

Transportation

KNOX COUNTY PUBLIC LIBRARY





Dear Teacher,

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

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

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

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

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

Myretta Black
Director
Knox County Public Library

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

Fredda Williams
Children’s Consultant
Knox County Public Library

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

Erin Nguyen
Children’s Services Manager
Knox County Public Library

WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

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

Sharing books with preschoolers increases:

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

Shared book experiences help young children to better understand:

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

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

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

THE SIX SKILLS OF EARLY LITERACY

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

Vocabulary: knowing the names of things

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

Print Motivation: one's interest and enjoyment of books

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

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

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

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

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

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

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

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

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

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



USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

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

Literacy

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

Active Participation

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

Listening Skills and Attention Span

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

Creativity

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

Flexibility for the Teacher

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

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

TIPS FOR CREATING AND USING FLANNELBOARD STORIES

Writing Your Own Stories

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

Making the Figures

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

Making a Flannelboard

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

Storing Materials

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

How do I tell the stories?

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

Should the children handle the pieces?

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

POLICIES AND PROCEDURES

What is the purpose of *Storytimes to Go*?

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

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

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

Who are *Storytimes to Go* intended for?

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

Who can check out *Storytimes to Go*?

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

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

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

What is the checkout period?

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

How much does it cost?

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

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

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

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

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



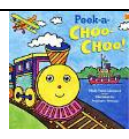
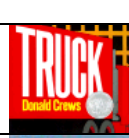

Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.



CONTENTS LIST

Please take a moment to review the contents of your *Storytimes to Go* kit. Some items have more than one component, and it is essential that **all** pieces are returned. Note that charges are incurred for any and all missing or damaged pieces, including the Teacher's Manual. Replacement costs are **in addition to** a \$5 processing fee.

Books and Music

Picture	Author and Title	Replacement Fee
	Bloom, Suzanne. <i>The Bus for Us</i>	\$13.95
	Calmenson, Stephanie. <i>Late for School</i>	\$16.95
	Cimarusti, Marie. <i>Peek-a-Choo-Choo</i>	\$10.99
	Crews, Donald. <i>Truck</i>	\$17.89
	Hubbell, Patricia. <i>My First Airplane Ride</i>	\$16.99

Picture	Author and Title	Replacement Fee
	Schiller, Pam. <i>Honk, Honk, Rattle, Rattle</i> *includes CD	\$15.96
	Shaw, Nancy. <i>Sheep in a Jeep</i>	\$15.00
	Timmers, Leo. <i>Who is Driving?</i>	\$12.95
	Teacher's Manual	\$10
	Flannelboard	\$15

Flannelboard Materials

Title or Material	Notes	Replacement Fee
I Saw a Giraffe Drive By	6 pieces	\$10
Five Little Steam Engines	5 pieces	\$10
Little Rocket's Trip	6 pieces	\$10
Counting Helicopters	5 pieces	\$10

Manipulatives

Picture	Name	Notes	Replacement Fee
	Magna-Cars and Trucks		\$49.95
	Stack N Build Sailboat	7 pieces	\$16.95
	Transportation Sounds Listening Center	20 cards, 2 audio cassettes, 1 CD	\$14.97
	Transportation/El transporte Puzzle	12 pieces	\$4.99
	Laminated Map		\$5.95

FLANNELBOARD SCRIPT: I Saw A Giraffe Drive By

6 pieces included

Place the animals on the flannelboard in succession as you recite or sing the poem.

One sunny day I saw a giraffe drive by,
In a shiny car and a big bow tie.
Then I saw a sheep,
Riding in a jeep.
Then I saw a duck,
One sunny day.

One sunny day, I saw a platypus,
He was going for a ride on a little orange school bus.
Then I saw a goat,
She was rowing a boat.
Then I saw a bear,
Flying through the air,
One sunny day.

Oh, me, oh, my,
What a lot of funny animals went by!

