

Colors

KNOX COUNTY PUBLIC LIBRARY





Dear Teacher,

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

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

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

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

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

Myretta Black
Director
Knox County Public Library

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

Fredda Williams
Children’s Consultant
Knox County Public Library

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

Erin Nguyen
Children’s Services Manager
Knox County Public Library

WHY SHARE BOOKS WITH PRESCHOOLERS?

Share books with young children to:

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

Sharing books with preschoolers increases:

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

Shared book experiences help young children to better understand:

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

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

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

THE SIX SKILLS OF EARLY LITERACY

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

Vocabulary: knowing the names of things

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

Print Motivation: one's interest and enjoyment of books

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

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

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

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

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

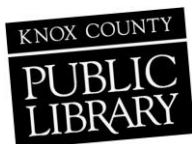
Narrative Skills: being able to tell and understand stories and descriptions

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

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

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

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



USING FLANNELBOARD STORIES AND GAMES WITH CHILDREN

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

Literacy

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

Active Participation

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

Listening Skills and Attention Span

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

Creativity

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

Flexibility for the Teacher

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

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

TIPS FOR CREATING AND USING FLANNELBOARD STORIES

Writing Your Own Stories

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

Making the Figures

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

Making a Flannelboard

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

Storing Materials

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

How do I tell the stories?

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

Should the children handle the pieces?

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

POLICIES AND PROCEDURES

What is the purpose of *Storytimes to Go*?

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

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

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

Who are *Storytimes to Go* intended for?

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

Who can check out *Storytimes to Go*?

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

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

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

What is the checkout period?

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

How much does it cost?

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

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

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

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

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


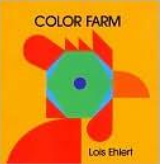


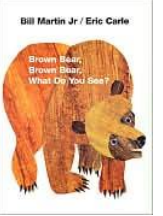
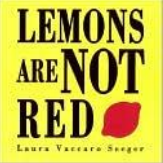
Please be sure to verify the contents of the kit when the kit is checked out and returned. A contents list is included in each kit for your convenience.



CONTENTS LIST

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

Books and Music

Picture	Author and Title	Replacement Cost
	Crews, Donald. <i>Freight Train</i>	\$17.89
	Ehlert, Lois. <i>Color Farm</i>	\$18.89
	Ehlert, Lois. <i>Planting a Rainbow</i>	\$17.00
	Hoban, Tana. <i>Colors Everywhere</i>	\$18.99
	Martin, Bill Jr. <i>Brown Bear, Brown Bear, What Do You See?</i>	\$17.99
	Seeger, Laura Vaccaro. <i>Lemons Are Not Red</i>	\$15.95

Picture	Author and Title	Replacement Cost
	Tafari, Nancy. <i>Blue Goose</i>	\$15.99
	Walsh, Ellen Stoll. <i>Mouse Paint</i>	\$15.00
	Williams, Sue. <i>I Went Walking</i>	\$16.00
	<i>Learning Basic Skills Through Music, Volume 1</i> Music CD	\$15.00
	Teacher's Manual	\$10.00

CONTENTS LIST (CONT.)

Flannelboard Materials

Title	Notes	Replacement Fee
Brown Bear, Brown Bear	8 pieces	\$10.00
Lunch!	6 pieces	\$10.00

Manipulatives

Picture	Name	Notes	Replacement Cost
	Go Away, Big Green Monster Storytelling Puppet Kit	9 pieces	\$10.99
	Discovering Color Viewers	3 pieces	\$39.95
	Let's Go Fishing! Playset	12 pieces	\$29.95
	Fish Puzzle	10 pieces	\$7.99
	Color Wheel Matching Game	17 pieces	\$10.95

FLANNELBOARD SCRIPT: Brown Bear, Brown Bear

8 pieces, included

(based on the book Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.)

Place items on board as you come to them in the rhyme, beginning with the brown bear.

Brown bear, brown bear,
What do you see?
I see a black cat
Meowing at me!

Black cat, black cat,
What do you see?
I see a green snake
Hissing/wiggling at me!

Green snake, green snake,
What do you see?
I see a blue whale
Splashing at me!

Blue whale, blue whale,
What do you see?
I see a pink pig
Oinking at me!

