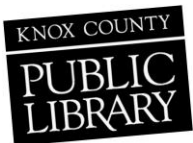


# Weather

**KNOX COUNTY PUBLIC LIBRARY**





Dear Teacher,

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

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

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

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

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

Myretta Black  
Director  
Knox County Public Library

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

Fredda Williams  
Children’s Consultant  
Knox County Public Library

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

Erin Nguyen  
Children’s Services Manager  
Knox County Public Library

# WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

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

Sharing books with preschoolers increases:

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

Shared book experiences help young children to better understand:

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

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

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

# THE SIX SKILLS OF EARLY LITERACY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

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

## **Literacy**

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

## **Active Participation**

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

## **Listening Skills and Attention Span**

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

## **Creativity**

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

## **Flexibility for the Teacher**

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

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

# TIPS FOR CREATING AND USING FLANNELBOARD STORIES

## Writing Your Own Stories

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

## Making the Figures

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

## Making a Flannelboard

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

## Storing Materials

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

## How do I tell the stories?

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

## Should the children handle the pieces?

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

# POLICIES AND PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


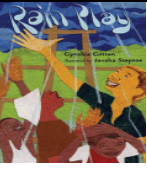

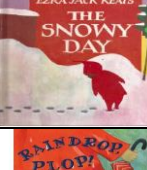



Patrons will also incur a \$10 cleaning fee for materials returned with excessive dirt.

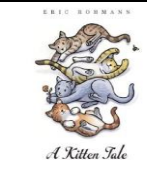

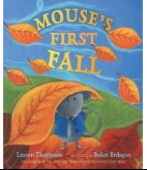

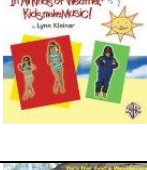


Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.

# CONTENTS LIST

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

## Books and Music

Picture	Author and Title	Replacement Cost
	Bright, Paul.  <i>The Bears in the Bed and the Great Big Storm</i>	\$16.95
	Cotton, Cynthia.  <i>Rain Play</i>	\$16.95
	Derby, Sally.  <i>Whoosh Went the Wind!</i>	\$16.99
	Keats, Ezra Jack.  <i>The Snowy Day</i>	\$16.99
	Lewison, Wendy.  <i>Raindrop, Plop!</i>	\$15.99
	London, Jonathan.  <i>Froggy Gets Dressed</i>	\$15.99
	Nodest, Joan.  <i>Who Took the Farmer's Hat?</i>	\$6.99

Picture	Author and Title	Replacement Cost
	Rohmann, Eric.  <i>A Kitten Tale</i>	\$18.99
	Steig, William.  <i>Pete's a Pizza</i>	\$16.99
	Thompson, Lauren.  <i>Mouse's First Fall</i>	\$12.95
	Thompson, Lauren.  <i>Mouse's First Snow</i>	\$12.95
	Kleiner, Lynn.  <i>In All Kinds of Weather Kids Make Music!</i>	\$14.95
	Swanson, Bob.  <i>Do the Weather Wiggle with Stormin' Bob Swason</i>	\$13.95
	Teacher's Manual	\$10








# CONTENTS LIST (CONT.)

## Flannelboard Materials

Title	Notes	Replacement Fee
I Built a Little Snowman	3 Pieces Included	\$10.00
Mouse and Thunder	5 Pieces Included	\$10.00

## Manipulatives

Picture	Name	Notes	Replacement Cost
	Weather Bear	Bear and 23 clothing items	\$19.95
	Seasons Puzzle Winter	8 Pieces	\$10.00
	Seasons Puzzle Summer	8 pieces	\$10.00
	Seasons Puzzle Fall	8 pieces	\$10.00
	Seasons Puzzle Spring	10 pieces	\$10.00

# FLANNELBOARD SCRIPT: I BUILT A LITTLE SNOWMAN

**3 pieces included**

I built a little snowman (Place the snowman on the flannel board)  
He had a carrot nose (Place on the carrot)  
Along came a bunny (Put the bunny on the flannel board)  
And what do you suppose?  
That hungry bunny, (Move the bunny towards the snowman)  
Looking for his lunch, (Move the bunny next to the carrot)  
at the snowman's nose (move the bunny on top of the carrot)  
Nibble! Nibble! Crunch! (Have children make the eating sounds>

# FLANNELBOARD SCRIPT: The MOUSE AND THUNDER

## 5 pieces included

Once there was a little mouse who was afraid of thunder. When she saw thick, dark clouds in the sky she would run and hide.

“Thunder! Thunder scares you!” the other mice would cry. They would chase her and cry, “Thunder! Thunder! Run!” And it scared the mouse so she would run and hide.

