

Talk Sing Read Write Play

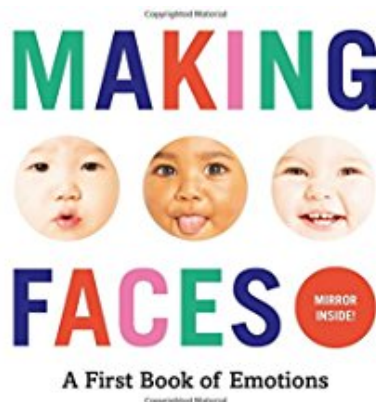
Recommended Books For Every Child Ready to Read Five Practices

Compiled by: Sue McCleaf Nespeca, Kid Lit Plus Consulting
Email: Kidlitplus@gmail.com

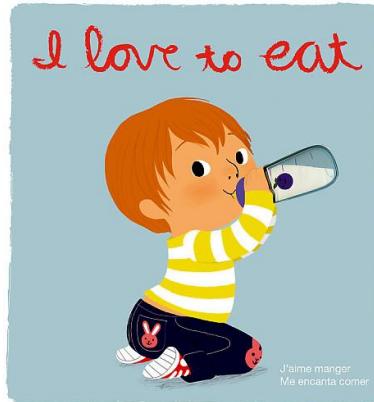
For: Pennsylvania Dept. of Education, Office of Commonwealth Libraries

Five Practices – Talking AGES 0 -3

- Talk to babies throughout the day during mealtimes, diaper-changing time, bathtime and bedtime.
- Introduce babies and toddlers to new words whenever possible. Name items in their environment, but also take them on a nature walk, to a farm, or a zoo.
- Repeat new words so that babies/toddlers will know how to pronounce them when they begin to speak.
- For a child to learn to read, he/she needs to have been introduced to many new words. The size of a child’s vocabulary is a strong predictor of reading success.
- Reading books where the young child can participate by naming animals, colors, or simple objects provides wonderful opportunities for a child to use narrative skills.
- Expand the experience by asking simple questions such as “What color is the lion?” or “How many humps does the camel have?”

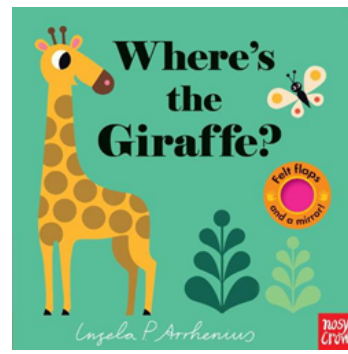


Making Faces: A First Book of Emotions. Abrams Appleseed, 2017. 978-1419723834
Five different facial expressions are demonstrated through photographs: happy, sad, angry, surprised and silly. Young toddlers can imitate the faces, but also are learning new vocabulary words.



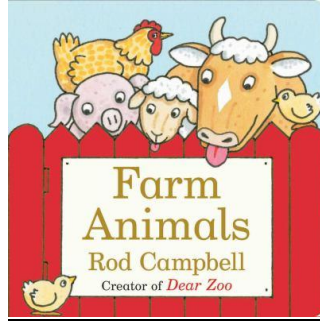
Graux, Amelie. *I Love to Eat.* HMH, 2012. (Series) 978-0547848426

This “point-and-say” book, with one object per page, contains mealtime words that will be familiar to babies and young toddlers. The words are written in English, French and Spanish. Adding to the sharing experience are twelve touch-and-feel surfaces for babies to explore. Model to parents/caregivers how to share the book by first pointing to the object and allowing the child to feel the texture. Then use the word in a sentence to increase talking experiences.



Arrhenius, Ingela. *Where's the Giraffe?* Nosy Crow, 2017. (Series) 978-0763693343

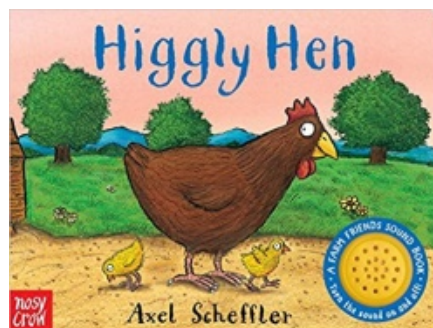
A felt (!) lift-the-flap book that has children identifying different animals such as a lion, giraffe, crocodile and elephant. Young toddlers are introduced to new vocabulary words of less familiar animals.



Campbell, Rod. *Farm Animals*. Little Simon, 2015. 978-1481449847
From the creator of *Dear Zoo* (below), this board book will introduce young listeners to farm animals. When they are able to speak, they can join in on the sounds the animals make.

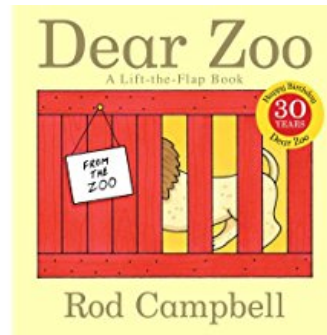


Bee, William. *Stanley's Colors*. Peachtree, 2016. (Series) 978-1561459483
Stanley the hamster, and his little pal Woo, explore colors through different vehicles including his red car, yellow motorcycle, purple train, orange truck, pink hot air balloon, blue motorboat, etc. Young toddlers can identify both colors and vehicles.



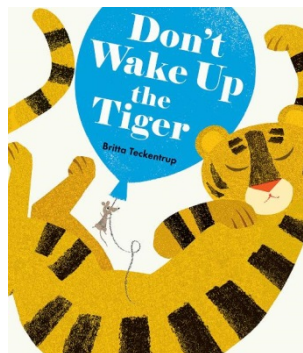
Scheffler, Axel. *Higgly Hen*. Nosy Crow, 2016. 978-0763693244
While Higgly Hen hops off her nest to get something to eat, her eggs hatch and her little chicks run away. While searching for them, children can press a sound button and hear Higgly noisily search for them. Young toddlers can join in on the “clucking” but also can help count the eggs

(numbers 1-6). A companion book is *Cuddly Cow*, where children can make the sounds of different farm animals.



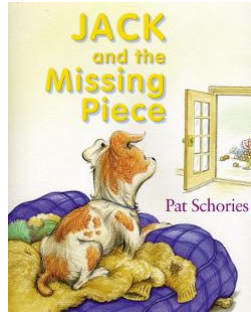
Campbell, Rod. *Dear Zoo*. Little Simon, 2005. 978-1416947370

A young child asks the zoo for a pet and they send different possibilities, but at the end, the best pet happens to be a dog. Model to parents/caregivers how to share this book by allowing the child to lift the flaps and name each hidden animal. Read the story again asking your child to substitute names of animals they wish the zoo would send for a pet. Have children draw a picture with a chubby crayon of an animal they would love to have as a pet. Have them share the name of their pet and describe the animal.

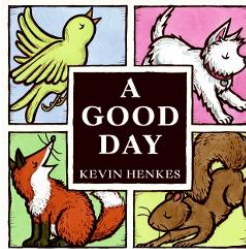


Teckentrup, Britta. *Don't Wake Up Tiger*. Nosy Crow, 2016. 978-0763689964

Tiger is fast asleep but she is blocking the way of all the other animals that are trying to get past her. Finally they fly over her, each holding a balloon. Where are they going and why do they not want to wake up tiger? Children can repeat the words "Don't wake up tiger" and/or also name the animals holding the balloons.



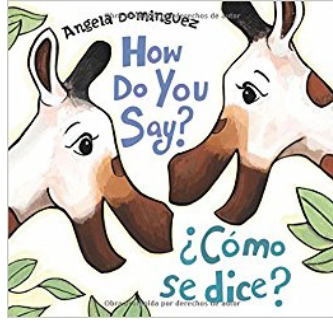
Schories, Pat. *Jack and the Missing Piece*. Front Street, 2004. (Series) 978-1932425178
One of the few series of wordless books that are appropriate for toddlers where they can join in and help tell the story. This title has the extra bonus of depicting alphabet blocks, which leads to a natural extension of playing with alphabet blocks after sharing the story.



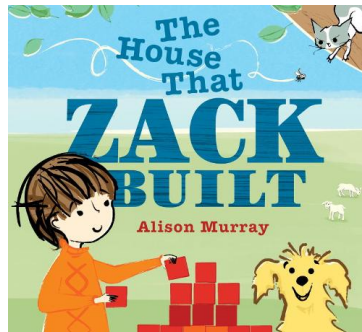
Henkes, Kevin. *A Good Day*. Greenwillow, 2007. 978-0061857782
Four animals start out having a very bad day, but then their luck turns around, even allowing a young girl at the end of the story to have a perfectly wonderful day. This book lends itself to color and animal identification for the youngest listeners.

