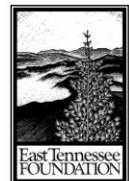
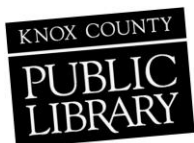


# All About Me

**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. Before you return your *Storytimes to Go*, **please take a moment to complete the included evaluation**, as this helps us in our efforts to best meet your needs. If you have any questions or comments, please contact the Children’s Room at 215-8725.

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 cursive script that reads 'Myretta Black'.

Myretta Black  
Director  
Knox County Public Library

A handwritten signature in cursive script that reads 'Fredda Williams'.

Fredda Williams  
Children’s Consultant  
Knox County Public Library

A handwritten signature in cursive script 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.





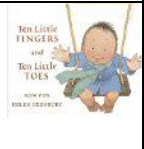

Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.


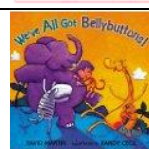
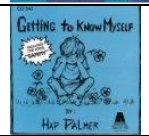
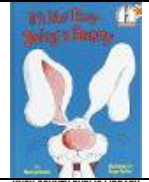



# CONTENTS LIST

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. Replacement costs are **in addition to** a \$5 processing fee.

## Books and Music

Picture	Author and Title	Replacement Fee
	Bornstein, Ruth. <i>Little Gorilla</i>	\$15.00
	Carlson, Nancy. <i>I Like Me</i>	\$16.99
	Chodos-Irvine, Margaret. <i>Ella Sarah Gets Dressed</i>	\$16.00
	Emberley, Ed. <i>Go Away, Big Green Monster!</i>	\$10.99
	Fox, Mem. <i>Ten Little Fingers and Ten Little Toes</i>	\$16.00
	Henkes, Kevin. <i>Chrysanthemum</i>	\$17.89

Picture	Author and Title	Replacement Fee
	Martin, Bill and John Archambault. <i>Here Are My Hands</i>	\$16.95
	Martin, David. <i>We've All Got Bellybuttons</i>	\$15.99
	Palmer, Hap. <i>Getting to Know Myself (Audio CD)</i>	\$13.99
	Sadler, Marilyn. <i>It's Not Easy Being a Bunny</i>	\$8.99
	Teacher's Manual	\$10







## Flannelboard Materials

Title or Material	Notes	Replacement Fee
Clancy the Clown	9 pieces	\$10
You Look Ridiculous	10 pieces	\$10



## CONTENTS LIST (CONT.)

### Manipulatives

Picture	Name	Notes	Replacement Fee
	Human X-Rays	19 pieces (plus one English label and one Spanish label for each piece)	\$23.70
	Shatterproof Safety Mirrors	12 mirrors	\$2 each, \$19.95 set
	Sad Girl Puppet		\$6.87
	Angry Boy Puppet		\$6.87
	Happy Girl Puppet		\$6.87
	Embarrassed Boy Puppet		\$6.87

# FLANNELBOARD SCRIPT: Clancy the Clown

## 9 pieces included

Clancy was a clown in a circus. Every day he put on a funny face that made the children clap and laugh. Then he did somersaults and rode a pig. Clancy blew a trumpet and that made the children clap and laugh too.

One day Clancy went to put on his funny face. He put on his silly eyes. *(Place eyes.)*

He put on his happy mouth. *(Place mouth.)*

He put on his crazy hair. *(Place hair.)*

But Clancy Clown could not find his funny nose. "I know my nose," said Clancy Clown. "My nose is round and red. Where is my funny nose?"

Clancy found a nose that looked like this... *(Place blue square in nose position between eyes and mouth.)*

It was a blue square nose. Was this Clancy Clown's nose? *(Encourage the children to say no!)*

"No," said Clancy Clown. "This is not my nose. This is a blue square nose. My nose is red and round. *(Remove blue nose.)* I know my nose!"

Clancy found a nose that looked like this... *(Place a green triangle.)* It was a green triangle nose. Was this Clancy Clown's nose? *(Let children answer.)*

"No," said Clancy Clown. "This is not my nose. This is a green triangle nose. My nose is red and round. *(Remove green nose.)* I know my nose!"