Pink pig, pink pig,
What do you see?
I see a red bird
Flapping at me!

Red bird, red bird,
What do you see?
I see a yellow bee
Buzzing at me!

Yellow bee, yellow bee,
What do you see?
I see cute children
Smiling at me!

FLANNELBOARD SCRIPT: Lunch!

6 pieces, included

(based on the book Lunch! By Denise Fleming)

Put all of the food on the board to start out. Remove each piece as the mouse eats it.

Once there was a little mouse who was hungry.
He looked around for something to eat.
“Hmmm,” he said.
“I’m really in the mood to eat something....orange!”
Is there anything orange he could eat?
Yes!
There was a nice big orange, and Mouse gobbled it up – slurp, slurp, slurp!

But Mouse was still hungry.
“HmMMMM,” he said.
“I’m really in the mood to eat something...red!”
Is there anything red he could eat?
Yes!
There was a nice red apple, and Mouse gobbled it up – slurp, slurp, slurp!

But Mouse was STILL hungry.
He looked around for something to eat.
“HmMMMM,” said Mouse.
“I’m really in the mood to eat something...yellow!”
Is there anything yellow he could eat?
Yes!
There was a nice big banana, and Mouse gobbled it up – slurp, slurp, slurp!

But Mouse was STILL hungry.
He looked around for something to eat.
“HmMMMM,” said Mouse.
“I’m really in the mood for something...purple!”
Is there anything purple he could eat?
Yes!
There were some nice purple grapes, and Mouse gobbled them up – slurp, slurp, slurp!

But Mouse was STILL hungry.
He looked around for something to eat.
“HmMMMM,” said Mouse.
“I’m really in the mood for something...green!”
Is there something green he could eat?
Yes!
There were some nice green peas, and Mouse gobbled them up – slurp, slurp, slurp!

“HmMMMM,” said Mouse.
“I’m really in the mood for...a nap! ZZZZZZZZ”



SONGS AND FINGERPLAYS

Traffic Lights

“Stop!” says the red light.
(freeze in place)

“Go!” says the green.
(run in place)

“Wait!” says the yellow light
(stand still, looking around)

Blinking in between.

If You're Wearing Red Today

(tune: “Mary Had a Little Lamb”)

If you're wearing red today,
Red today, red today,
If you're wearing red today,
Please stand up.

And so on, with other colors.

Colors

Blue is the sky
(point to the sky)

Yellow is the sun,
(form big circle w/ arms over head)

Silver are the stars
(make twinkling motions with fingers)

When the day is done.

Red is the bird
(flap arms)

Green is the tree.
(raise arms overhead like branches)

Brown is the chocolate cake for me!
(rub tummy)

Color Song

(tune: “Are You Sleeping?”)

I see blue, I see blue-
How about you? How about you?
Point to something blue,
Point to something blue-
I can, too. I can, too.

Repeat with other colors.

If Your Clothes Have Any...

(tune: If You're Happy and You Know It)

If your clothes have any green, any green
If your clothes have any green, any green
If your clothes have any green
Wave your hands so you are seen
If your clothes have any green, any green

If your clothes have any red, any red
If your clothes have any red, any red
If your clothes have any red
Put your finger on your head
If your clothes have any red, any red

If your clothes have any blue, any blue
If your clothes have any blue, any blue
If your clothes have any blue
Put your finger on your shoe
If your clothes have any blue, any blue

If your clothes have any yellow...
Stand up and shake like jello

If your clothes have any brown...
Stand up and turn around

If your clothes have any white...
Stamp your feet with all your might

If your clothes have any black...
Put your hands behind your back

OTHER STORYTIMES TO GO AVAILABLE FOR CHECKOUT

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

The following themes are available:

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

ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES

Bassede, Francine. *George Paints His House*. Orchard Books, 1999.
George must decide the best color to paint his house, and gets various suggestions from his friends.

Braun, Sebastien. *Meeow and the Little Chairs*. Boxer, 2009.
A black cat and his friends play with chairs of different colors.

Brown, Margaret Wise. *My World of Color*. Hyperion, c2002.
Introduces the concept of color to children through rhyming verses about items of various colors.

