

## Introduction for Parents



lease join us in this early literacy initiative by being the *first and most important early literacy teacher* for your child. As a parent you are your child's first teacher and that is an important role. Learning to read and write are essential achievements for your child's success in school and in later life.

The Missouri Department of Elementary and Secondary Education along with a broad based group of individuals, whose backgrounds are representative of the early childhood community in Missouri, developed a set of standards of what most children should know and be able to do by the time they enter kindergarten. The standards are intended to be used in a variety of early childhood settings by a variety of people: parents, parent educators, child care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

Not all children learn at the same rate. Just as we recognize that adults are individually different, we also recognize that variability in children is normal. The standards are not intended to be used to determine if a child is "ready" to enter kindergarten but are goals for adults to use in supporting literacy development of preschool children.

As a parent you can build the foundation for your child becoming a reader and writer by your daily interactions with your child. Reading to your child on a daily basis exposes him/her to a variety of words and shows him/her that reading is fun! As you read, talk, and listen to your child you are helping your child develop positive literacy skills. This handbook will share information on the development of important skills and strategies based on research that suggests how to give your child the best start in pre-kindergarten literacy skills. The most important thing is for you and your child to enjoy each encounter with reading and writing.

We encourage you as a parent to work with your child's preschool teacher, childcare provider, and/or parent educator in helping your child develop the skills, attitudes, and habits for becoming a successful reader and writer. Parents and teachers working together make a positive difference in the development of children. It is our hope that the resources and activities in this booklet will benefit your family and that our efforts and yours will result in all children entering Kindergarten ready to succeed.

There is a resource section in this book as well. As you engage in literacy activities with your child, these resources will help you to find new ideas and a variety of books you might want to explore. You can lay the foundation for your child to become a lifelong reader.

For additional copies of this handbook, contact the Missouri Department of Elementary and Secondary Education, Early Childhood Section at 1-573-751-2095 or the Parents as Teachers National Center at 1-866-PAT4YOU or 1-866-728-4968.



# I. Symbolic Development

## 1. Represents feelings and ideas in a variety of ways.

<b>Look for your child to ...</b> a. Represent feelings and ideas through pretend play.	<b>Your child may ...</b> Pretend to be a firefighter, doctor, mother, father, etc. Cooperate during play with others (e.g. children work together to build a castle with blocks). Create play themes with others (e.g. "I'll be the mommy, you are the baby and we will go shopping"). Attach emotions to pretend play. "I'm the doctor – I'm sorry you're sick." <b>You can support your child ...</b> Describe in words what the child has done and learned. "Are you cooking dinner? What are you making?" Use empty packages around the house (toy, food, magazines, etc., as play props). Model language your child may use. Your child pretends to drive a car. You might say, "Are you going to get gas? Vroom! Vroom!"
<b>Look for your child to ...</b> b. Represent feelings and ideas through movement.	<b>Your child may ...</b> Pretend to move, run, jump, crawl, hop, skate, etc., like an elephant, airplane, dancer, bird, etc. Express his/her feelings through movement (e.g. jumps with excitement or stomp feet in frustration). <b>You can support your child ...</b> Say to your child "fly like a bird," or "walk like an elephant."
<b>Look for your child to ...</b> c. Represent feelings and ideas through music.	<b>Your child may ...</b> Respond to different kinds of music (e.g. will march to music, relax to soft music). Join in singing favorite songs, saying rhymes, finger plays, etc. Creates music and songs (e.g. changes words to familiar tune, plays pretend instruments). <b>You can support your child ...</b> Encourage your child to move to the beat of music. Make instruments and create songs together. Put on quiet music to relax during a meal. Create your own hand-clapping chants to cheer on your favorite team.
<b>Look for your child to ...</b> d. Represents feelings and ideas through art and construction.	<b>Your child may ...</b> Draw or paint pictures and tell others about his pictures. Build with blocks, Lego's, tinker toys, etc., and say, "I made a castle." Respond to others when asked to tell about a construction or drawing. <b>You can support your child ...</b> Say to your child, "Tell me about your picture." Label things in your child's drawings. Make blocks from empty boxes around your home. Build/create with your child and encourage him to describe his creations.

## II. Speaking/Expressive Language

### 1. Uses language to communicate.

#### Look for your child to ...

- a. Communicate in home language and is understood by others.

#### Your child may ...

Use English, Spanish, sign, or another native language for a variety of purposes.  
Communicate personal needs, preferences, and feelings.