Clancy found a nose that looked like this... *(Place a big yellow circle.)* It was a big yellow round nose. Was this Clancy Clown's nose? *(Let children answer.)*

"No," said Clancy Clown. "This is not my nose. This is a round nose, but it is big and yellow! My nose is red and round. *(Remove yellow nose.)* I know my nose!"

Clancy found a nose that looked like this... *(Place a tiny purple circle.)* It was a tiny purple nose. Was this Clancy Clown's nose? *(Let children answer.)*

"No," said Clancy Clown. "This is not my nose. This is a round nose, but it is tiny and purple! My nose is red and round. *(Remove purple nose.)* I know my nose!"

Then Clancy Clown found a nose that looked like this... *(Place a red circle.)* It was a round nose. It was a red nose. Was this Clancy Clown's nose? *(Let children answer.)*

"Yes! It is my nose," said Clancy Clown. Clancy Clown went out to turn somersaults and ride a pig and blow his trumpet so the children would clap and laugh. Clancy Clown knows his nose – and now so do you!

# FLANNELBOARD SCRIPT: You Look Ridiculous

## 10 pieces included

Based on Book by Bernard Waber

*This can be an interactive story if you and the children point to all the parts that are mentioned in the story.*

Once there was a happy little hippopotamus.

One day, walking through the jungle, she met Rhinoceros.

“Good morning,” said the happy little hippo. “How are you?”

Rhino said, “Well, I’m better than you – you look ridiculous! Where is your horn?”

*(Point to your nose.)*

“I don’t have a horn,” said Hippo. “I didn’t think I needed one.”

“You’d better find one fast,” said Rhino. “You look silly without one.”

Off went Hippo to find a horn.

Presently, she met Elephant.

“Oh Elephant,” said Hippo, “Do you know where I might find a horn? Rhino says I look ridiculous without one.” *(Point to nose.)*

Elephant looked at Hippo and said, “You don’t need a horn! But – where are your ears?” *(Point to your ears.)*

“Well, they’re right here,” said Hippo.

Elephant said, “Those? Those are ridiculous! You need big, big ears to flap in the breeze! That’s what you need!” *(Flap your ears back and forth.)*

Hippo walked on, feeling a little sadder.

Pretty soon she saw Lion.

“Oh Lion,” called Hippo, “Do you know where I might find a horn and some big ears?” *(Point to your nose and ears.)*

“Rhino and Elephant say I look ridiculous without them.”

Lion looked at Hippo and said, “Nonsense! You don’t need any of that! But – where is your mane?” *(Shake your hair.)*

“Your long hair? I mean, really! What do you shake in the breeze, like me? That’s what you need – a mane.” Hippo walked on, feeling even sadder.

*Keep pointing to all the parts as anyone mentions them. Encourage the children to point too.*

Pretty soon she saw Mrs. Giraffe.

“Oh Mrs. Giraffe,” called out Hippo, “Do you know where I might find a horn, some big ears and a mane? Everyone says I look ridiculous without them.”

Mrs. Giraffe looked at Hippo and said, “Oh, my dear, you don’t need any of that. But – where on earth is your neck?”

Hippo looked down, but she couldn’t see her neck. “I know it’s here somewhere,” she said.

Mrs. Giraffe said, “That stubby thing? No, no, no. You need a l-o-n-g neck, like mine, so you can reach all the good leaves to eat. That’s what you really need.”

Hippo walked on, feeling quite sad.

All of sudden, Leopard leaped in front of her.

“Hey there, Hippo! How are you?” said Leopard.

“Not very well,” said Hippo sadly. “Do you know where I might find a horn, some big ears, a mane and a long, long neck?”

“Why would you want all of that?” asked Leopard. “But – where are your spots?”

“Hippos don’t have spots,” said Hippo.

## FLANNELBOARD SCRIPT: You Look Ridiculous (CONT.)

"You look pretty – well, plain – without them. Get you some spots and you'll look a lot better," said Leopard, and off he bounded.

Hippo was very, very sad, and decided to just go home. She was walking home when she met Monkey.

"Hi Hippo," said Monkey, "Why so glum?"

"Oh," sighed Hippo. "Everybody says I look ridiculous because I don't have a horn or big ears or a long mane or some spots. I'm just going to go home."

Monkey said, "Home's a long way away; why don't you swing home by your tail. By the way – where IS your tail?"

"Right here," said Hippo, wagging her little tail.