FLANNELBOARD SCRIPT: Five Little Steam Engines

5 pieces included

Five little steam engines, chugging down the track.
This one hit a bump and he went smack!

Four little steam engines, chugging down the track.
This one took a wrong turn and he didn't come back!

Three little steam engines, chugging down the track.
This one got so hungry, he left to have a snack!

Two little steam engines, chugging down the track.
This one got so sleeepppy, he went to take a nap!

One little steam engine, chugging down the track.
This one made it to the depot and was glad he was back!

FLANNELBOARD SCRIPT: Little Rocket's Trip

6 pieces included

A little rocket (*Place rocket on board.*)
Roared off one day (*Move rocket upward.*)
On a trip into space,
So far away.

While zooming about,
He saw some stars (*Add star to board.*)
Then he circled around
The planet Mars. (*Add Mars.*)

He saw the planet Saturn, (*Add Saturn.*)
And the man in the moon, (*Add the moon.*)
Then he saw planet Earth,
And back home he zoomed!
(*Lower rocket to bottom of the board.*)

FLANNELBOARD SCRIPT: Counting Helicopters

5 pieces included

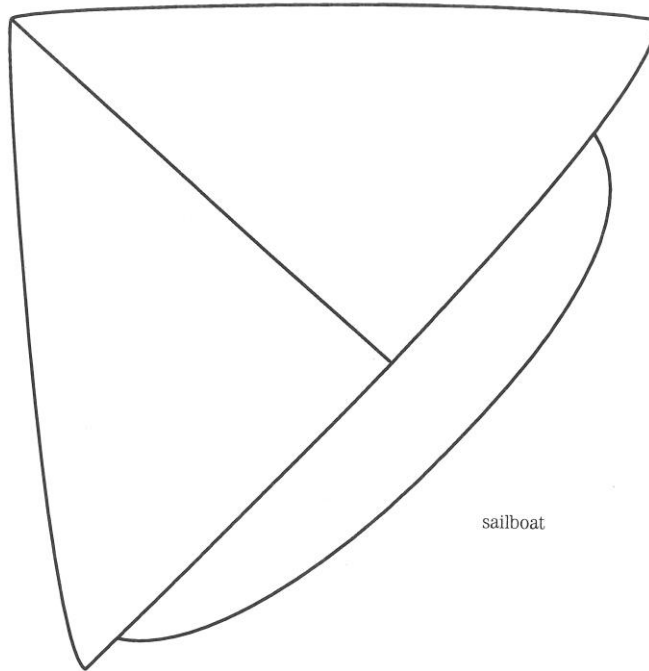
Attach one helicopter to the flannelboard to start. Continue to add a helicopter as you read the verses. Let the children count with you each time a helicopter is added. Pause and let them clap the same amount of times as number of helicopters.

One little helicopter with nothing to do, *(Clap one time.)*
Along came another, then there were two! *(Clap two times.)*
Two little helicopters as tired as they could be,
Along came another, then there were three! *(Clap three times.)*
Three little helicopters, still looking for one more,
Along came another, then there were four! *(Clap four times.)*
Four little helicopters trying to look alive,
Along came another, then there were five! *(Clap five times.)*
Five little helicopters just flying in the air,
One checked the clock and said, "I have to be somewhere!"
Four little helicopters staring at the sky, *(Clap four times.)*
One blew his whistle and said, "Bye, bye!"
Three little helicopters flying in a row, *(Clap three times.)*
One squeaked his propellers and said, "It's time to go!"
Two little helicopters making lots of smoke, *(Clap two times.)*
One said, "I'm leaving, the smoke will make me choke!"
One little helicopter, he said, "I can take a hint!" *(Clap one time.)*
So he fired up his engine and away he went!
No little helicopters left in the sky, *(Place hands in lap.)*
I hope they stay longer the next time they come by!

FLANNELBOARD PATTERN: Five Little Boats

As each of the first four boats is mentioned, show it to the children and move it onto the flannelboard with three motions timed to the words. Place the sailboat on the flannelboard just for a moment; then make it sail away and disappear as you stretch out the word "g-o-o-o!"