#### You can support your child ...

Preserve your home language but work with your child's school to assist her in acquiring the skills needed to participate in the shared culture of the school.  
Celebrate your child's diversity and use it as a resource for all children. Share books/stories that reflect your culture heritage and that of others. Your bilingual child might benefit from stories in both languages.

#### Look for your child to ...

- b. Initiate and respond appropriately in conversation and discussions with adults and children.

#### Your child may ...

Respond to how others feel and express concern.  
Share information and give directions especially during play.  
Engage in turn-taking conversations.  
Ask why, what, when, and where questions.

#### You can support your child ...

Provide opportunities for your child to report her observations, dictate stories, draw pictures, ask questions, and express concerns.

## II. Speaking/Expressive Language

### 2. Uses expanded vocabulary.

#### Look for your child to ...

- a. Use language to pretend or create.

#### Your child may ...

Pretends with words or actions to be a story/television character.  
Make up rhymes or songs.  
Tell real or make-believe stories.  
Tells and laughs at exaggerated stories.

#### You can support your child ...

Make up silly words, stories, and games that include rhymes. Use songs in daily activities (picking up toys, wash hands, etc.)  
Encourage our child to pretend (act-out) story characters with words.  
Share family heritage stories, and folk tales. It helps children to know that some stories come from real people and are about real events. Provide props to use (sock puppets, stuff animals, etc.) in story telling.  
Participate in story-telling sessions at the library.  
Make books together. Include child's name as the author and illustrator.

#### Look for your child to ...

- b. Use complete sentences of varying length.

#### Your child may ...

Use descriptive language (e.g. color words, sizes, shapes).  
Asks and answers questions for information.  
Uses new vocabulary during play.

#### You can support your child ...

Expand your child's sentence, (e.g. If your child says, "There's a truck." You could say, "Yes, there's a big, blue truck."  
Ask questions that begin with what, how and why.  
Talk about new words when you hear them. Talk about what they mean.

### III. Listening/Receptive Language

#### 1. Listens for different purposes.

<b>Look for your child to ...</b> a. Follow simple directions.	<b>Your child may ...</b> Follow 2-step directions, "Please put away your crayons and go to the door." Follow 3-step directions, "Please pick up your toys, brush your teeth and put on your green shirt." <b>You can support your child ...</b> Play games that involve specific directions such as "Simon Says." Cook together. Write out recipes using words and pictures. Make a job chart (e.g. brushing teeth, picking up toys) that includes words and pictures.
<b>Look for your child to ...</b> b. Listen responsively to books and stories.	<b>Your child may ...</b> Respond to books and stories with facial and body gestures (smiling, laughing, etc.) Respond verbally to the story or text. <b>You can support your child ...</b> Make reading a pleasant experience for your family. Show excitement and interest in your child's "reading." Remember to comment on his appropriate gestures and ask your child why he likes the story. As you "read" stories together, talk with your child about what he is "reading." Talk about characters, places and events. Ask your child his favorite person, animal or part in the book.
<b>Look for your child to ...</b> c. Listen to and engage in conversations with others.	<b>Your child may ...</b> Respond appropriately to the words of another person in an exchange of ideas, comments or questions. <b>You can support your child ...</b> Share conversations with your child over meals and other times you are together.
<b>Look for your child to ...</b> d. Respond to questions.	<b>Your child may ...</b> Answer simple questions (e.g. "What would you do if you fell off your bike and hurt your knee?") <b>You can support your child ...</b> Daily, ask your child simple questions to respond to (e.g. "What did you do today?") Ask questions about stories that you read together. "Why did the little boy give his friend his favorite ball?" Ask questions that will connect a family outing to an event in the story. "Remember when we went on a picnic?"