Five Practices – Talking AGES 3-5

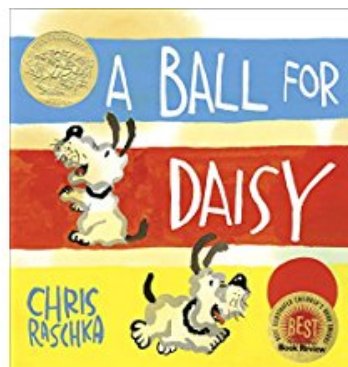
- Share books that allow children to participate in the telling. For example, have them join in repeated phrases or identify animal names etc.
- For parents: Point to the words on signs and read the words aloud to your child when at a store or any public place. Have your child repeat the word.
- For parents: Make up stories with your child while riding in a car or walking to a location. Try to introduce a few new words.
- For parents: Share simple wordless books with your child, telling the story you see in the illustrations. Then have your child retell the story.



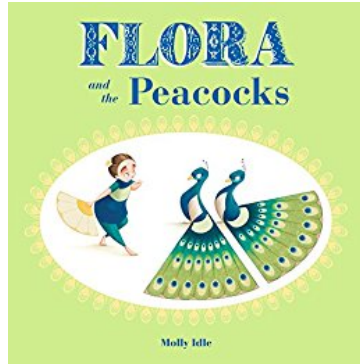
Dominguez, Angela. *How Do You Say? Como se dice?* Henry Holt, 2016. 978-1627794961
Two giraffes are making comments while exploring their world, but one is speaking in English, and the other Spanish. Young children can learn a different language at a very young age, and this book will help children learn simple words in Spanish, such as “comida” for “food.”



Murray, Alison. *The House that Zack Built.* Candlewick, 2014. 978-0763678449
A different version of the well-known cumulative rhyme, this takes place in a barnyard with a fly wreaking havoc everywhere he flies. Children can join in with the repeated word “buzzed” or the phrase “the house that Zack built.”



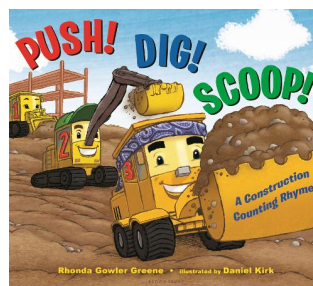
Raschka, Chris. *A Ball for Daisy.* Schwartz & Wade, 2011. 978-0375858611
This Caldecott Medal winning book tells the story completely through the illustrations of a dog that has his ball destroyed by a larger dog. Children can make predictions about what happens next when an adult shares this book.



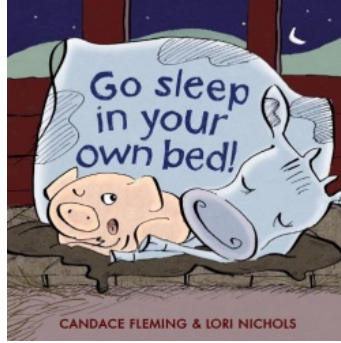
Idle, Molly. *Flora and the Peacocks*. Series. Chronicle, 2016. 978-1452138169
Conflict ensues when Flora's Japanese fan is torn by two peacocks vying for her attention. Flaps and fold-out pages will intrigue children who can help explain the action in this wordless book.



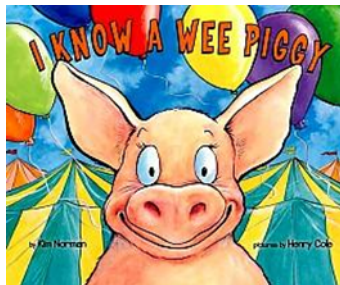
Miyares, Daniel. *Float*. Simon & Schuster, 2015. 978-1481415248
A boy takes his newspaper boat outside on a rainy day and is dismayed when he loses it in a gutter. Not to be deterred, he goes home and makes a paper airplane out of newspaper. Directions for making both are included on the endpapers of the book. This stunning wordless tale can easily be told by children, which is great for narrative skills.



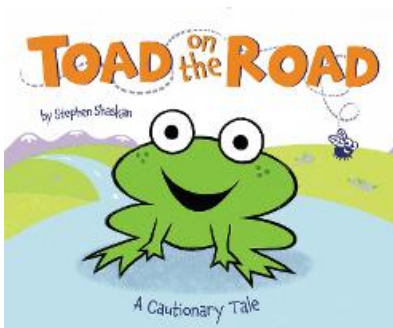
Greene, Rhonda Gowler. *Push! Dig! Scoop! A Construction Counting Rhyme*.
Bloomsbury, 2016. 978-0802735065
Perfect for storytime, this counting and rhyming book can be sung to the tune of the nursery song "Over in the Meadow," except here we have a family of construction vehicles. Children can join in singing the rhyming refrains or can shout out the number of vehicles displayed.



Fleming, Candace. *Go Sleep in Your Own Bed*. Schwartz & Wade, 2017. 978-0375866487
As animals at the farm try to go to bed, they each find another animal in their bed. Each hollers “Go sleep in your own bed!” Children can join in on this repetitious refrain, which makes it a great choice for narrative skills. The last animal chased out of dog’s bed is cat, who is welcomed to her bed by the little girl who lives in the farmhouse. This is both a great storytime choice and also a book to recommend for bedtime reading.

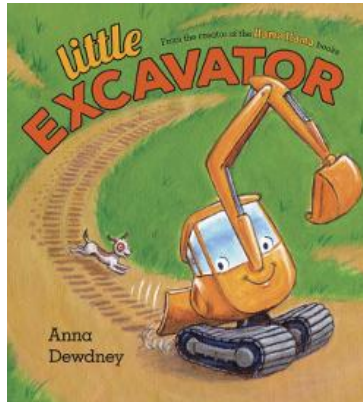


Norman, Kimberly. *I Know a Wee Piggy*. Dial, 2012.
A wee pig escapes from his owner at the county fair and wallows in many colors until he wins the blue ribbon in the art show. Told in the tradition of *I Know an Old Lady Who Swallowed a Fly*, this can also be sung. Whether you read or sing this text, it is the perfect book to have children join in the telling. One method: have a flannel board or magnetic board nearby, and place a colored circle for each color as it is presented. Point to the colors and have children say the correct name at the appropriate time.



Shaskan, Stephen. *Toad on the Road*. Harper, 2017. 978-0-06-239347-0.
Here is a book that will fit well into a preschool storytime program. A toad that is playing on the road causes all types of chaos to a bear on a bike, a croc in a car, and a vole in a van, until

Mama Toad rescues him. There is rhyme (great for phonological awareness) and plenty of opportunities for children to join in on the other repeating rhymes: “Hey, little toad, get out of the way! You could get hurt. That’s no place to play. Vamoose! Skedaddle! Without delay! What do you think your mama would say?” and also the chorus “Toad on the road. Toad on the road. Oh no! Oh no! There’s a toad on the road.” Lots of fun.



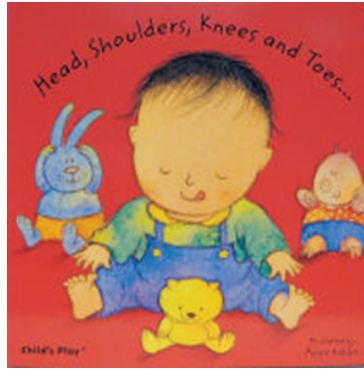
Dewdney, Anna. *Little Excavator*. Anna Dewdney. Viking, 2017. 978-1-101-99920-2.

By the creator of the *Llama Llama* books comes a completely different book from this author. Little E (excavator) tries his best to work along with the big rigs at the construction site, but he either gets in the way or falls over. Construction equipment is everywhere: a bulldozer, a loader, a dump truck, a backhoe, and a crane. What makes this a great choice for early literacy skills is the rhyming text and onomatopoeia with the wonderful machine-like noises: “Pusha-push-smusha-smusha SMASH SMASH SMASH!”