"THAT?" said Monkey. "There's your problem. You need a long tail, like me. Then you could swing through the trees and get wherever you wanted to go." And off swung Monkey.

Poor Hippo. She could hardly wait to get home. As she got close to the river, she met Turtle.

"Hi, Turtle," said Hippo sadly.

"Why Hippo," said Turtle. "What's wrong?"

Hippo gave a big sigh. "Everyone says I look ridiculous because I don't have a horn or big ears or a mane or a long neck or spots or a long tail. I'm going home to hide."

"Where is your home?" asked Turtle. "My home is right here, on my back. If you had a nice shell like me, you could be home right now. Maybe that's what you need – a shell to crawl into."

Hippo walked home very sadly, and cried herself to sleep.

And as she slept, she had a dream. In her dream, she dreamed that she had a horn, big ears, a mane, a long neck, spots, a long tail and a shell. And this is what she looked like. *(Put figure up on board. Let the audience tell you the animal.)*

Now she had the horn like \_\_\_\_\_, the big ears like \_\_\_\_\_, the mane like \_\_\_\_\_, the long neck like \_\_\_\_\_, the spots like \_\_\_\_\_, the long tail like \_\_\_\_\_ and the shell like \_\_\_\_\_.

And in her dream, she ran to all the other animals, calling out. "Look! Look! I have all those things now! Aren't I wonderful?"

The other animals took one look at her and said, "EEEEEEEEEEK! A MONSTER!" and ran away.

"A monster?" said Hippo, "Me?" She ran to look in the mirror. "EEEEEEEEEEK! I AM a monster!" Hippo screamed so loudly that she woke herself up. She raced to the mirror to look at herself – and saw a nice plain little Hippopotamus. "Whew!" said Hippo, "I don't need a horn, big ears, mane, long neck, spots, long tail or shell! I'm so glad to be myself exactly as I am!"

# FLANNELBOARD SCRIPT: A Bunny Called Nat

*As you read or tell the story, have the students chant or sing the poem along with you. Have students add on sections of the story describing what might have happened if Nat had turned himself into another color.*

Once upon a time there was a little gray rabbit and his name was Nat. One day he looked around and saw that all his brothers and sisters, cousins and friends were gray too. He thought he would like to be different from them. So he said:

“I’m a bunny called Nat  
I’m funny and fat,  
And I can change my color  
Just like that.” *(Snap your fingers.)*

And suddenly Nat was a blue bunny. He was blue like the sky and blue like the sea. He was blue like the twilight and blue like the dawn. It felt nice and cool to be blue. He decided to take a look at himself in the pond. He hurried to the edge and admired his reflection in the water. He leaned over so far that SPLASH! he fell into the pond. Nat fell deep into the blue water and he couldn’t swim. He was frightened. He called for help. His friends heard him, but when they came to the pond they couldn’t see him because he was blue just like the water. Fortunately, a turtle swam by and helped Nat get safely to the shore. Nat thanked the turtle. He decided that he didn’t like being blue. So he said:

*(Repeat the poem.)*

And this time, what color did he change himself to? Yes, he was yellow – yellow like the sun, yellow like a daffodil, yellow like a canary bird. Yellow seemed like such a happy color to be. He was very proud of his new color, and he decided to take a walk through the jungle. Who do you think he met in the jungle? He met his friends the lion and the tiger. The lion and the tiger looked at Nat’s yellow fur and said, “What are you doing in that yellow coat? We are the only animals in this jungle that are supposed to be yellow.” And they growled so fiercely that Nat the bunny was frightened and he ran all the way home. He said:

*(Repeat the poem.)*

And this time what did he change his color to? Yes, he was green. He was green like the grass and green like the leaves of the trees. He was green like a grasshopper and green like the meadow. As a green bunny, Nat thought he’d be the envy of all the other bunnies. He wanted to play with his other bunny friends in the meadow. Since he was the color of the grass in the meadow, he could not be seen and his friends just ran and jumped about him not seeing him at all or mistaking him for a grasshopper. So Nat the bunny had no one to play with while he was green. Being green wasn’t much fun. So he said:

*(Repeat the poem.)*

And what color was he then? Right, he was orange. He was orange like a carrot, orange like a sunset, orange like a pumpkin – he was the brightest color of all. He decided he would go out and play with all his brothers and sisters and friends. But what do you suppose happened? When his friends saw him, they all stopped playing and started to laugh, “Ha, ha, whoever heard of an orange bunny?” No one wanted to play with him. He didn’t want to be orange any more. He didn’t want to be a blue bunny because if he fell into the pond no one could see him to save him. He didn’t want to be a yellow bunny and be frightened by the lion and the tiger. He didn’t want to be a green bunny because then he was just like the meadow and none of his friends could see him. And so he said:

*(Repeat the poem.)*

Do you know what color Nat the bunny changed himself to this time? Yes, you’re right. He changed himself back to gray. And now that he was gray all of his friends played with him. He was gray like a rain cloud, gray like an elephant, gray like pussy willows. It felt warm and comfortable being gray. From that time on, Nat the bunny was always happy being a gray bunny, and he decided that it’s really best being just what you are!

# FLANNELBOARD PATTERN: A Bunny Called Nat

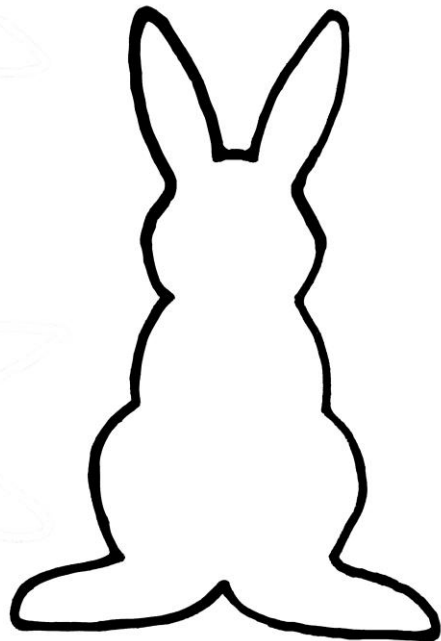
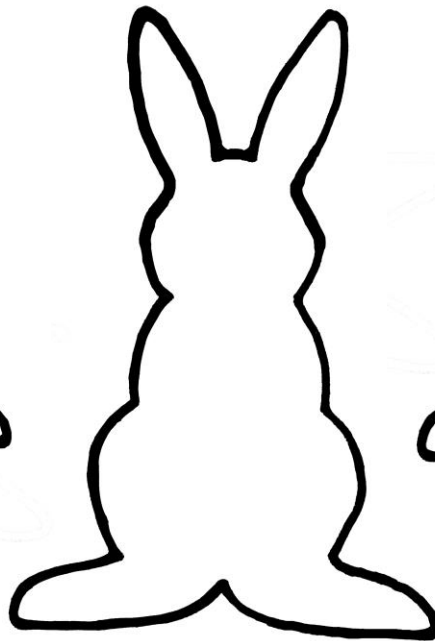
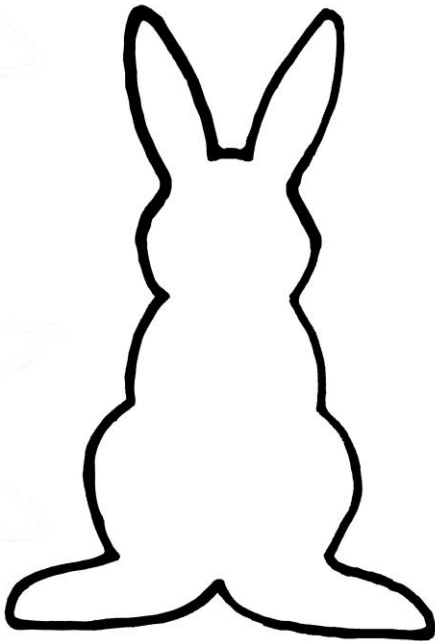
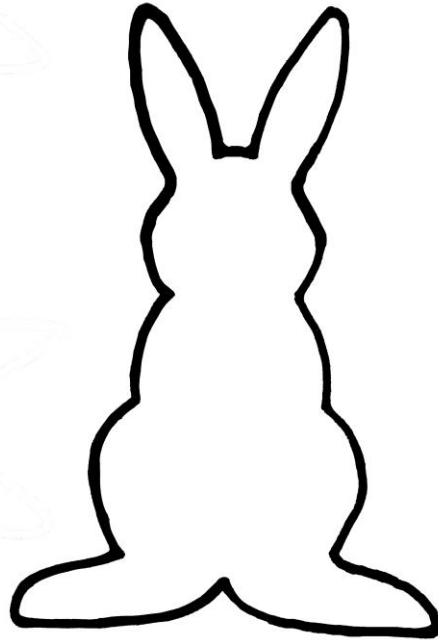
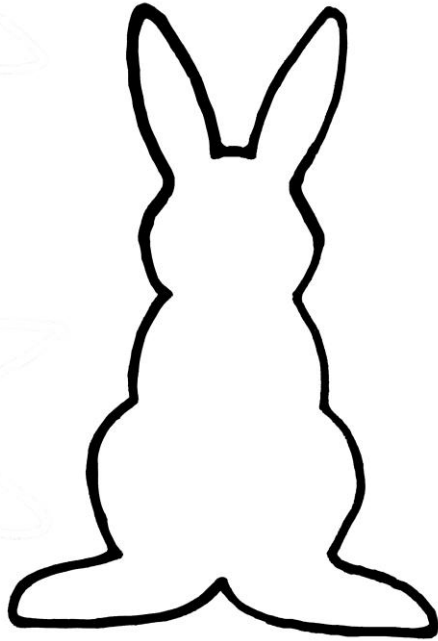
*Bunny pattern for  
"Bunny Named Nat"*