The first little boat went chug, chug, chug.
The second little boat went tug, tug, tug.
The third little boat went row, row, row.
The fourth little boat went oh, so slow.
Here comes the sailboat – watch it go!

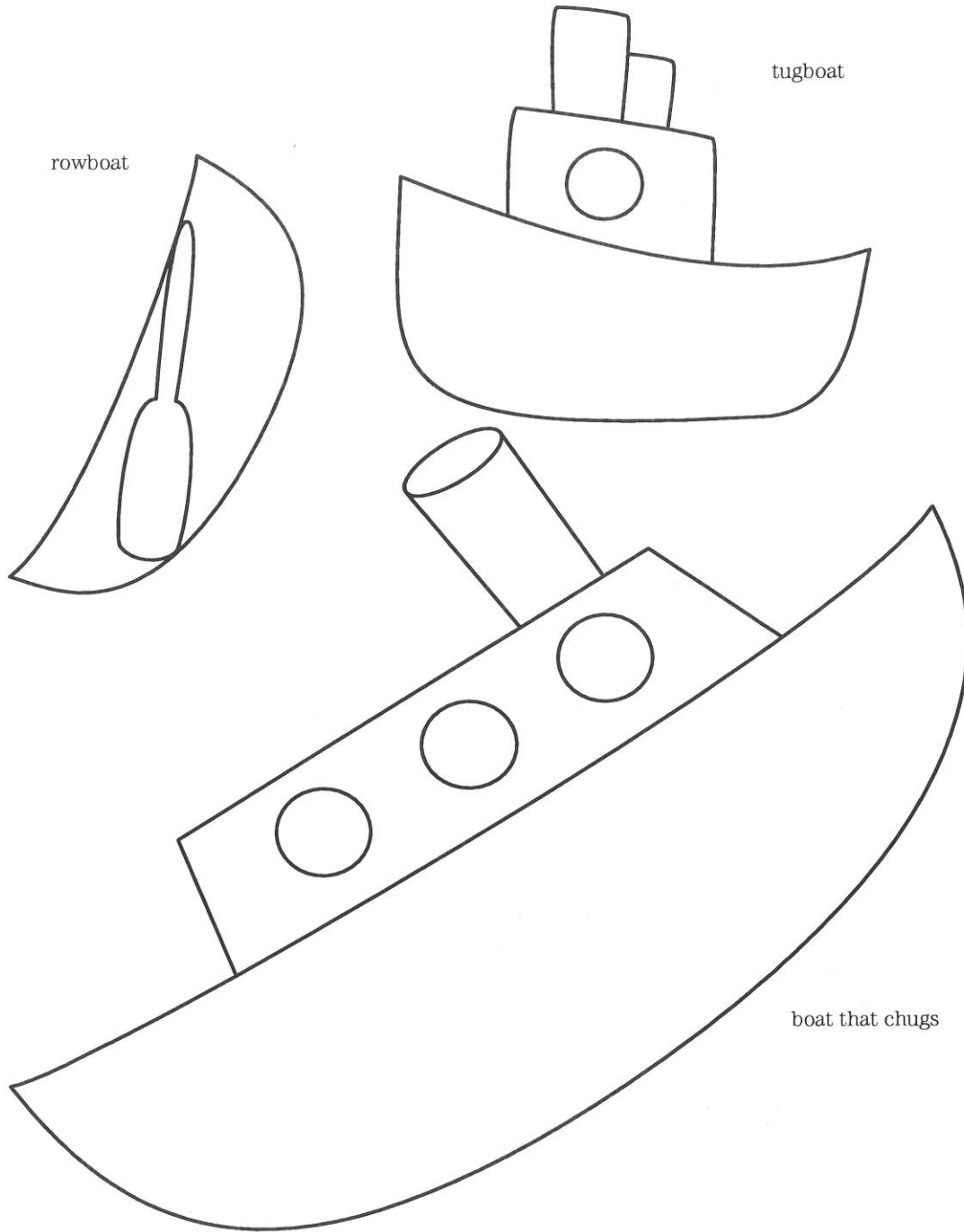


sailboat



slow boat

FLANNELBOARD PATTERN: Five Little Boats (cont.)