One day she went for a walk. She was far, far away. It was hot. “I’m thirsty,” said the mouse. “Oh, I want a drink. I am so thirsty!” Then a great clap of thunder rolled out of the sky. It scared her and she cried and began to run. Then she saw a frog.

“Thunder!” he said. “I’m glad. Now My pool won’t dry up.” The frog liked thunder.

Then she saw a duck. “Thunder! Hurrah!” he said. “Mud is nice.” The duck liked thunder.

“They are glad it thunders,” said the mouse. She thought and thought. “I know! When it thunders we have rain,” she thought. “And rain is good. If it rains, I can have some water. And I’m so thirsty!”

The mouse was right. Soon it rained. She got her drink of water, and thunder didn’t scare her after that.

## FLANNELBOARD SCRIPT AND PATTERN: FIVE UMBRELLAS

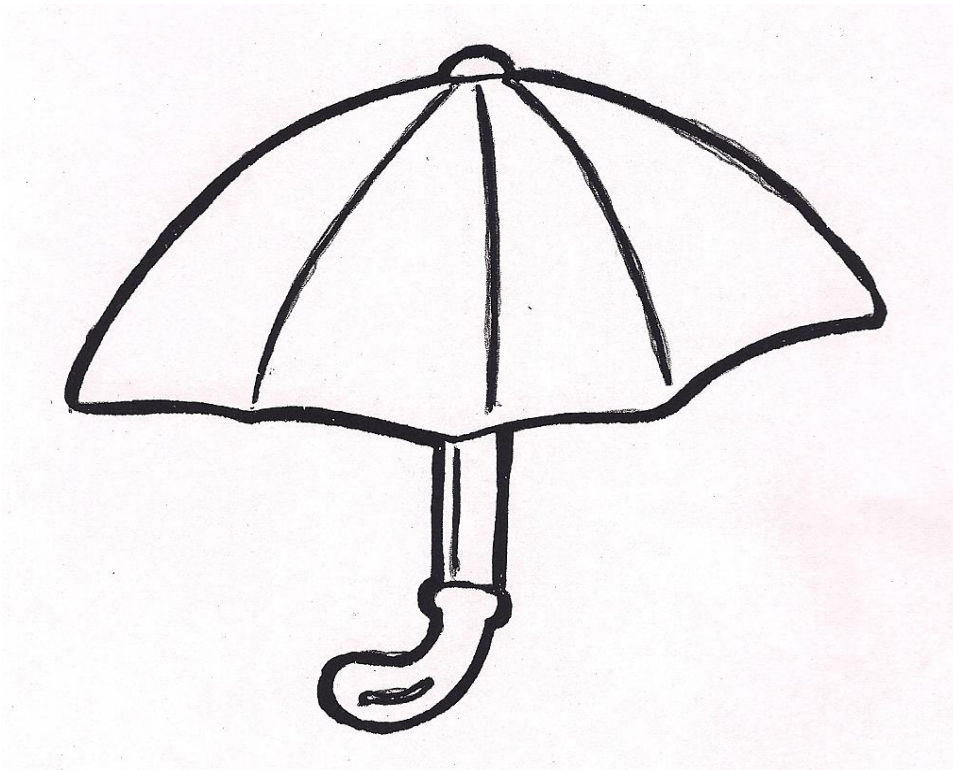
Five umbrellas stood by the back door  
The red one went outside and then there were four.

Four umbrellas, pretty as can be,  
The green one went outside and then there were three.

Three umbrellas with nothing to do  
The blue one went outside and then there were two.

Two umbrellas having so much fun,  
The yellow one went outside and then there was one.

One umbrella alone in the hall,  
The purple one went outside and that was all!



## FLANNELBOARD SCRIPT: FIVE LITTLE SNOWMEN

(Place all five snowmen on board)  
Five little snowmen made of snow.  
Out came the sun and shone all day.  
And one little snowman melted away.  
(Remove one of the snowmen)

Four little snowmen made of snow.  
Out came the sun and shone all day.  
And one little snowman melted away.  
(Remove another snowman)

Three little snowmen made of snow.  
Out came the sun and shone all day.  
And one little snowman melted away.  
(Remove another snowman)

Two little snowmen made of snow.  
Out came the sun and shone all day.  
And one little snowman melted away.  
(Remove another snowman)

One little snowman made of snow.  
Out came the sun and shone all day.  
And one little snowman melted away.  
(Remove last snowman)

# FLANNELBOARD PATTERN: SNOWMAN



# SONGS AND FINGERPLAYS

## Five Little Snowmen

Five little snowmen, happy and gay,  
(five fingers up, point to each in turn)  
The first one said, "What a lovely day."  
The second one said, "We'll have no tears."  
The third one said, "We'll stay for years."  
The fourth one said, "But what happens in May?"  
The fifth one said, "Look, we're melting away!"  
(Slowly fold fingers into palm)