Carle, Eric. *Hello, Red Fox*. Simon & Schuster, c1998.
An interactive story in which Little Frog hosts a birthday party introduces the concept of complementary colors.

Dewan, Ted. *Bing Paint Day*. David Fickling Books, c2003.
Bing Bunny and his friend Flop spend the day painting, experimenting with colors, and making a mess.

Dodd, Emma. *Dog's Colorful Day: A Messy Story About Colors and Counting*. Dutton, 2001, c2000.
As he goes through the day, Dog's white coat manages to collect a number of spots in different colors.

Edwards, Pamela Duncan. *Warthogs Paint: A Messy Color Book*. Hyperion, 2001.
Six warthogs spend a rainy day painting their kitchen, making a mess and learning about mixing colors in the process.

Ehlert, Lois. *Color Farm*. Lippincott, c1990.
Farm animals are illustrated in pages of colorful die-cut shapes such as square, circle, rectangle, and triangle.

Fleming, Denise. *The Everything Book*. Henry Holt, 2000.
This vibrant picture book with lively text and nursery rhymes explores many concepts, including numbers, colors, shapes, and the alphabet.

Gunzi, Christiane. *My Very First Look at Colors*. Two-Can Publishing, 2001.
Introduces the concept of colors for young children.

Hicks, Barbara Jean. *I Like Colors*. Tiger Tales, 2006, c2005.
A simple, rhyming text introduces animals, flowers and children in a variety of colors.

Hoban, Tana. *Is It Red? Is It Yellow? Is It Blue?: An Adventure in Color*. Greenwillow Books, c1978.
Full-color photographs introduce colors and the concepts of shape and size.

Holm, Sharon. *Zoe's Hats: A Book of Colors and Patterns*. Boyds Mills Press, c2003.
The colorful hats Zoe wears are used to illustrate the concepts of color and patterns.

Horacek, Petr. *Butterfly, Butterfly*. Candlewick, 2007.
While searching for a beautiful butterfly a little girl is amazed by all of the other colors in the garden.

Hubbard, Patricia. *My Crayons Talk*. Henry Holt, 1996.
A book of simple rhymes about what crayons "say" to a small girl.

Jackson, Ellen B. *Brown Cow, Green Grass, Yellow Mellow Sun*. Hyperion, 1995.
On a day at the farm, a young boy notices many different colors.



ADDITIONAL KNOX COUNTY PUBLIC LIBRARY RESOURCES (CONT.)

Kann, Victoria. *Pinkalicious*. HarperCollins, c2006.

A little girl loves the color pink, and especially loves pink cupcakes, but when she eats one too many of them, she turns pink.

Lionni, Leo. *A Color of His Own*. Knopf, 2003, c1975.

A chameleon wants to have his own color, just like all the other animals, instead of changing colors according to his surroundings.

Lionni, Leo. *Little Blue and Little Yellow*. 50th Anniversary edition. Knopf, 2009.

Best friends Little Blue and Little Yellow discover that when they hug, they both turn green.

MacKinnon, Debbie. *Eye Spy Colors*. Charlesbridge, 1998.

Based on the familiar game, children are prompted to look through a die-cut hole to see familiar objects in primary and secondary colors.

Micklethwait, Lucy. *I Spy Colors in Art*. Greenwillow, c2007.

Illustrations consisting of fourteen masterpieces of art encourage readers to look for colors in a whole new way.

Mockford, Caroline. *Cleo's Color Book*. Barefoot Books, 2006.

An orange cat named Cleo spends a day looking at the colors in her home and neighborhood.

Rockwell, Anne. *Mr. Panda's Painting*. Macmillan, c1993.

After buying new tubes of paint at the store, Mr. Panda goes home and paints a picture using each of the colors he bought.

Sattler, Jennifer. *Sylvie*. Random House, c2009.

After discovering that she is pink because of the pink shrimp she eats, a young flamingo decides to experiment with foods of different colors.

Spanyol, Jessica. *Carlo Likes Colors*. Candlewick, 2003.

Carlo the giraffe points out all the different colors he sees as he explores his neighborhood.

Thong, Roseanne. *Red is a Dragon: A Book of Colors*. Chronicle Books, 2001.

An Asian-American girl points out all the colors she notices in objects around her.



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.