SONGS AND FINGERPLAYS

My Big Blue Boat

I love to ride in my big blue boat,
My big blue boat, my big blue boat;
I love to ride in my big blue boat,
Out on the deep blue sea.

My big blue boat has two red sails,
Two red sails, two red sails,
My big blue boat has two red sails,
Two red sails.

So come for a ride in my big blue boat,
My big blue boat, my big blue boat;
So come for a ride in my big blue boat,
Out on the deep blue sea.

My Bicycle

One wheel, two wheels on the ground;
(revolve hand in forward circle to form wheel)
My feet make the pedals go round and round.
(move feet in pedaling motion)
Handle bars help me steer so straight,
(pretend to steer bicycle)
Down the sidewalk, through the gate.

Riding

(suit actions to words)
Riding in a train I go,
Rocking, rocking, to and fro,
Side to side and to and fro,
Riding in a train I go.

In an areoplane I fly,
Up, up, up, into the sky,
Up, up, up, so very high,
In an areoplane I fly.

Riding on my bike today,
Pedal, pedal, all the way,
Pedal fast and pedal slow,
Riding on my bike I go.

Auto, Auto

Auto, auto may I have a ride? *(point to self)*
Yes, yes, yes, yes. Step inside.
(nod head, motion toward you)
Pour in the water,
(pouring motion with right hand)
Pump the gas.
(pouring motion with left hand)
Chug-away, chug-away, but not too fast!
(steering motion)

The Wheels on the Bus

(suit actions to words)
The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All around the town.

The people on the bus go up and down...
The wipers on the bus go swish, swish, swish...
The horn on the bus goes beep, beep, beep...
The money on the bus goes plink, plink, plink...
The lights on the bus go on, off, on...
The babies on the bus go, "Waa, waa, waa," ...
The mothers on the bus go, "Shh, shh, shh," ...
The driver on the bus says, "Move on back," ...
The driver on the bus says, "Move up front," ...
The doors on the bus go open and shut...
The wheels on the bus...

We'll Be Going Around the Racetrack

(Tune: "She'll be Coming Around the Mountain")

We'll be *hopping* around
The racetrack when we go,
We'll be *hopping* around
The race track when we go,
We'll be *hopping* around the racetrack,
We'll be *hopping* around the racetrack,
We'll be *hopping* around
The racetrack when we go.

[Repeat with...]

Skipping
Walking
Tiptoeing
Jogging
Crawling

SONGS AND FINGERPLAYS (CONT.)

This Car

This car belongs to Daddy, this car,
This car belongs to Daddy, this car,
This car belongs to Daddy,
If he races, Daddy is baddy,
This car belongs to Daddy, this car.

This car belongs to Mommy, this car,
This car belongs to Mommy, this car,
This car belongs to Mommy,
It shines like a penny when it's sunny,
This car belongs to Mommy, this car.

This car belongs to Baby, this car,
This car belongs to Baby, this car,
This car belongs to Baby,
Don't let it fall in gravy,
This car belongs to Baby, this car.

If I Were...

