"

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.