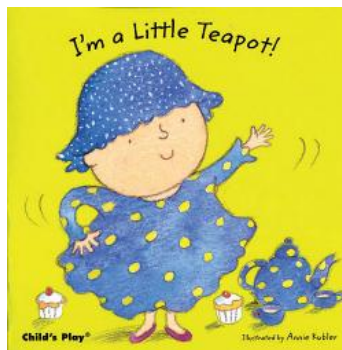
Five Practices – Singing

AGES 0-3

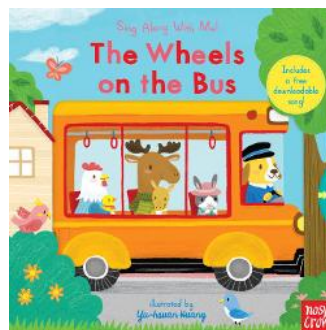
- Songs help babies develop listening skills and learn new words.
- Singing stimulates brain connections and increases attention span.
- Babies prefer their parents’ voices to any others, and singing has a calming effect.
- For parents: Sing songs throughout the day – they can be songs you know or that you make up while performing daily activities.
- For parents: Sing to your child daily. The quality of your voice/singing is unimportant.
- For parents: Consider singing songs a little slower so your child can clearly hear the syllables that make up the words in the songs. This will improve her ability to discriminate sounds, a skill necessary to learn to read (phonological awareness)



Kubler, Annie. *Head, Shoulders, Knees and Toes*. Child's Play, 2002. (Series)
The familiar nursery song with cherubic babies demonstrating the actions makes a perfect read aloud followed by a repeat singing with parents touching or moving the body part being mentioned.

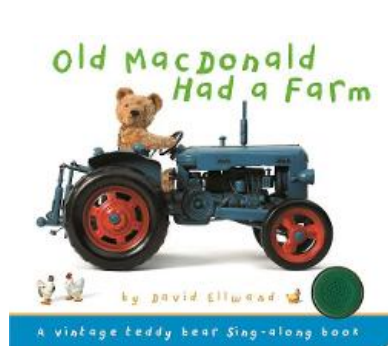


Kubler, Annie. *I'm a Little Teapot*. Child's Play, 2007.
This popular nursery song can be sung with babies and young toddlers, and the illustrations are perfect for the younger set. It is a great way to bond with babies and helps with language development.



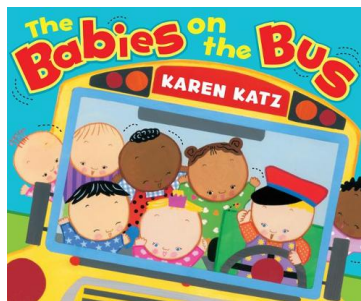
Huang, Yu-hsuan. *The Wheels of the Bus Sing Along With Me!* Series. Nosy Crow, 2015.
978-0763686482

There are sliders and wheels that will make this book an interactive experience for adult and child. Instructions are included to download a version of the song that accompanies the book. As is appropriate for very young children, only five verses of the song are included.



Ellwand, David. *Old MacDonald Had a Farm*. Teddy Bear Sing-Along Series. Silver Dolphin, 2009. 978-1626866539

By pressing a button on the cover of the book, children can sing along to the tune being played of the classic children's song. Teddy bear is the farmer here and all the farmyard friends are antique toys, which creates a very child-appealing version.



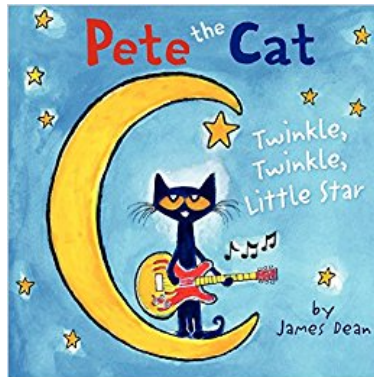
Katz, Karen. *Babies on the Bus*. Henry Holt, 2011. 978-0805097795

A very popular author/illustrator of books for the very young gives her spin on the classic song, except that all the riders (and driver) are babies, making this a very child-friendly version for the youngest singers.

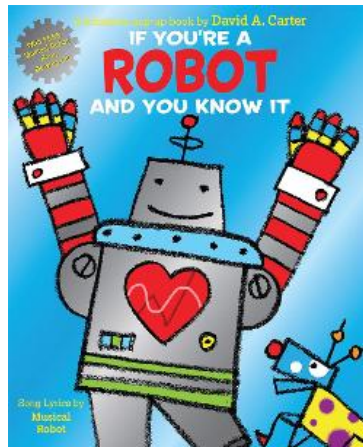


Burris, Priscilla. *Five Green and Speckled Frogs*. Cartwheel, 2016. 978-0545825054

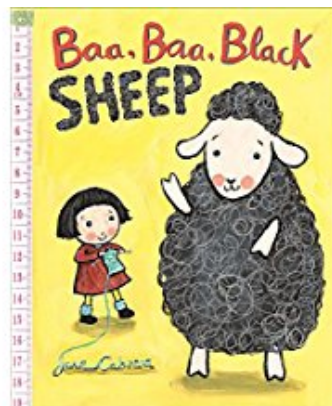
A classic children's song will have young ones counting and singing along. Glittery foil accents in the illustrations will make it equally appealing.



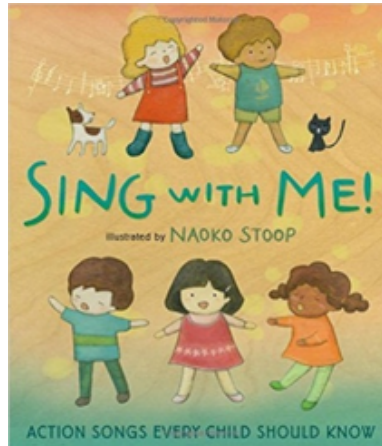
Dean, James. *Twinkle, Twinkle Little Star*. Series. Harper, 2014. 978-0062304162
The classic children's bedtime song is sung by the well-known children's picture book character, Pete the Cat. Many children only hear the first verse, and additional verses may be new also to parents.



Carter, David. *If You're a Robot and You Know It*. Scholastic, 2015. 978-0545819800
The classic children's song *If You're Happy and You Know It* has been changed to a version about some very happy robots. Information is given so that you can go the publisher's webpage and download the song. Though not very library-friendly with pull tabs, turn wheels, and pop-ups, librarians will still want a non-circulating copy for their storytime collection.



Cabrera, Jane. *Baa, Baa, Black Sheep*. Holiday House, 2015. 978-0823436316
New verses are added to the nursery rhyme song as this poor black sheep gives away all its wool. Fortunately, the little girl in the story knits the sheep some nice warm clothing. Sheet music is included so “readers” can sing along!



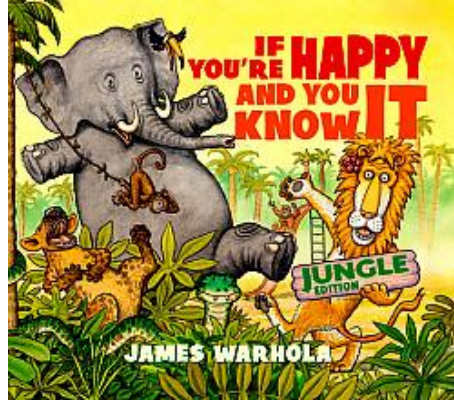
Stoop, Naoko. *Sing With Me: Action Songs Every Child Should Know*. Holt, 2016. 978-0805099041.

We know the importance of singing with babies, and this book certainly encourages the practice. The thirteen songs are familiar ones including: *Down by the Station; Head Shoulders, Knees and Toes; Teddy Bear, Teddy Bear; Pat-a-Cake; Twinkle Twinkle Little Star; Row, Row, Row Your Boat; Wheels on the Bus; If You're Happy and You Know It; Here We Go Round the Mulberry Bush;* and some less familiar ones: *What Does Your Kitty Say?; Rain is Falling Down; and Polly Put The Kettle On*. The motions given are developmentally appropriate for the ages for which the book is intended.

Five Practices – Singing

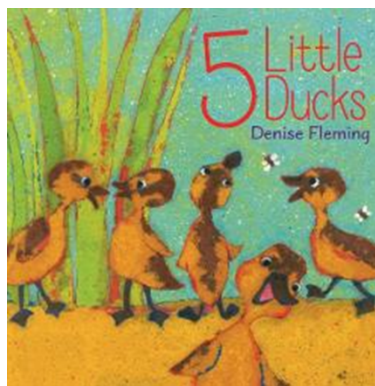
AGES 3-5

- Sing favorite songs with children over and over again as it helps them learn words and build memory skills.
- Emphasize syllables in words as you sing so that children can hear the smaller sounds in words. Songs have a different note for each syllable, which helps children break down words. (phonological awareness)
- You can clap the syllables to help children hear the smaller sounds within words. This helps children break unfamiliar words apart when learning to read.