## IV. Reading

### 1. Applies early reading skills.

<p><b>Look for your child to ...</b></p> <p>a. Show interest in reading and books.</p>	<p><b>Your child may ...</b></p> <p>Recognize and frequently request her favorite books(s). Choose to "read" or look at books. Respond to and talk about the pictures in books.</p> <p><b>You can support your child ...</b></p> <p>Encourage your child's attempts to read. Listen to her stories. Have conversations as you read to connect the book to your child's experiences and life. Read predictable books such as "Brown Bear, Brown Bear," pause while reading and allow your child to fill in the repetitive words. Offer a variety of books, especially wordless (picture books) to encourage your child to make-up her own stories with the pictures. Take your child to the library frequently. Visit bookstores, especially during story-hour. Start or improve a home "library." Designate a bookcase or shelf for our child.</p>
<p><b>Look for your child to ...</b></p> <p>b. Exhibit book-handling skills.</p>	<p><b>Your child may ...</b></p> <p>Hold a book upright and turn the pages in the book, front to back. Begin to scan pages from top to bottom and left to right.</p> <p><b>You can support your child ...</b></p> <p>Allow your child to hold the book and turn the pages. Explore with your child how a book works. Talk about the cover of the book, read aloud the names of the author and illustrator, introduce the characters and tell a little bit about the story. (e.g. You might start off by saying, "look at what's on the cover of this book. . .")</p>
<p><b>Look for your child to ...</b></p> <p>c. Pretend to read easy or predictable books or tries to read along during her favorite part of the story.</p>	<p><b>Your child may ...</b></p> <p>Join in with predictable phrases (e.g. "Run, run as fast as you can. You can't catch me. I'm the Gingerbread Man.") Use pictures and/or environment to understand meaning. May "read" beginning books wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues.</p> <p><b>You can support your child ...</b></p> <p>Encourage your child to "read" picture books and make-up stories to go with the pictures. Read predictable books with pictures that repeat words often in the story. Re-read stories or predictable books. Once she gets to know the book, she may pretend to read it or act it out. Provide dress-up clothes and accessories.</p>

making an *environment* where children  
can learn to love reading and writing!

**Look for your child to ...**

d. Comprehends and responds to text.

**Your child may ...**

- Identify known objects in illustrations.
- Talk about or express emotion in reaction to text.
- Make predictions and may use the pictures as a guide (e.g. "I bet he is going to fall.")
- Use the voice of a character and "reads" the text like "I'm the Mean Old Troll."

**You can support your child ...**

- Ask questions, respond appropriately as your child talks about stories. Show your interest and excitement.
- Provide books that will have your child lifting flaps, looking through cut-holes, etc.
- When reading predictable books, ask your child what she thinks will happen next.
- While reading, make faces and change your voice to bring the character to life. Help your child with missing or confusing information in the story.

**Look for your child to ...**

e. Develop a sense of story.

**Your child may ...**

- Tell a story from pictures.
- Recognize variations in re-telling of stories.
- Predict outcomes of stories.
- "Read and re-read" stories.
- Tell stories with beginnings, middles, and endings.
- Dictate stories for others to write down.
- Tells stories based on personal experiences, imagination, dreams, and/or stories from books.
- Recalls information about setting, characters, and events in a story.

**You can support your child ...**

- Encourage your child to recount experiences and describe events. Ask: "And then what happened?" to urge the story along.
- Make a "story" journal to include descriptions of favorite outings. Illustrate with snapshots and drawings.
- Allow your child to dictate a story to you and later "illustrate it." Make comments: "I really like how your story began. . I really like the ending of your story. .It was nice that the boy found his lost dog."
- Allow your child to share his/her day activities during the dinner meal.



## IV. Reading

### 2. Uses concepts of print.

#### Look for your child to ...

- a. "Reads" environmental print and symbols.

#### Your child may ...

- Recognizes fast-food and store signs (e.g. McDonald's, K-Mart)
- Recognizes product logos (e.g. Cheerios, Barbie, Lego's).
- Recognizes environmental signs (e.g. STOP, MEN, WOMEN, EXIT, etc.)

#### You can support your child ...

- Ask your child to find letters of the alphabet on cans/boxes of food, supplies, and other household items.
- Point to environmental print as you drive to school or an outing.
- Make a cereal box book. Cut out the advertisement of print she recognizes and together create a book.
- Allow your child to help put away groceries and encourage her to read the labels, box tops, and packages as she stores them.

#### Look for your child to ...

- b. Identify some alphabet letters.

#### Your child may ...

- Identify some letters in her name.
- May identify some letters in other personally significant words (e.g. "c" for cookie, "d" for dog, "m" for mom.)

#### You can support your child ...

- Make an alphabet book or letter scrapbook.
- Make an alphabet poster to hang on your child's bedroom wall.
- Use magnetic letters for a sorting game. Together find letters with curves. Find letters with straight lines.
- Make letters from cookie dough, baking and eating yummy letters.
- Model the use of environmental print. "Dana, Cheerios is my favorite cereal. It has a big "C" and is shaped like a circle."

#### Look for your child to ...

- c. Recognize that print represents spoken words.

#### Your child may ...

- Recognize first name in print.
- Know that the label "chair" on a chair means, "chair."
- Look at words on the page of a book and "reads" the story.
- Recognize that a letter is different from a word.

