



# Yadkin County Public Library

presents

## ABC Kids

### Preschool STORYTIME

Building reading skills in  
Children—

From the ground up!



### Featuring the Letter for Junglemania!



Why Parents  
and Grandparents  
are so Important in  
Helping their Children  
get  
Ready to Read

- ◇ You know your child best
- ◇ Children learn best when they are in a good mood, and you know their moods best.
- ◇ You can help your child learn reading skills in ways that are easiest for them.
- ◇ Children learn best by doing things-and they love doing things with you! Take every chance you have to read with your child, tell and talk about stories, say nursery rhymes and sing songs.

At the Yadkin County Public Library, we believe it is important for every child to learn early literacy skills—and the sooner, the better! During our STORYTIME sessions, we will be highlighting one of these six Early Literacy Skills, which include:

*Letter knowledge, Narrative skills, Phonological Awareness, Print awareness, Print motivation, and Vocabulary.*

Today we will be talking about the early literacy skill “Vocabulary”, and demonstrating some ways you can help your child with this skill. ***Vocabulary is kids knowing the names of things, feelings, concepts, and ideas.*** Below are some “Vocabulary ” tips from the *Every Child Ready to Read @ your library* program. We hope that you may be able to use some of these tips at home as you help your child get “Ready to Read”.

- **Go ahead and use words that are unfamiliar to your child. Don’t replace words in books that they may not understand, just explain them.**
- **When you read a book, don’t JUST read the words. Talk about the pictures. Describe what is going on. Leave time for your child to say something back.**
- **Read nursery rhymes with your child. Nursery rhymes expose children to words and rhythm that are not used in everyday conversation. Researchers have found that children who know rhymes find it easier to learn to read.**
- **After reading a book with your child, go back to an interesting picture and talk about it, adding less familiar words.**

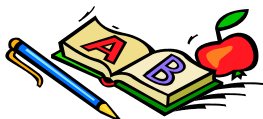
*Every Child Ready to Read @ your library is a project of the Public Library Association and the Association for Library Service to Children, divisions of the American Library Association.*

**EARLY LITERACY FACT:** Your child learns and remembers by having words and books repeated. Be patient as you re-read the same story over and over or answer the same questions over and over.



## Early Literacy

What children know  
about reading and  
writing before they can  
actually  
read and  
write



# Jj

## for Junglemania!



### I Went to the Jungle One Day

*Tune: Muffin Man*

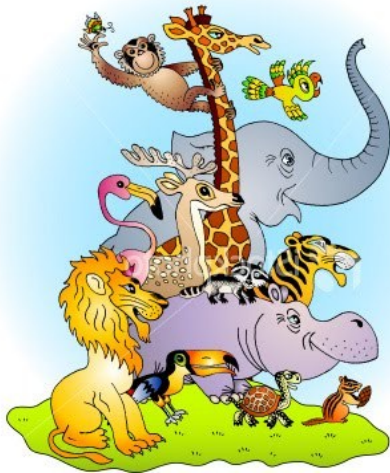
I went to the jungle one day,  
Jungle one day, jungle one day.  
I saw a monkey on the way,  
And this is what he said, "OOH, OOH, OOH, OOH!"

I went to the jungle one day,  
Jungle one day, jungle one day.  
I saw a lion on the way,  
And this is what he said, "ROAR!"

I went to the jungle one day,  
Jungle one day, jungle one day.  
I saw a snake on the way,  
And this is what he said, "HISSSSSSS"



*Continue this song by adding more animals as desired*



For more reading fun, look for the  
following books recommended for  
Preschoolers at the  
Yadkin County  
Public Library today!

ONE DAY IN THE JUNGLE by Colin West  
ROAR! A NOISY COUNTING BOOK by Pamela Duncan Edwards  
ZOO SONG by Barbara Bottner  
ONE MONKEY TOO MANY by Jackie Koller  
LITTLE GORILLA by Ruth Bornstein  
IMAGINE YOU ARE A CROCODILE by Karen Wallace  
SPUNKY MONKEYS ON PARADE by Stuart J. Murphy  
WHERE ARE YOU GOING, MAYONI by Catherine Stock  
ROAR by Patricia Grossman  
DADDY HUG by Tim Warnes  
THE BABY BEEBEE BIRD by Diane Redfield Massie

### Roar, Hiss, and Growl

*Tune: Did You Ever See a Lassie?*

Did you ever hear a [lion], a [lion], a [lion]?  
Did you ever hear a [lion]?  
It sounds just like this.  
It [roars] and it [snarls], it [roars] and it [snarls].  
Did you ever hear a [lion]?  
It sounds just like this.

Additional verses:  
Snake— rattles, hisses  
Monkey—ooh-oohs, aah-aahs  
Hyena—hee-hees, ha-has  
Zebra—whickers, whinnies  
Bear—grumbles, growls



### Down in the Jungle

*(Chant)*

*(Begin by having children slap their hands on their knees and then clap them together to set the rhythm of the chant.)*

Down in the jungle with the beat in your feet,  
Think of an animal that you'd like to meet,  
That you'd like to meet — [ ]  
*(let each child take turns naming a jungle animal)*

A [monkey], a [monkey]! She wants to see a [monkey]!  
*(make appropriate animal sounds)*

### We're Going Through the Jungle

*Tune: The Bear Went Over the Mountain*

We're going through the jungle,  
We're going through the jungle,  
We're going through the jungle,  
What will we see?

*Have children suggest animals they might see in the jungle.*



### The Elephant

An elephant goes like this and that. *(stomp feet)*  
He's terribly big *(raise arms over head)*  
And he's terribly fat *(stretch arms from side to side)*  
He has no fingers *(wiggle fingers)*  
And he has no toes *(wiggle feet)*  
But, goodness gracious, WHAT A NOSE!!! *(point to nose)*