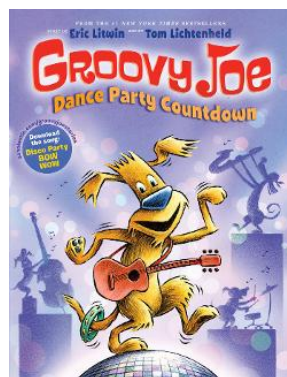


Warhola, James. *If You're Happy and You Know It Jungle Edition*. Orchard Books, 2007. 978-0439727662

The classic children's song is adapted as a "jungle edition." It is perfect for children to sing along and do animal motions such as flapping their wings, beating their chest, and scratching their fur. Sing the entire book and then have children stand up and sing and act it out with you by following the directions on the last two double page spreads.

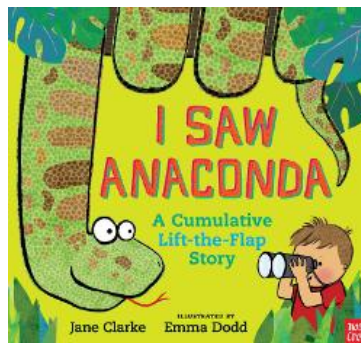


Fleming, Denise. *Five Little Ducks*. Denise Fleming. Beach Lane, 2016. 978-1-4814-2422-6. The familiar song, "Five Little Ducks," is presented with a few twists, but the traditional song would make a great extension after sharing this version. In addition, days of the week are introduced for young children to learn. Regarding the ECRR five early literacy practices, this book works well for all five --- to child participation (talking), singing, reading (again) playing (acting out the story) and writing (drawing a favorite character from the book as one example.)



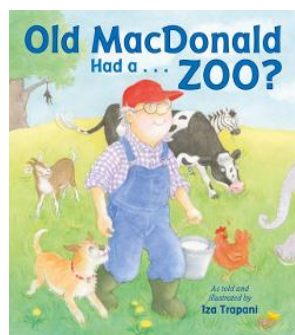
Litwin, Eric. *Groovy Joe: Dance Party Countdown*. Eric Litwin. Orchard, 2017. 978-0-545-88379-5.

Here is a sequel to the popular *Groovy Joe Ice Cream & Dinosaurs* by the author of the first couple *Pete The Cat* books that everyone loved. Both books are very amusingly and successfully illustrated by Tom Lichtenheld (*Goodnight, Goodnight Construction Site*). As with the first book, there is a link to the music at www.scholastic.com/groovyjoestories. At the site, you can download Eric telling/singing the story, and you can download the “Disco Party Bow Wow” song. There is also a video of Eric and children doing the moves for the song, and there is a trailer for the book. The story is a vehicle for simple multiplication (the most difficult problem being $4 + 4 = 8$). You have got to give it to Eric, he knows how to get kids up on their feet and dancing --- which is great for storytimes!



Clarke, Jane. *I Saw Anaconda*. Jane Clarke & Emma Dodd. Nosy Crow, 2017. 978-0-7636-9336-7.

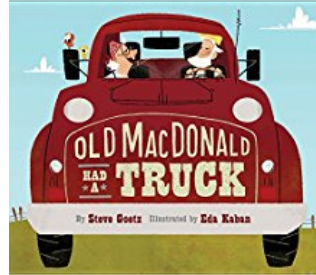
Here is a book you will definitely want for storytime, but alas, it will not circulate well in a library collection. So, order a copy and keep for your storytelling shelf! The cumulative rhyme follows the pattern of “I Know an Old Lady Who Swallowed a Fly” with its rhyme being “I saw Anaconda swallow a tick... It made her tummy hop and kick! Will she be sick?” To see each unfortunate creature who is swallowed, you must lift a flap OR flaps, or open a two-page foldout section. In addition, there are two pop-up pages, with the last being very dramatic! Rhyming words and phonological awareness opportunities are in abundance, and the text can even be sung to the familiar tune. The Amazon rain forest adds to the setting and provides some unique characters --- a gator, stork, piranha, frog, skink, and of course, that tick.



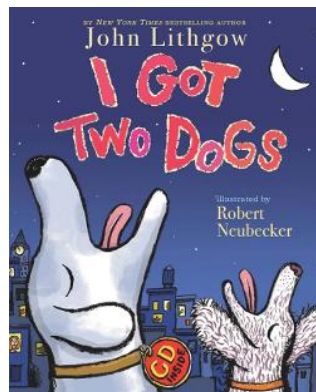
Trapani, Iza. *Old MacDonald Had a... Zoo?* Charlesbridge, 2017. 978-1-58089-729-7.

Trapani is well-known for her song picture books where she takes a popular children’s nursery song, and then adds additional verses to make an enjoyable story. This one however adds quite

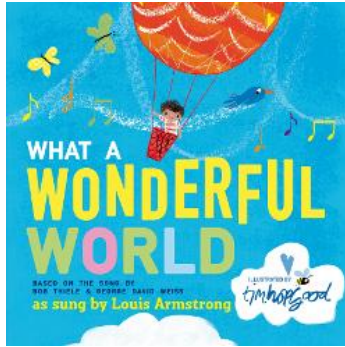
a twist on the traditional song. The first verse is conventional, with Old MacDoanld having a cow on his farm mooing away. But here comes the twist – the second verse “Old MacDonald in the sty...Saw a kangaroo hop by....With a hop hop up, and a hop hop down, her a hop, there a hop, Everywhere a hop hop, Mucky mud went flying high, E-I-E-I-O.” This verse is followed by a havoc-creating elephant, zebras, monkeys, and crocodile. He loads them all on his truck and returns them to the zoo, from where they had escaped. A great sing-along.



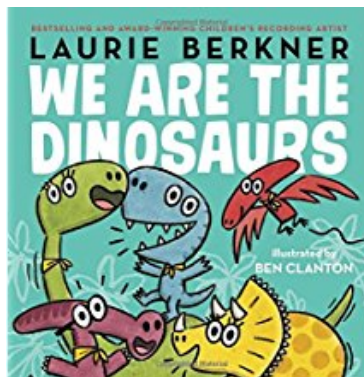
Goetz, Steve. *Old MacDonald Had a Truck*. Chronicle, 2016. 978-1452132600
The classic folk song agains receives a twist – this Old MacDonald not only has a truck, but an excavator, front loader, bulldozer, dump truck, steam roller etc. Children will love singing along and making the different sounds of the construction vehicles.



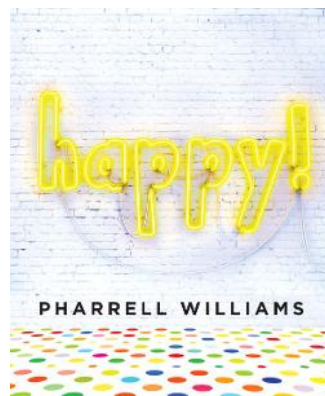
Lithgow, John. *I Got Two Dogs*. Simon & Schuster, 2008. 978-1416958819
A bouncy, enjoyable song by the well-known celebrity will keep children entertained and Lithgow even recorded his version on a CD which accompanies the book. The story is based on Lithgow’s own dogs, Fanny and Blue, who aren’t too smart, but are loyal and true.



Thiele, Bob & George David Weiss. *What a Wonderful World*. Henry Holt, 2015. 978-1627792561
There is no musical score or CD or link to a recording, so hopefully those who share the book will know the song made famous by Louis Armstrong back in 1967. This positive message of hope is wonderful to share with today's children.



Berkner, Laurie. *We Are the Dinosaurs*. Simon & Schuster, 2017. 978-1-4814-6463-5.
Who does not love this song by the famous children's musical artist? Recorded on several of her albums, including *Whaddaya Think of That* and *The Best of the Laurie Berkner Band*, after reading the book, you need to share it a second time singing it and having the children stand up and march along. There are many animal asides added to each double page spread, which you will need to ignore when sharing in a group. Those will be fine for one-on-one reading or browsing. This is a great choice for a dinosaur storytime.