*Drawn by  
Wes Feathers*



*Flora Joy, Storytelling*

# FLANNELBOARD PATTERN: A Bunny Called Nat



# SONGS AND FINGERPLAYS

## Hands on Shoulders

Hands on shoulders, hands on knees,  
Hands behind you, if you please.  
Touch your hair,  
Now your toes.  
Hands up high in the air,  
Down at your sides, now touch your hair.  
Hands up high, as before,  
Now clap your hands, one, two, three, four!

## Head, Shoulder, Knees, and Toes

*(touch body parts throughout)*  
Head, shoulders, knees and toes,  
Knees and toes, knees and toes,  
Head, shoulders, knees and toes,  
Knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes,  
Knees and toes, knees and toes.

## If You're Happy

If you're happy and you know it,  
Clap your hands!  
If you're happy and you know it,  
Clap your hands!  
If you're happy and you know it,  
Then you really ought to show it.  
If you're happy and you know it,  
Clap your hands!

## All By Myself

There are many things that I can do,  
All by myself. *(point to self)*  
I can comb my hair and lace my shoe,  
*(pretend to comb and tie)*  
All by myself. *(point to self)*  
I can wash my hands and wash my face,  
*(pretend to wash)*  
All by myself. *(point to self)*  
I can put my toys and blocks in place,  
*(pretend to pick up items)*  
All by myself. *(point to self)*

## Bend and Stretch

Bend and stretch so way up high,  
*(bend, straighten, stretch arms up)*  
Stand on tiptoe, touch the sky.  
*(raise up on toes, stretch arms up)*  
Bend and stretch and see me grow,  
*(bend, straighten, stretch arms up)*  
I'm so tall from head to toe.  
*(touch head and then toes)*

## Crackers and Crumbs

Crackers and crumbs,  
*(clap hands on crackers, slap knees on crumbs)*  
Crackers and crumbs. *(repeat)*  
Show me your fingers,  
*(hold out hands, wiggle fingers)*  
Show me your thumbs. *(hold up thumbs)*  
Show me your eyes, *(point to eyes)*  
Show me your ears. *(touch ears)*  
They'll grow big  
*(stretch arms slowly up on last lines)*  
In the next ten years.

## Exercise Song

*(suit actions to words)*  
I'll put my hands in my lap,  
My feet together so,  
I'll sit up as straight as straight can be,  
For that is right you know.  
I'll stand up straight and tall,  
Hands at my side just so,  
I'll look in front and do the thing  
That is just right, you know.  
I'll march and march around,  
With steps just fast or slow.  
I'll make no noise as I go around  
For this is right, you know!