If I were an airplane
(spread arms wide like wings)
I would fly up in the sky.
(arms still out, lean left and right)
If I were a tricycle
(pump legs as if peddling)
I would wave as I went by. (wave)
If I were a dump truck
(elbow bent, hand on shoulder)
I would dump my heavy load. (let hand fall)
But if I were a car or bus
I'd roll on down the road.
(roll hands over each other)
If I were a choo-choo train (hands close to sides)
Along the tracks I'd chug.
(push-pull alternately with arms)
And if I were a steam shovel
(hands near knees, palms up)
I would have a big hole dug.
(scooping motion with hands)
If I were a whirlybird (whirl hands over head)
I'd sing a whirly tune. (make whirring noise)
But if I were a rocket ship
(palms together close to chest)
I'd blast off to the moon! (shoot hands upward)

I'm a Little Airplane

(Tune: "I'm a Little Teapot")

I'm a little airplane,
(raise arms at sides shoulder height)
Now watch me fly!
(spin one arm in front as if it were a propeller)
Here are my instruments
From down low to up high.
(reach from the ground to above head)
First I get revved up.
(make engine noise while spinning arms)
Then I can fly,
(raise arms to shoulder height)
Lifting off the runway (start walking forward)
Up into the sky!
(stand up on tiptoes, continue to walk forward)

Flying, Flying

(Tune: "Sailing, Sailing")

Flying, flying, (soaring with arms outstretched,
lean side-to-side)
Up in the sky so high.
In my plane I zip and zoom
(duck head on "zip" and "zoom")
As I go flying by.
Fly high, fly low, (arms up then down)
And loop-di-loop the sky. (arms create circles)
In my plane I'm like a bird (return to soaring)
As I go flying by.

Down by the Station

(march to the beat)
Down by the station, early in the morning.
See the little puffer-bellies
All in a row.
(point to imaginary engines standing in a row)
Hear the station master
Shouting, "All aboard now!"
(cup hands to mouth)
Chug! Chug! Toot! Toot!
(bend elbows and chug, pull the whistle)
Off we go.

SONGS AND FINGERPLAYS (CONT.)

Here Comes the Choo-Choo Train

Here comes the choo-choo train
(*elbows slide along sides,*
arms make forward circles)
Puffing down the track.
Now it's going forward...
Now it's going back. (*reverse circles*)
Hear the bell a-ringing.
(*one hand above head,*
make a bell-ringing motion)
Ding... Ding... Ding... Ding
Hear the whistle blow.
(*cup hands around mouth*)
Whooooo-Whoooooo!
Chug, chug, chug
(*make side circles slowly then pick up speed*)
Ch... ch... ch... ch... ch... ch... ch... ch...
Shhhhhh... (*fold hands in lap*)
Everywhere it goes.

"Hurry Back Train!"

(Tune: "Jingle Bells")

Choo-choo train, choo-choo train,
Chugging down the track,
Choo-choo train, choo-choo train,
Won't you hurry back?
Choo-choo train, choo-choo train,
Your wheels go round and round,
Choo-choo train, choo-choo train,
Come back and make that sound!
Choo-choo-choo, choo-choo-choo,
Choo-choo-choo-choo-choo!
Choo-choo-choo, choo-choo-choo,
Choo-choo-choo-choo-choo!

Choo-choo-choo, choo-choo-choo,
Choo-choo-choo-choo-choo!
Choo-choo-choo, choo-choo-choo,
Choo-choo-choo-choo-choo!
Choo-choo train, choo-choo train,
Where is it that you go?
Choo-choo train, choo-choo train,
You know I miss you so!
Choo-choo train, choo-choo train,
Chugging down the track,
Choo-choo train, choo-choo train,
Won't you hurry back?

I've Been Working on the Railroad

I've been working on the railroad,
All the live long day.
I've been working on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing?
Rise up so early in the morn;
Don't you hear the captain shouting,
Dinah blow your horn.

Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?
Dinah won't you blow, Dinah won't you blow,
Dinah won't you blow your horn?

Someone's in the kitchen with Dinah.
Someone's in the kitchen I know.
Someone's in the kitchen with Dinah,
Strumming on the old banjo.

Fe fi fiddle e-i-o, fe fi fiddle e-i-o,
Fi fi fiddle e-i-o,
Strumming on the old banjo.

The Airplane

The airplane has great big wings,
(*stretch arms wide*)
Its propeller spins around and sings
(*turn one arm in circle*)
"VVVVVVVVV!"
The airplane goes up, (*lift arms*)
The airplane goes down, (*lower arms*)
The airplane flies high
(*stretch arms wide and turn circle*)
Over our town!