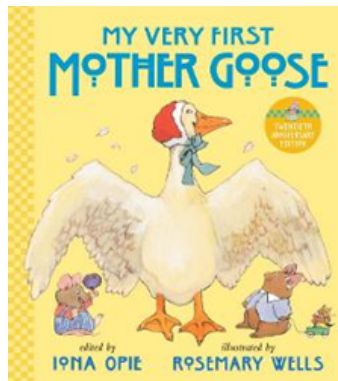
Williams, Pharrell. *Happy!* Putnam, 2015.

Singer/songwriter Pharrell's super-hit song can be sung by parents, who certainly have heard of it, and kids will soon join along. Photographs of children across cultures celebrating what it means to be happy add to this rendering.

Five Practices – Reading

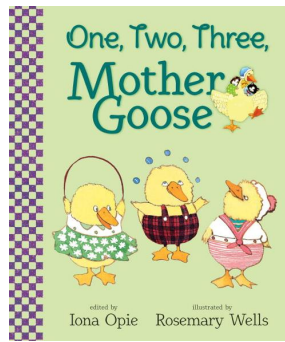
AGES 0-3

- Research shows that reading books to children from birth and having books present in the home are two of the greatest indicators for later success in learning to read.
- For parents: Read to babies at different times during the day. It does not matter if you finish the book.
- For parents: Make sure all reading experiences are positive. Keep reading even if your baby is not directly looking at the book. If your baby is crying or not enjoying the experience, stop and try again later.
- For parents: Use board books with durable pages and that have rounded edges until a child can handle a book with paper pages.
- For parents: Recite nursery rhymes and poems with your young child often. Literacy experts suggest that children who know eight nursery rhymes by heart by age four will be among the best readers by the time they are eight. (Mem Fox, *Reading Magic*, 2008)
- Rhymes help children understand basic structures and patterns of speech.
- Silly rhymes and poems do not need to make sense. Children enjoy the sound of the rhyming words and repetitious phrases.
- Repeat rhymes often. Occasionally pause to let your child supply the rhyming word.

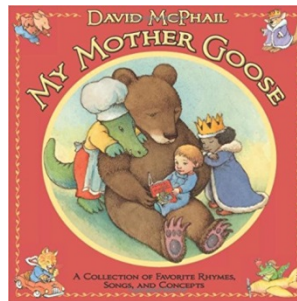


Opie, Iona, Editor. *My Very First Mother Goose. 20th Anniversary Edition*. Candlewick Press, 2016. 978-0-7636-8891-2.

This is the 20th anniversary edition of this classic Mother Goose nursery rhyme book. It is accompanied by Rosemary Wells' colorful illustrations would make a great gift for babies and should be in every library collection. Librarians should stress to parents of babies and young toddlers the importance of sharing nursery rhymes.

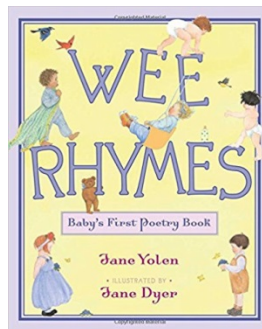


Opie, Iona. *One, Two, Three, Mother Goose*. Candlewick, 2016. 978-0763687663
Here is another compilation by Opie and Wells, however this is in board book format and contains 14 different counting and number Mother Goose rhymes. The sturdy pages will make this a good choice for a parent holding a child in his/her lap.

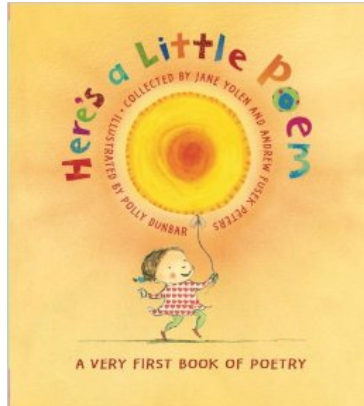


McPhail, David. *My Mother Goose: A Collection of Favorite Rhymes, Songs, and Concepts*. Roaring Brook Press, 2013.

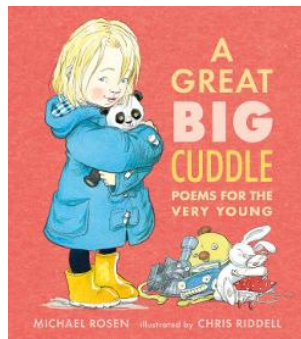
A beautifully illustrated book of nursery rhymes and songs, along with the introduction of seven simple concepts such as colors, numbers, and shapes. Share several nursery rhymes or songs from the book in storytime and have parents join in and add simple motions. Mention how important it is to share rhymes and songs daily with babies. Have parents or babies clap along or dance to the inherent rhythm in these nursery rhymes.



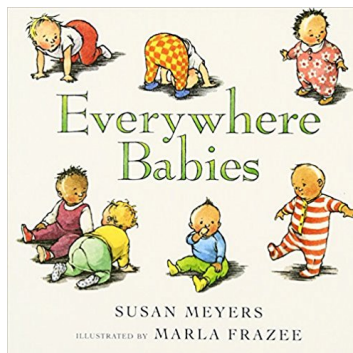
Yolen, Jane. *Wee Rhymes: Baby's First Book of Poetry*. Simon & Schuster, 2013. 978-1416948988
More than 50 rhymes for playtime, dinner time, bathtime, bedtime and more, this collection contains mostly new poems, but also a few old favorites. This would make a wonderful gift for new parents also.



Yolen, Jane. *Here's A Little Poem. A Very First Book of Poetry*. Candlewick, 2007. 978-0763631413
Another first book of poetry for babies and toddlers, this contains over sixty short poems arranged in categories young children can relate to: "Me, Myself, and I," "Who Lives in My House?," "I Go Outside," and "Time for Bed." Share a poem during a themed storytime such as "Dressing too Quickly" for a "Getting Dressed" theme; "Cat Kisses" for a cat theme; "Rickety Train Ride" for a transportation theme; or several of the bedtime rhymes for a "Time for Bed" theme.

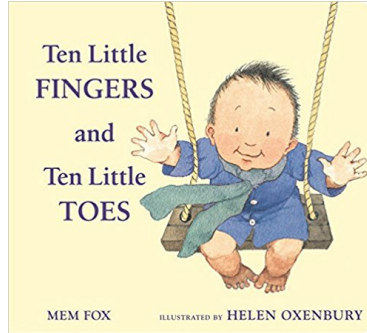


Rosen, Michael. *A Great Big Cuddle: Poems for the Very Young*. Candlewick Press, 2015. 978-0763681166
36 poems that celebrate language play from nonsense verses to poems filled with sounds. The various themes are ones that will appeal to young children, and the expressive illustrations are fun to look at!

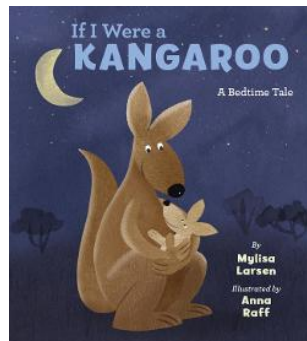


Meyers, Susan. *Everywhere Babies*. Harcourt, 2001. 978-0152053154

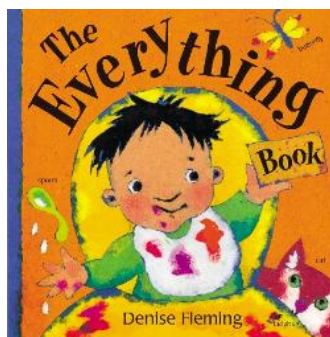
Award-winning illustrator Marla Frazee has filled this book with the most delightful babies you have ever seen. The rhyming text accompanies pictures of babies playing, sleeping, crawling, and doing all the wonderful things babies do best. Books with rhyming text are wonderful for young children to help with phonological awareness.



Fox, Mem. *Ten Little Fingers and Ten Little Toes*. Harcourt, 2008. 978-0152060572
"There was one little baby/who was born far away./And another who was born/on the very next day./And both of these babies,/as everyone knows,/had ten little fingers/and ten little toes." The last two lines in the refrain repeat throughout this delightful rhyming story, making it a great choice for storytime or for a parent to read to his/her baby.



Larsen, Mylisa. *If I Were A Kangaroo: A Bedtime Tale*. Viking, 2017. 978-0451469588
A perfect bedtime book describing bedtime rituals of various animals, until at the very end, a human mother puts her baby to bed. The animal notes in the back of the book will probably be best for slightly older children, but this still makes a great bedtime read for the younger set.