## See Me Grow

When I was a baby,  
I was very, very small. *(crouch down low)*  
Then I grew and grew, *(slowly stand)*  
And grew, and grew. *(stand tall)*  
Look at me, Daddy! *(point to self)*  
I'm TALL!  
*(stretch arms high over head, stand on toes)*



## SONGS AND FINGERPLAYS (CONT.)

### Growing

When I was one, I was so small  
*(crouch down)*  
I could not speak a word at all.  
*(shake head)*  
When I was two I learned to talk,  
*(stand up)*  
I learned to sing,  
I learned to walk.  
*(march in place)*  
When I was three I grew and grew,  
*(stretch tall)*  
Now I am four and so are you!  
*(hold up four fingers)*

### I am in Between

Giraffes are tall,  
*(hold hands high)*  
Monkeys are small,  
*(hold hands low)*  
And zebras are in between.  
*(hold hands at waist level)*  
Grownups are tall,  
*(stand on tiptoe)*  
Babies are small,  
*(crouch low)*  
And I am in between!  
*(stand and point to self)*

### I Measure Myself

I measure myself  
from my head to my toes  
I measure my arms,  
starting here by my nose.  
I measure my legs and I measure me all  
I measure to see if I'm growing tall.

### My Eyes

Here are my eyes, one and two.  
*(point to each eye)*  
I give a wink and so can you.  
*(wink one eye)*  
When they're open they see the light.  
*(open eyes wide)*  
When they're closed it's dark as night.  
*(close eyes)*

### Eye Winker

Eye Winker, *(point to eyes)*  
Tom Tinker, *(point to ears)*  
Nose Smeller, *(point to nose)*  
Mouth Eater, *(point to mouth)*  
Chin Chopper, *(tap chin)*  
Chin Chopper, Chin Chopper,  
Chin Chopper Chin.

### Eyes to See With

*(suit actions to words)*  
Eyes to see with,  
Ears to hear with,  
Nose to smell with,  
Teeth to chew.  
Feet to run with,  
Hands to work with,  
I'm a lucky child,  
Aren't you?

### Touch Your Nose

Touch your nose,  
Touch your chin;  
That's the way this game begins.

Touch your eyes,  
Touch your knees,  
Now pretend you're going to sneeze.

Touch your hair,  
Touch one ear;  
Touch your two red lips right here.

Touch your elbows  
Where they bend;  
That's the way this touch game ends.

## SONGS AND FINGERPLAYS (CONT.)

### Here Are My Ears

*(suit actions to words)*

Here are my ears.  
Here is my nose.  
Here are my fingers.  
Here are my toes.  
Here are my eyes,  
Both open wide.  
Here is my mouth  
With white teeth inside.  
Here is my tongue  
That helps me speak.  
Here is my chin,  
And here are my cheeks.  
Here are my hands  
That help me play.  
Here are my feet  
For walking away.

### Penny Thumbkins

**(Tune: "Little Robin Redbreast")**

Penny Thumbkins upstairs,  
*(move thumbs upward)*  
Penny Thumbkins down,  
*(move thumbs below shoulders)*  
Penny Thumbkins dancing,  
*(dance thumbs)*  
All around the town.  
Dancing on my shoulders,  
*(dance thumbs on shoulders)*  
Dancing on my head,  
*(dance thumbs on head)*  
Dancing on my knees now,  
*(dance thumbs on knees)*  
Tuck them into bed.  
*(tuck thumbs under arms)*

Repeat with:  
Pointer finger...  
Tall finger...  
Ringer finger...  
Pinky finger...  
Family is...

### This Is My Right Hand

This is my right hand, *(hold up right hand)*  
I raise it up high. *(stretch arm high)*  
This is my left hand, *(hold up left hand)*  
I'll touch the sky. *(stretch arm high)*  
Right hand, left hand,  
*(hold up each hand in turn)*  
Roll them round and round.  
*(roll hands one over the other)*  
Left hand, right hand,  
*(hold up each hand in turn)*  
Pound, pound, pound.  
*(pound fist of one hand into palm of other)*

### Tommy Thumbs

Tommy Thumbs up and  
*(thumbs up, both hands)*  
Tommy Thumbs down,  
*(thumbs down)*  
Tommy Thumbs dancing  
*(thumbs up and bounce to the right)*  
All around the town.  
*(bounce to the left in front of you)*  
Dance 'em on you head,  
*(bounce them on your head)*  
Dance 'em on your knees and  
*(bounce them on your knees)*  
Tuck them into bed.  
*(fold arms hiding hands)*

### Ten Little Fingers

*(children point to body as they repeat words)*  
I have ten little fingers and ten little toes.  
Two little arms and one little nose.  
One little mouth and two little ears.  
Two little eyes for smiles and tears.  
One little head and two little feet.  
One little chin, that's me, complete.