## When Cold Winds Blow

When cold winds blow,  
(Blow)  
And brings us snow,  
(Flutter fingers downward)  
At night what I like most  
(Point to self)  
Is to climb into bed  
(Pretend to pull covers to chin)  
And hide my head  
(Hands over eyes)  
And sleep as warm as toast.  
(Place head on hands)

## Raindrops

Ten little raindrops dancing on the walk, (flutter  
down ten fingers, tap floor)  
Pitter, patter, pitter, patter, that's how they talk.  
(Continue tapping fingers)  
Out comes the yellow sun, shining in the sky,  
(make large circle with arms)  
And away the raindrops fly, fly, and fly. (fingers  
hurry behind back)

## Rain

Rain on the green grass,  
(flutter fingers up and down)  
And rain on the tree.  
(raise arms, hands to form tree)  
Rain on the rooftop,  
(fingertips together over head)  
But not on me!  
(point to self, shake head "No")

## Rainbow City

From big, gray clouds the raindrops fell. (wave  
arms overhead)  
Drip, drip, drip, one day.  
(flutter fingers down)  
Until the sunlight changed them all  
(arms in circle over head to form sun)  
Into a rainbow gay.  
(sweep arm to form arc)

## Busy Squirrel

Gray squirrel, gray squirrel,  
(make fist, thumb up for head, little finger for  
tail, wiggle)  
Doesn't make a sound  
(put fingers to lips)  
As he buries acorns,  
(make small digging motions)  
Underneath the ground.  
(point to floor)  
Later, when it's cold out  
(hug self, shiver)  
All food cannot be found,  
(shake head "No")  
The gray squirrel will dig  
(repeat small digging motions)  
His acorns from the ground.  
(hold out palms cupped together)

## SONGS AND FINGERPLAYS (CONT.)

### The Rain

Pitter-patter raindrops,  
Falling from the sky.  
(flutter fingers down)  
Here is my umbrella,  
(cup one hand over pointer of other hand)  
To keep me safe and dry.  
(hold over head)  
When the rain is over,  
And the sun begins to glow,  
(make a big circle with arms)  
Little flowers start to bud  
And grow and grow and grow!  
(spread hands slowly apart)

### The Rainbow

(from *Finger Frolics*, 1983)  
One day the sun was shining bright,  
(hold up right hand for sun)  
But clouds came along,  
(hold up left hand for clouds)  
And it was dark as night.  
(pass left hand in front of right)  
The rain began to sprinkle down,  
(flutter fingers down)  
Soon it was raining all over town. (continue to  
flutter fingers)  
But when the clouds passed on by,  
(move both hands to right)  
A beautiful rainbow stretched across the sky!  
(make arc over head from right to left)

### Snow

It's snowing, it's snowing!  
(flutter fingers slowly downward)  
How the wind blows!  
(wave arms from side to side)  
Snowflakes falling from the sky,  
(flutter fingers slowly downward)  
One landed on my nose!  
(lightly touch nose)

### Autumn Leaves

Autumn leaves are floating down.  
(wave arms up and down)  
They make a carpet on the ground.  
(point to floor)  
Then swish! The wind comes whistling by,  
(move arms side to side)  
And sends them dancing to the sky. (hands  
flutter in air)

### Leaves

The leaves are whirling round and round. (wave  
arms through air fluttering fingers)  
The leaves are falling on the ground. (lightly  
touch floor with both hands)  
Round and round, round and round.  
(wave arms through air fluttering fingers)  
Falling softly to the ground.  
(lightly touch floor with both hands)



## OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

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

**The following themes are available:**

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

## ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Anholt, Catherine. *Sun, Snow, Stars, Sky*. New York: Viking, 1995.

E ANHO

A young boy and girl go through all kinds of weather. In each type, they do different activities related to the season.

Bauer, Marion Dane. *If Frogs Made Weather*. New York: Holiday House, 2005.

E BAUE

A poem about a young boy's ideas of how it would be if different animals got to pick the weather.

Berenstain, Stan. *The Berenstain Bears' Almanac: A Year in Bear Country...Holidays, Seasons, Weather*. New York: Random House, 1973.

E BERE

An Almanac about the seasons, holidays, and weather according to the Berenstain Bears.

Blackstone, Stella. *Bear in Sunshine*. New York: Barefoot Books, 2001.

E BLAC

This book shows how Bear interacts with the various types of weather.

Carlstrom, Nancy White. *What Color was the Sky Today?* Grand Rapids, Mich.: Eerdmans Books for Young Readers, 2001.

E CARL

An inviting story about how the weather affects the color of the sky.

Cash, Megan Montague. *What Makes the Seasons?* New York: Viking, 2003.

E CASH

A book that explores all of the questions that children have about weather.