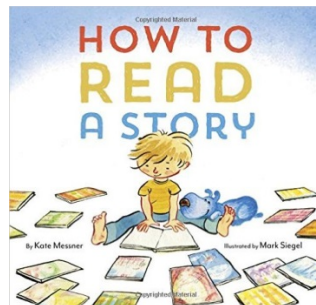
Fleming, Denise. *The Everything Book*. Holt, 2000. 978-0805062922.

There is no better gift book than this to give to new parents. It is a book that will grow with the child, as some parts are good for babies, and others more appropriate for toddlers. It really does have *everything* – from ABCs, 1-2-3s, colors, shapes, nursery rhymes, to finger games.

Five Practices – Reading

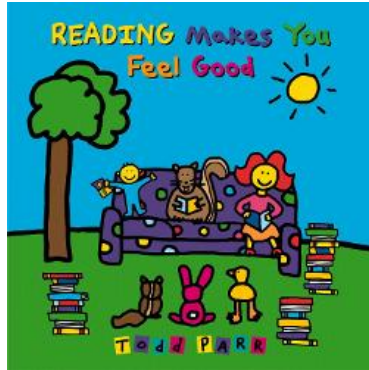
AGES 3-5

- Reading books is the best way to increase a young child’s vocabulary because books are filled with rare and unusual words that are not often included in speech.
- For parents: Introduce a book you are reading to your child by discussing the cover. Point to the title of the book and read it. Ask your child “What do you think this book might be about?”
- Pick books you like and share them enthusiastically. Read with expression and use different voices to keep children’s interest and to make books come alive!
- For parents: Avoid teaching your child to read. You may destroy your child’s positive attitude and enjoyment of reading. You child may learn to read naturally, and that is fine, but otherwise, let you child learn how to read at school.

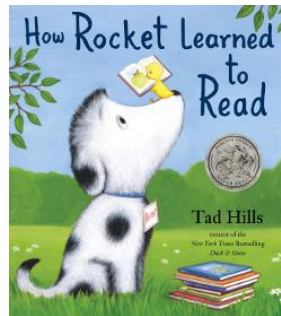


Messner, Kate. *How to Read a Story*. Chronicle, 2015. 978-1452112336

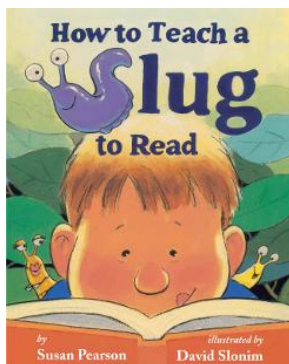
A picture book that celebrates not only the joy of how to share a picture book with others, but also how to choose a book, how to use your voice at exciting parts and to match characters, and how to sound out new words. Though this could be used in a storytime, it is a great choice to share with parents or caregivers of young children on how to share picture books, or also with groups of young children for library visits.



Parr, Todd. *Reading Makes You Feel Good*. Little, Brown, 2005. 978-0316043489
Parr's very bright, bold pictures accompany a text that lets children know that reading is not just something for school, but is fun to do almost anywhere! An added bonus is that Parr gives children more to read in this book besides just the text --- there are signs, labels and messages hidden throughout the book.

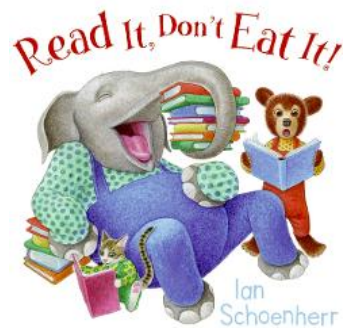


Hills, Tad. *How Rocket Learned to Read*. Schwartz & Wade, 2010. 978-0375858994
Rocket's teacher, a yellow bird, helps Rocket as he learns the alphabet, masters sounding out words, and eventually, learns to read on his own. This is a great choice for young readers who are beginning to master sight words.



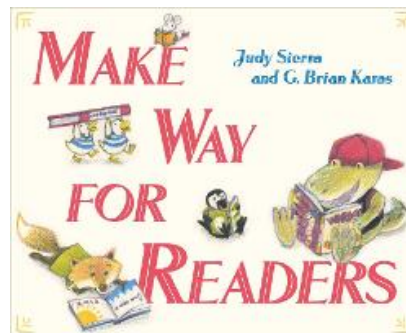
Pearson, Susan. *How To Teach a Slug to Read*. Marshall Cavendish, 2011. 978-0761458050
All the guidelines we would like to share with parents on how to help their child learn to read are included in this book where a little boy explains to Mama Slug how to teach little slug to read. Here are a few tips: attach labels to little slug's favorite things; read

out loud to him; point out words that repeat; sound out words; and be patient because reading is not learned in one day!



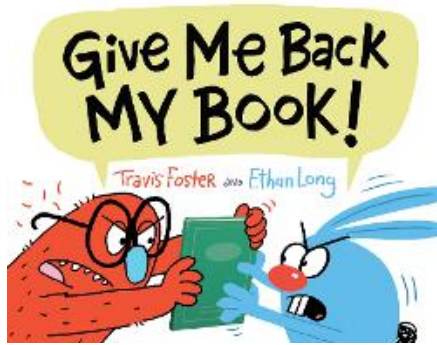
Schoenherr, Ian. *Read It, Don't Eat It!* Greenwillow, 2009. 978-0061724558

This is a great book to share with any preschool class that may visit your library and you wish to discuss library etiquette. “Read it, don’t eat it. / No dog-ears, please. / Find someplace else to sneeze. / Borrow, don’t steal. / TRY not to squeal. / Rips and tears won’t magically heal.” The rhyme ends with the importance of sharing books with others.



Sierra, Judy. *Make Way for Readers*. Judy Sierra. Simon & Schuster, 2016. 978-1-4814-1851-5.

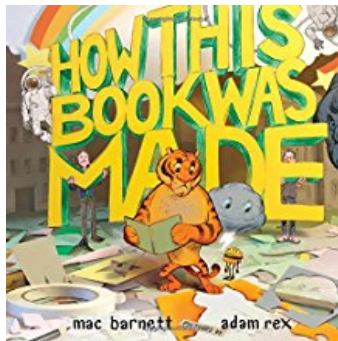
Another story in rhyme, this is a book every children’s librarian will love sharing because it is about preschool animal friends participating in storytime! Miss Bingo, “the storytime rhymers, the singing flamingo,” is in charge. She tells them stories “of kittens, mittens and mice; Miss Muffet, her tuffet, sugar and spice.” Then Miss Bingo honks “Now stretch up high, now stretch down low.” But, uh-oh, gator tramples on Annabelle’s (little mouse’s) toe! Rory the fox distracts her with a book, and Annabelle again smiles and giggles. At the end of storytime, Miss Bingo, the flamingo, closes with “Toodle-oo, little readers, Please come again soon!” And for certain, children will want to not only revisit the book, but hopefully attend another library storytime!



Foster, Travis and Ethan Long. *Give Me Back My Book!* Chronicle Books, 2017. 978-1-6521-6040-5. Bloo and Redd are both in love with the same book, and argue over whose book it is. While doing that, the story covers print awareness skills, discussing the fact that the book has a cover, a spine, pages that turn from right to left, a table of contents, chapters, illustrations AND LETTERS THAT FORM WORDS! When a bookworm snatches their book, Bloo and Redd decide to write their own new book together in a plot to get the original book back.



Chapin, Tom. *The Library Book*. Atheneum, 2017. 978-1481460927
The hit song, that many librarians know, called the “Library Song,” and written by Tom Chapin, is now but into an illustrated picture book. The musical score is included in the end papers. This is a celebration of books, reading and libraries!



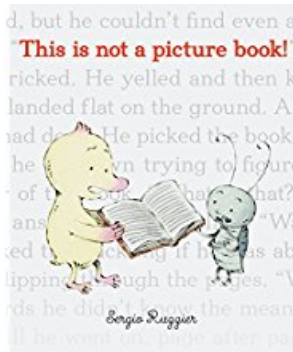
Barnett, Mac. *How This Book Was Made*. Disney/Hyperion, 2016. 978-1423152200
In a very humorous story, filled with digressions, the author and illustrator of this book explain how a book is actually written and illustrated, from the first idea of a story, to the actual writing process, with dozens of drafts, revisions required by the editor, the addition of illustrations,

even to the printing of the book in Malaysia. This is a great introduction for young children to the writing process.