### With Our Hands

With our hands we clap, clap, clap,  
*(clap three times)*  
With our feet we stamp, stamp, stamp.  
*(stamp three times)*  
We hop three times as high as can be  
*(hop three times)*  
And then we say "Hey! Look at me!"  
*(point to self)*

## SONGS AND FINGERPLAYS (CONT.)

### The Finger Band

(Tune: "Mulberry Bush")

The finger band is coming to town,  
(wiggling fingers, move hands from behind back to front)

Coming to town, coming to town.  
The finger band is coming to town,  
So early in the morning.

This is the way they wear their hats,  
(hands form pointed hats on heads)  
Wear their hats, wear their hats.  
This is the way they wear their hats,  
So early in the morning.

[Repeat with...]

This is the way they wave their flags  
(hands above head, wave back and forth)  
This is the way they beat their drums  
(beating motion with hands)  
This is the way they blow their horns  
(hands cup mouth like hor.)  
This is the way they clash their cymbals  
(clap hands together)  
This is the way they march along  
(stand tall, march lifting feet high)

The finger band is going away,  
(wiggling fingers, move hands from front to behind back)  
Going away, going away.  
The finger band is going away,  
So early in the morning.

### Everybody Has a Name

Some are different,  
Some the same.

Some are short,  
Some are long.  
All are right,  
None are wrong.

My name is \_\_\_\_\_  
It's special to me.  
It's exactly who I want to be!

### Where is Thumbkin?

(Tune: Frere Jacques)

Where is Thumbkin?  
(hands behind back)  
Where is Thumbkin?  
Here I am!  
(right thumb extended in front)  
Here I am!  
(left thumb extended)  
How are you this morning?  
(wiggle right thumb)  
Very well, I thank you.  
(wiggle left thumb)  
Run and play.  
(right hand behind back)  
Run and play.  
(left hand behind back)

[Repeat with...]

Pointer (index finger)  
Tall-one (middle finger)  
Ring-one (ring finger)  
Baby (little finger)  
Everyone (all fingers)

### Mirror, Mirror

I look in the mirror and who do I see?  
A very wonderful, special me!  
(point to self)  
With sparkling eyes all shiny and bright,  
(point to eyes)  
My smile shows my teeth, all pearly white.  
(smile and point to teeth)  
It certainly is great to be  
This very wonderful, special me!

## 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

Aliki. *All By Myself!* New York: HarperCollins Publishers, 2000.  
E ALIK

Simple text and picture clues illustrate a preschooler's independence through his daily morning routine without his parent's reinforcement. Recommended for ages three to six.

Andreae, Giles. *Giraffes Can't Dance*. New York: Orchard Books, 2001.  
E ANDR

Bright watercolors and rhyming text shows every child can be unique and wonderful. Recommended for ages three to six.

Appelt, Kathi. *Incredible Me!* New York: HarperCollins, 2003.  
E APPE

Rhymes and energetic illustrations focus on individuality and basic body parts. This book is intended to help boost preschoolers' self-esteem.

Arnold, Tedd. *Even More Parts: Idioms from Head to Toe*. New York: Dial Books for Young Readers, 2004.  
E ARNO

Bright, chaotic artwork illustrates a child literally living a phrase that includes an idiom or other figures of speech. A fun book for sharing aloud.

Arnold, Tedd. *More Parts*. New York: Dial Books for Young Readers, 2001.  
E ARNO

This book helps explain twisted idioms, such as "give me a hand" or "hold your tongue," in a light-hearted but informative way.

Arnold, Tedd. *Parts*. New York: Dial Books for Young Readers, 1997.  
E ARNO

Whimsical cartoons help children try to make sense of their body parts and ease fears they might be hesitant to share. Recommended for ages three to eight.

Beaumont, Karen. *I Like Myself!* Orlando: Harcourt, 2004.  
E BEAU

Full of imagination, rhyming texts and wild illustrations, this book encourages preschoolers to appreciate everything about their selves.