Crews, Donald. *Sail Away*. New York: Greenwillow Books, 1995.

E CREW

The story of a boat that leaves on a perfectly sunny day, but as the journey continues the boat faces the danger of a storm.

DeWitt, Lynda. *What Will the Weather Be?* New York: HarperCollins, 1993.

551.63 DEWI

A book about why the weather is so hard to predict.

Glaser, Linda. *It's Summer!* Brookfield Conn: Millbrook Press, 2003.

E GLAS

A book that allows a child to explore the different activities, animals, and insects that is out during the summertime, but the outside play is interrupted by a storm.

Glaser, Linda. *It's winter!* Brookfield, Conn.: Millbrook Press, 2002.

E GLAS

This book explores the different aspects of winter.

Hawk, Fran. *Count Down to Fall*. Mount Pleasant, SC: Sylvan Dell Publishing, 2009.

E HAWK

A book that uses the fall season to teach counting.

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

Howell, Will C. *I Call it Sky*. New York: Walker and Co., 1999.

E HOWE

A book about children enjoying all of the types of weather.

Huges, Shirley. *Out and About*. New York: Lothrop, Lee & Shepard Books, 1998.

E HUGH

This is a collection of 18 poems about weather and the seasons.

Latta, Sara L. *What Happens in Winter?* Berkeley Heights, NJ: Enslow Publishers, 2006.

508.2 LATT

A scientific look about what happens during the season of winter.

Latta, Sara L. *What Happens in Spring?* Berkeley Heights, NJ: Enslow Elementary, 2006.

508.2 LTT

Introduces children to the various things that happen in the spring season.

Lesser, Carolyn. *What a Wonderful Day to Be a Cow*. New York: Knopf, 1995.

E LESS

This concept book explores a farm through the twelve months of the year.

MacAulay, Kelley. *Changing Weather: Storms*. New York: Crabtree Pub, 2006.

551.55 MACA

This book introduces children to the various types of storms. It uses actual photographs to illustrate the weather.

MacLeanna, Cathy. *Chicky Chicky Chook Chook*. New York: Boxer Books, 2007.

E MACL

An onomatopoeic story about animals that play in the sun, until the rain comes.

Moncure, Jane Belk. *Here We Go 'round the Year*. Mankato, Minn.: Child's World, 2001.

E MONC

Twelve bears describe the weather and various activities associated with each month of the year.

Pearson, Susan. *My Favorite Time of Year*. New York: Harper & Row, 1998.

E PEAR

A family enjoys the different activities of the seasons.

Quattlebaum, Mary. *Winter Friends*. New York: Doubleday Book for Young Readers, 2005.

811 QUAT

A collection about friends during the wintertime.

Rabe, Tish. *Oh Say Can You Say What's the Weather Today?* New York: Random House, 2004.

551.6 RABE

The cat and friends travel in a hot air balloon through different types of weather. Along the way they learn about the tools that are used to predict the weather.

Rogers, Paul. *What Will the Weather Be Like Today?* New York: Greenwillow Books, 1990.

E ROGER

This is a book about the different types of weather.

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

Schulman, Janet. *A Bunny for all Seasons*. New York: Alfred A. Knopf, 2003.

E SCHU

A bunny enjoys going to a garden during every season.

Sloat, Teri. *Framer Brown Goes Round and Round*. New York: DK Pub, 1999.

E SLOA

After a tornado, Farmer Brown's animals are all mixed up.

Stein, David Ezra. *Leaves*. New York: G.P. Putnam's Sons, 2007.

E STEI

A young bear explores the leaves during his first fall.

Stiefel, Chana. *Thunderstorms*. New York: Children's Press, 2009.

551.554 STIE

A book that explores thunderstorms in a factual manner.

Velthuijs, Max. *Frog in Winter*. New York: Tambourine Books, 1993.

E VELT

A frog struggles with the harsh weather of winter, but his friends are there to help him.

Vigna, Judith. *Boot Weather*. Niles, Ill.: Whitman, 1989.

E VIGN

Kim, takes her dad's boots for an adventure in the snow.

Wallace, Karen. *Whatever the Weather*. New York: DK Pub, 1999.

551.6 WALL

A look at the various types of weather, this book uses actual photos to depict the different types of weather.

Wallace, Nancy Elizabeth. *Leaves! Leaves! Leaves!* New York: Cavendish Children's Books, 2003.

E WALL

A mamma and baby bear explore the different seasons.

Yolen, Jane. *Welcome to the Ice House*. New York: Putnam, 1998.

E YOLE

This story is an illustrated poem about the seasons in Alaska.

## 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.

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

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

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

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

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

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

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

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

## WEBSITE RESOURCES

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

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

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

Lots of fingerplays, arranged alphabetically, not by theme.

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

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

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

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

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

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

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

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

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

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