Novak, B.J. *The Book with No Pictures*. Dial, 2014. 978-0803741713

Do all books need to have pictures? Apparently not, and actor (and first time author) Novak has made his case in this book, that seriously does not have any pictures. Readers are drawn in however, and the reader of the book is instructed to say every word that is present, including nonsense words and phrases. This is one sure to make children laugh out loud! The next book has words, but the theme of a “book with no pictures” is the same.



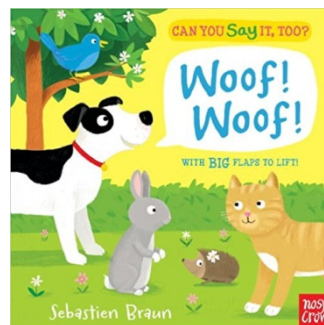
Ruzzier, Sergio. *This is Not a Picture Book!* Chronicle, 2016. 978-1452129075

Five Practices – Writing

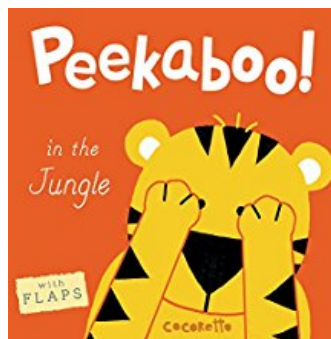
AGES 0-3

- In order for young children to learn to write, the small muscles in their hands must be strengthened. Activities to help babies begin to strengthen their small muscles are important.
- As soon as they are able, young toddlers can lift flaps in books and help turn pages.
- Provide opportunities for babies and young toddlers to feel different shapes.

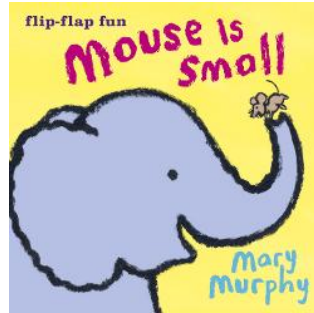
- When sharing board books with young children, a parent can *occasionally* point to words so that young toddlers begin to understand that the scribbles on the page mean something.
- Prepare children’s hands for writing and gaining fine motor skills by having them make numbers out of play dough.
- Have children trace around number stencils, magnetic numbers or number templates to strengthen the muscles they will use for writing.
- Have children do “number rubbings” by providing large number templates, paper, and large chubby crayons to do rubbings.
- Have children trace numbers in a tray of sand or salt.



Braun, Sebastien. *Can You Say It, Too? Woof! Woof!* Series. Nosy Crow, 2014. 978-0763666057
 Five lift-the-flaps reveal the sounds common animals make. The flaps are large, so that even the youngest child can help lift them. This book is also good for narrative skills, when the child begins to talk, they can imitate the animal sounds.



Cocorette. *Peekaboo! In the Jungle*. Series. Child’s Play, 2016. 978-1846438660
 A simple, repetitive text allows children to make guesses or predictions about the sounds or actions of animals that are underneath each large lift-the-flap.



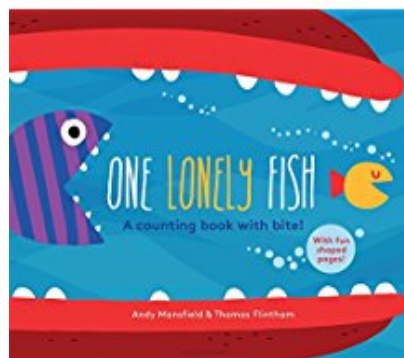
Murphy, Mary. *Mouse is Small*. Candlewick, 2017. 978-0763690595

Babies and young toddlers have the opportunity to lift graduated shaped pages that reveal animals that increasingly get larger in size. The surprise ending allows for a “got you!”



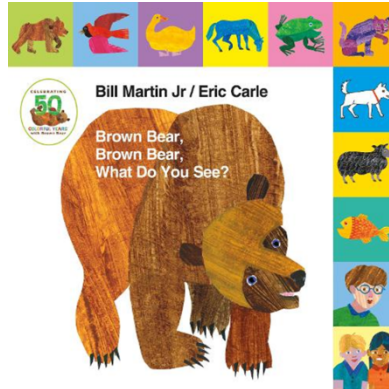
Doodler, Todd. *What Color is Bear's Underwear?* Blue Apple, 2011. 978-1609050962

A great book for print awareness, this not only covers colors, but also the days of the week. Additionally, it is in rhyme, and is sure to make little ones giggle. Whatever color bear chooses to wear, one thing is certain, red, or blue or white, wearing underwear is DYN-O-MITE!



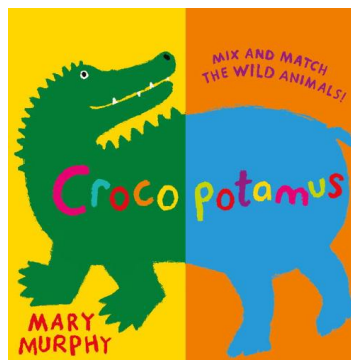
Mansfield, Andy. *One Lonely Fish*. Bloomsbury, 2016. 978-1681192017

Children can easily count the fishes from one to ten that unfortunately get eaten up, one-by-one, until there is only one large fish at the end of the book. Graduated die-cut mouth-shaped pages will be perfect for young hands to help turn the pages.



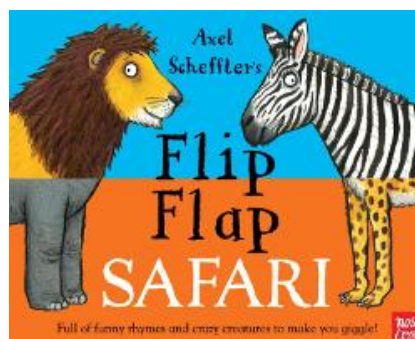
Martin, Bill. *Lift-the-Tab: Brown Bear, Brown Bear, What Do You See? 50th Anniversary Edition*. Holt, 2016. 978-1-62779-723-8.

Why buy this version of *Brown Bear*...? I think this version will be perfect for children's narrative skills (child participation.) Let's face it --- when you ask children "Brown bear, brown bear, what do you see?" you have to turn the page before children can answer that question (unless they already have the book memorized.) Now, you do not have to turn the page --- you simply point to the tab (red bird) and they can guess the answer before you turn the page. Granted, this is just a slightly larger board book size, so it might be better for one-on-one reading or for a small group, unless you have the funds to buy multiple copies and parents can share with their child in storytime while you read the book.



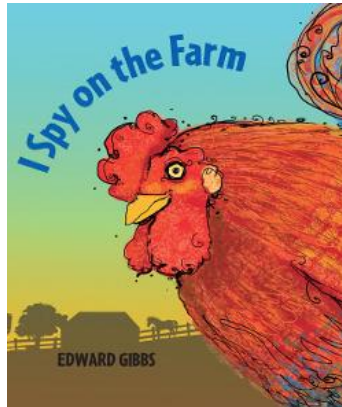
Murphy, Mary. *Crocopotamus: Mix and Match the Wild Animals*. Candlewick, 2016. 978-0763681029

Sturdy board-book pages open vertically from the left and the right for small hands to manipulate. While doing so, they can produce silly new animals with very strange names.



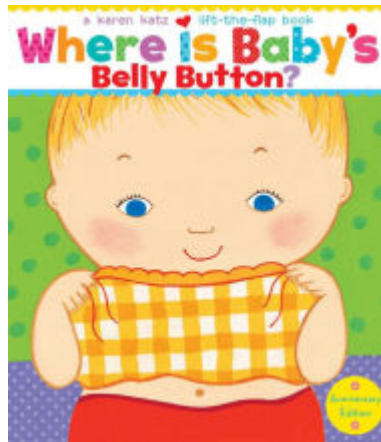
Scheffler, Axel. *Flip Flap Safari*. Nosy Crow, 2014. 978-0763676056

This book can be shared in two different ways. First, two rhymed verses allow the young child to guess the animal described, and also depicted on the opposite page. However, the child can later go back and rearrange the horizontally cut pages to make some strange new animals and animal names.



Gibbs, Edward. *I Spy on the Farm*. Series. Templar Books, 2016. 978-0763685300

“I spy with my little eye something yellow that begins with a D and says “Quack, Quack!” begins this book that has spy holes to allow the child to see part of the animal, and then guess what it is. The book introduces children to farm animal noises, to colors, and eventually, the names of letters.