Berkner, Laurie. *The Story of My Feelings*. New York: Scholastic, 2007.  
E BERK

Simple illustrations and the message that it is ok to have and express different feelings helps provide comfort to children. Recommended for ages three to six.



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

Cameron, C. C. *One For Me, One For You*. Brookfield: Roaring Brook Press, 2003.

E CAME

Simple mathematical themes and the idea of sharing give this story a dual purpose. Recommended for ages three to six.

Carlson, Nancy L. *Think Big!* Minneapolis: Carolrhoda Books, 2005.

E CARL

Cheerful cartoon illustrations and charming characters add to this book's positive message that while being little has its advantages, it helps to think big. Good for discussion about self-esteem and confidence. Recommended for preschool to grade two.

Cote, Nancy. *It's All About Me!* New York: G.P. Putnam's Sons, 2005.

E COTE

Simple rhyming language and captioned illustrations displayed in the form of a photo album explores the growth and development of a loving, caring family. Recommended for preschoolers who have a new family member on the way.

Curtis, Jamie Lee. *Today I Feel Silly & Other Moods That Make My Day*. New York: HarperCollins Publishers, 1998.

E CURT

Rhyming text relates childlike emotions to a reason for a girl's ever-changing mood. Recommended for ages three to six.

Donovan, Mary Lee. *Won't You Come Play with Me?* Boston: Houghton Mifflin, 1998.

E DONO

Simple characterization and cheerful colors illustrate a day's play with a boy with a list of things to do and plenty of distractions. Recommended for ages two to seven.

Ehlert, Lois. *Hands*. San Diego: Harcourt Brace, 1997.

E EHLE

This interactive book written from the perspective of a young child celebrates the efforts of young artist through a narrative explaining how mom and dad make things. Recommended for ages three to six.

Evans, Lezlie. *Sometimes I Feel Like a Storm Cloud*. Greenvale: Mondo, 1999.

E EVAN

The rhythm and sound of words and bright action pictures illustrate a girl's changing moods. Preschoolers, ages two to six, will like the intensity of emotion as well as learning about the similes that connect their emotions to the world.

London, Jonathan. *Froggy Gets Dressed*. New York: Viking, 1992.

E LOND

Colorful illustrations and an amusing storyline depicts Froggy as he bundles up for wintertime play. Good for use with groups of preschoolers.



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

Miller, David. *Just Like You and Me*. New York: Dial Books for Young Readers, 2001.  
E MILL

Bright, colorful pictures explore the behavioral relationship between humans and animals. Recommended for group presentation with preschoolers.

Müller, Birte. *I Can Dress Myself!* New York: NorthSouth Books, 2007.  
E MULL

This entertaining picture book illustrates a young, independent rabbit's decision-making process of outfitting herself. Recommended for ages three to six.

Murphy, Mary. *I Feel Happy and Sad and Angry and Glad*. New York: Dorling Kindersley Pub., 2000.  
E MURP

Colorful, eye-catching illustrations and dialogue balloons help children identify their feeling and to begin to understand the nature of friendship. Recommended for ages three to six.

Parr, Todd. *The Feelings Book*. Boston: Little Brown, 2000.  
E PARR

Brightly colored cartoons show that feelings are always changing. Recommended for ages three to six.

Pinkwater, Daniel Manus. *Bear's Picture*. Boston: Houghton Mifflin Company, 2008.  
E PINK

This classic tale shows that the only opinion that matters is your own. Recommended for ages four to seven.

Tarpley, Natasha. *I Love My Hair!* Boston: Little, Brown, 1998.  
E TARP

Pictures and text illustrate the expanding horizon of a young black girl's life as she learns to be proud of her distinctive hair and heritage. Recommended for ages three to six.

Thomas, Pat. *My Amazing Body: A First Look at Health and Fitness*. Hauppauge: Barron's, 2002.  
E THOM

This lively picture book explains many aspects of health and physical fitness that younger children can understand and promotes positive interaction. Recommended for preschool through early school age.

Spelman, Cornelia. [When I Feel Good About Myself](#). Morton Grove: Albert Whitman, 2003.  
E SPEL

Playful art serves as a reminder of the importance of treating oneself and others with respect. Recommended for ages three to six.

## 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](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.