Helping Mommy Drive

(*hold up fingers in order, start with thumb*)
Here is the engine on the track,
Here is the coal car, just in back.
Here is the boxcar to carry freight,
Here is the mail car, don't be late!
Way back at the end of the train
Rides the caboose through the sun and rain.

SONGS AND FINGERPLAYS (CONT.)

This Little Train

(Tune: "This Old Man")

This little engine, it is black,
It goes chugging down the track.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

This little engine, it is white,
It goes chugging out of sight.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

This little engine, it is green,
It goes chugging full of steam.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

This little engine, it is blue,
It goes chugging right by you.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

This little engine, it is pink,
It goes chugging quick as a wink.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

This little engine, it is red,
It goes chugging off to bed.
With a chug chug, toot toot
Hear the whistle blow
This little train goes chugging home.

If I Were a Train

If I were a choo-choo train, (*point to self*)
I'd run along a track. (*run fingers up arm*)
I'd blow my whistle, "Toot! Toot!"
(*pull imaginary cord*)
And let out steam,
"Sh... Sh... Shhhh" (*make sound*)
As I go clicket-clack, clickety-clack,
Clickety-clack. (*pump arms*)

Helping Mommy Drive

(*suit actions to words*)

Open the car door,
Climb inside.
Fasten the seatbelt,
Shut the door,
Start the motor.
Hear it roar!
Brrr! Brrr! Brrr!
Turn the corner,
Step on the gas.
If the road is clear,
We may pass.

I'm a Little Sports Car

I'm a little sports car,
Shiny and yellow.
When I go out driving,
(*make steering motion*)
I'm a very happy fellow.
When the rain comes down,
(*flutter fingers downward*)
I turn my wipers on.
(*move arms back and forth*)
It's fun to splash through puddles,
(*move around as if driving*)
All around town.
When I see a red light,
I stop on a dime.
(*stop moving*)
When I see a green light,
I know it's driving time.
(*go forward*)
Vroom! Vroom!



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



KNOX COUNTY PUBLIC LIBRARY



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Baer, Edith. *This Is the Way We Go to School: A Book About Children Around the World*. New York: Scholastic, 1990.

E BAER

This watercolor book shows how children around the world get to school. A world map and story for each child generates questions while showing how much fun getting to school is all over the world.

Barton, Byron. *My Car*. New York: Greenwillow Books, 2001.

E BART

Brightly colored building blocks and minimal wording explain simple car facts with a twist. Recommended for ages two and up.

Barton, Byron. *Planes*. New York: HarperFestival, 2006.

BOARDBOOK

A simple picture book about transportation, brightly colored illustrations show diversity and describe four modes of transportation. Great for beginning readers.

Barton, Byron. *Trucks*. New York: HarperFestival, 2006.

BOARDBOOK

A simple picture book about transportation, brightly colored illustrations show diversity and describe four modes of transportation. Great for beginning readers.

Bee, William. *And the train goes....* Cambridge: Candlewick Press, 2007.

E BEE

This read-aloud book uses steady rhythm and is filled with sound effects. The characters diversified features provides preschoolers with many details to examine.

Blackstone, Stella. *Bear on a Bike*. New York: Barefoot Books, 1999.

E BLAC

Different environments displayed through colorful cartoon art makes this book great for ages two to five. The question-and-answer format takes children through various methods of transportation outdoors.

Collicutt, Paul. *This Boat*. New York: Farrar, Straus Giroux, 2001.

E COLL

Detailed, realistic paintings portrays different kinds of boats. One fact per page makes this book good for beginning readers.

Dotlich, Rebecca Kai. *Away We Go!* New York: HarperFestival, 2000.

E DOTL

Vibrant graphic art and short rhyming text identifies forms of transportation. The pages will appeal and attract the attention of a preschool audience and have them chanting "Away we go!"