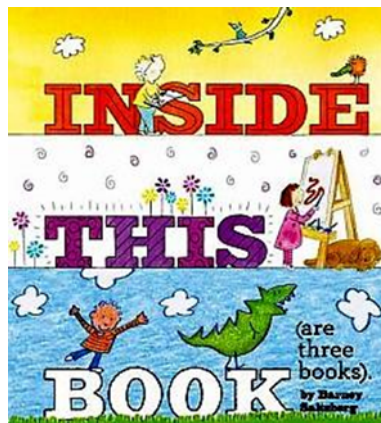
Katz, Karen. *Where is Baby's Belly Button?* Little Simon, 2009. 978-0689835605

This is the perfect peek-a-boo book for babies, particularly from the ages of one to two. Little ones will delight lifting the interactive flaps and discovering body parts of the depicted baby. Before sharing a flap book (or circulating one) reinforce the hinged part of the flap with tape so the flaps will stay secure for a much longer time. If you can provide a copy of this book for every family in storytime so that each child can lift the flap, this will be a plus.

Five Practices – Writing

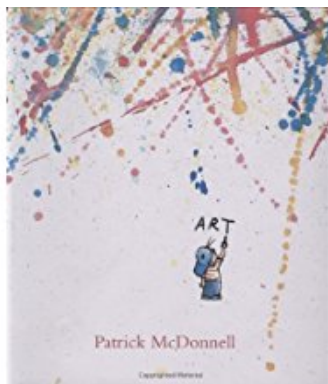
AGES 3-5

- Provide opportunities for children to draw as drawing helps them develop the muscles they need to become writers.
- Ask children to draw a picture about the story after sharing a picture book.
- Do “license plate rubbings” with children. Use an old license plate and provide paper and crayons for the child to make the rubbing. Can the child identify any of the letters or numbers?
- For parents: Label some objects in your child’s room so that he/she can see written words.



Saltzberg, Barney. *Inside This Book (Are Three Books)*. Abrams Appleseed, 2015. 978-1419714870

A mother gives each of her three children a blank book so that each can create their own homemade book. Upon completion, all three books are combined into one new book. Share this book and then allow preschoolers to make their own book.

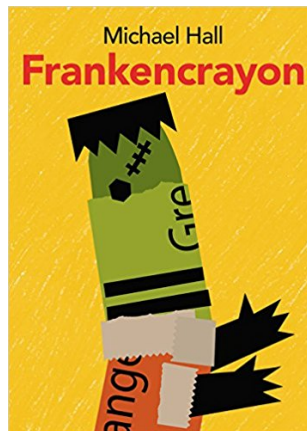


McDonnell, Patrick. *Art*. Little, Brown, 2006. 978-0316114912

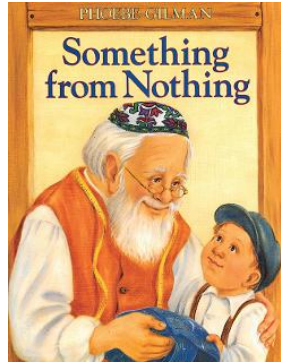
A rhyming text shows a young boy trying his hand at many different types of art. From draws, scribbles that squiggle, splotches with blotches, zigs and zags, doodles and dogs, all of his art is most creative! Hopefully it will inspire some preschoolers to create their own scribbles.



Klausmeier, Jesse. *Open This Little Book*. Chronicle, 2013. 978-0811867832
“Open this book and you will find...another book...and another...and another.” Books are nestled within smaller—and then larger—books. The interactive format teaches children about size and colors and also about opening books. Quite possible, they may wish to create their own book!

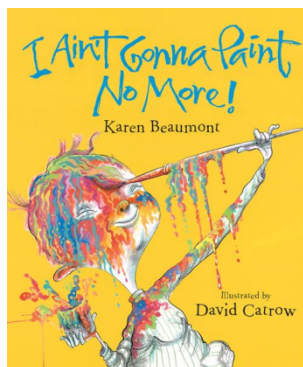


Hall, Michael. *Frankencrayon*. Greenwillow, 2016. 978-0062252111
All the crayons gather, even with costumes in tow, to tell the story of “Frankencrayon.” However disaster strikes because someone has scribbled on one page! The crayons try to erase the scribble so they can continue the story, or otherwise the picture book will need to be cancelled. After sharing this tale, have children use crayons to tell their own story.



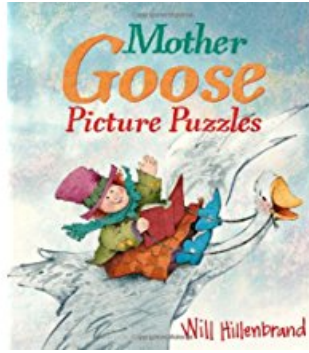
Gilman, Phoebe. *Something from Nothing*. Scholastic, 1992. 978-0590472807

This story is adapted from a well-known Jewish folktale. Grandpa snips, snips, snips Joseph's baby blanket when it is worn to make him a jacket. Each time the item is worn, Grandpa must transform it again – from the jacket to a vest, to a tie, to a handkerchief, to a button, until it vanishes. However all is not lost as Joseph exclaims “There is just enough material here to make a wonderful story!” Children may be encouraged to share their own family story which they can dictate to an adult.



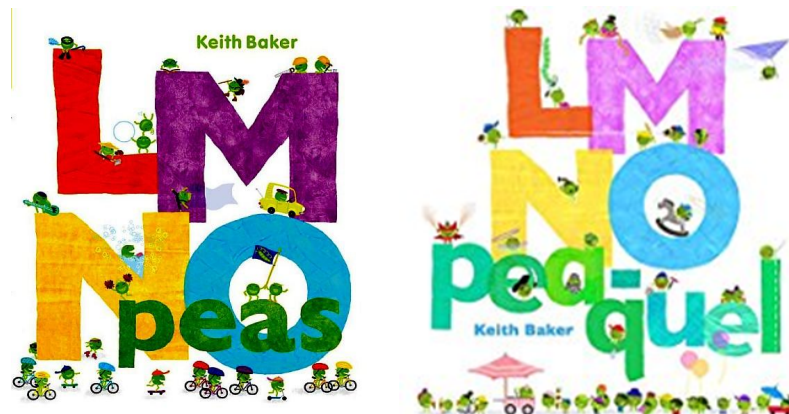
Beaumont, Karen. *I Ain't Gonna Paint No More!* Harcourt, 2005. 978-0152024888

This is a wonderful book to have children supply the rhyming word when the teller pauses, allowing them to guess a different body part. A little boy is using a paint brush to paint pictures on the floor, the ceiling, the walls, the curtains, and the door, and his Mom says “Ya ain't gonna paint no more.” But it is not long until the boy finds his paint brush and uses some red paint saying “So I take some red, and I paint my.....HEAD! Several more colors and rhymes continue, with plenty of opportunities for children to join in. A natural extension is having children take paintbrushes and create their own messes!



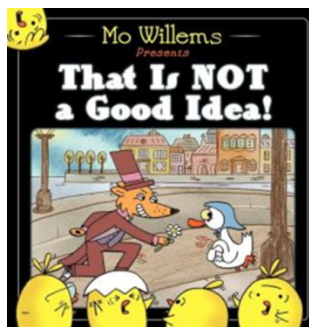
Hillenbrand, Will. *Mother Goose Picture Puzzles*. Marshall Cavendish, 2011. 978-0761458081

There are 20 Mother Goose rhymes here and each one contains several picture puzzles, better known as rebuses. Children should have fun creating their own rebuses after this book is shared.



Baker, Keith. *LMNO Peas*. Beach Lane, 2010. 978-1416991410

This alphabet book introduces each letter, four-inches tall, surrounded by pea creatures, who demonstrate different occupations and actions that begin with that particular letter, in a rhyming, rhythmic text. Children can practice writing different letters, or at a minimum, the letter their name begins with. A sequel, called the pea-quel, does the same thing, but this time using lower case letters.



Willems, Mo. *That is Not a Good Idea!* Balzer + Bray, 2013. 978-0062203090

This tale of a hungry fox who invites a goose to dinner with the hopes of eating her, is in turn tricked by the goose. The twist at the end will be a surprise that should make children chuckle. The baby geese keep repeating a refrain which is written in large print in the book, (great for print awareness) and may help children with sight words.