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Freymann, Saxton. *Fast Food*. New York: Arthur A. Levine Books, 2006.

E FREY

Vivid colors and clear photos of fruits and vegetables transformed into “things that go.” Rhymed couplets and playful interpretations make this book great for reading aloud and discussing with ages three to five.

Harper, Charise Mericle. *There Was a Bold Lady Who Wanted a Star*. Boston: Little, Brown and Co., 2002.

E HARP

Sing-along verse and folk-art displays modes of transportation. Recommended for ages four and up.

Horáček, Petr. *Beep Beep*. Cambridge: Candlewick Press, 2008.

BOARDBOOK

Bold illustrations and playful sound words appeal to preschoolers who love things that go.

Levinson, Riki. *I Go with My Family to Grandma’s*. New York: Dutton, 1986.

E LEVI

Using family tradition to look at transportation, five girls describe the different ways they travel to Grandma’s house.

London, Jonathan. *A Train Goes Clickety-Clack*. New York: Henry Holt, 2007.

E LOND

This picture book captures the excitement of trains through vibrant illustrations and evocative language. Recommended for ages two to five.

London, Jonathan. *Froggy Rides a Bike*. New York: Viking, 2006.

E LOND

Froggy learning to ride a bike reinforces the concept that practice makes perfect. Encourages children to learn to ride on their own.

Luciani, Brigitte. *How Will We Get to the Beach?* New York: North-South Books, 2000.

E LUCI

Alternate forms of transportation allow preschoolers to guess what must be left behind on an adventure to the beach. This book introduces the concept of color and counting through simple wording.

Mayo, Margaret. *Choo Choo Clickety-Clack!* Minneapolis: Carolrhoda Books, 2005.

E MAYO

This read-aloud book uses print size and eye-popping art to reflect movement of things that move. Great for children who love motion, they will be inspired to create their own noises and movements.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Moore, Mary-Alice. *The Wheels on the School Bus*. New York: HarperCollins, 2006.

E MOOR

An adaptation to the song, this book uses bright cartoons to capture the familiar ride to school. Clever lyrics fit melody well allowing preschoolers to read or sing along.

Scarry, Richard. *Richard Scarry's Cars and Trucks and Things That Go*. New York: Golden Books, 2004.

E SCAR

An older title that still offers children great illustrations and new vocabulary for vehicles both real and imagined. Recommended for ages 2 and older.

Shannon, David. *Duck on a Bike*. New York: Blue Sky Press, 2002.

E SHAN

Varying perspectives from barnyard animals blend humor and action in this story of a duck on a bike. Recommended for ages three to five.

Shaw, Nancy. *Sheep Blast Off!* Boston: Houghton Mifflin, 2008.

E SHAW

Clever rhymes and colored-pencil illustrations take children on a fun space adventure. Recommended for ages three to six.

Suen, Anastasia. *Delivery*. New York: Viking, 1999.

E SUEN

Rhyming text and bold graphics introduce children to many kinds of deliveries. Good choice for transportation-themed preschool story hour.

Suen, Anastasia. *Red Light, Green Light*. Orlando: Harcourt, 2005.

E SUEN

Bright illustrations and details show toy vehicles and action figures in busy traffic patterns. Rhyming text makes this an ideal read-aloud book for preschoolers and encourages creative play.

Walton, Rick. *Bunnies on the Go: Getting from Place to Place*. New York: HarperCollins Publishers, 2003.

E WALT

Narrated by bunnies, the rhyming text allows preschoolers to shout out missing words before turning the page. Each colorful spread introduces the alphabet, counting and time within the family vacation.

Wickberg, Susan. *Hey, Mr. Choo-choo, Where Are You Going?* New York: G.P. Putnam's Sons, 2008.

E WICK

Rhythmic verse and whimsical paintings show a variety of landscapes as a busy train carries people and cargo to his favorite destination – the seashore. Recommended for preschool storytime.



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.