#### You can support your child ...

- Use your child's name in a story and activities. Print the letters of your child's name on paper and say each letter as you write it. "D...A...N...A."
- Spell out your name and your child's name on the refrigerator door.
- Point to the print as you read aloud. Follow the print with your fingers as you read left to right.

## IV. Reading

### 3. Attends to sounds in language. (Phonological Awareness)

<p><b>Look for your child to ...</b></p> <p>a. Repeat rhymes, simple songs, poems, and finger plays.</p>	<p><b>Your child may ...</b></p> <p>Say or sing nursery rhymes such as <i>Humpty Dumpty</i>. Sing simple songs such as <i>Twinkle, Twinkle Little Star</i>. Say poems and finger plays such as <i>Itsy Bitsy Spider</i>.</p> <p><b>You can support your child ...</b></p> <p>Sing nursery rhymes, simple songs or a favorite poem with your child. Allow him to make-up a rap, song, or chant and record it. Hold an after-dinner recital for the family. Teach rhymes, songs about your child's name, pet, etc.</p>
<p><b>Look for your child to ...</b></p> <p>b. Participate in word games.</p>	<p><b>Your child may ...</b></p> <p>Clap along with syllables of words (e.g. claps name and rhythms.) Create words by substituting one sound for another (e.g. "I like to eat. . Apples and Bananas, Opples and Bononos." Participate in rhyming games (e.g. going on a bear hunt and find something that rhymes with sock.)</p> <p><b>You can support your child ...</b></p> <p>Play rhyme games. Have our child say a word and you supply the rhyming word (i.e. child – "dog," parent "hog." Choose stories with repeated phrases. Play a "clapping" game with your child's name and name of her friends. Explain how some names are short and need one clap ("Bob") and some are long and need a few claps ("Jen-ni-fer"). Make up silly nonsense words (nose, dose, rose, yose).</p>
<p><b>Look for your child to ...</b></p> <p>c. Discriminate some sounds in words.</p>	<p><b>Your child may ...</b></p> <p>Attends to books that focus on specific sounds (e.g. JAMBERRY, FOX IN SOCKS, WHO'S IN THE SHED). Perceives differences between similar sounding words (e.g. "coat and goat," "three and free"). Experiment with language sounds (like ssssssnake, hisssssss, buzzzzzzz). Attend to some beginning sounds in familiar words (e.g. "That word begins like my name, David, dog"). Play with repetitive sounds (e.g. snakes slither, John Jacob Jingle Himer Schmitt).</p> <p><b>You can support your child ...</b></p> <p>Introduce books on tapes and computer programs. These items will allow your child to hear stories, read along, rhyme, etc. Play "I Spy" ... "I spy something that begins with D like Dana, and rhymes with log (dog)."</p>

Repeats *rhymes*, simple songs, poems and finger plays.



## V. Writing

### 1. Uses writing as a means of expression/communication.

<p><b>Look for your child to ...</b></p> <p>a. Experiment with writing tools and materials.</p>	<p><b>Your child may ...</b></p> <p>Show beginning control of writing, drawing, and art tools (e.g. use a paintbrush, pencil, or marker with a functional grasp; use dry-erase markers or chalk on a board; use tools for play dough).</p> <p><b>You can support your child ...</b></p> <p>Provide materials that will encourage your child to write and draw.</p> <p>Leave special notes for your child around the house. ("Good morning; I love you; I'm sorry; Have a great day.") He may pretend to "write" you back.</p> <p>Provide a special place for drawing/writing tools and materials. Encourage him to make birthday cards and draw pictures, etc.</p>
<p><b>Look for your child to ...</b></p> <p>b. Use scribbles, shapes, pictures, and letters to write.</p>	<p><b>Your child may ...</b></p> <p>Scribble letter-like symbols and some letters in writing.</p> <p>Write something and then ask for someone else to read it.</p> <p>Attempt to write for a variety of purposes (e.g. lists, messages, stories).</p> <p>Write as a part of play (e.g. child may say, "This is my grocery list.")</p> <p><b>You can support your child ...</b></p> <p>Let your child see how you use notes and grocery lists. Allow your child to make the grocery list or the "things to do" list. Read the grocery list back to him.</p> <p>Display your child's written work.</p>
<p><b>Look for your child to ...</b></p> <p>c. Tell others about intended meaning of drawings and writings.</p>	<p><b>Your child may ...</b></p> <p>Use writing to communicate ideas and information.</p> <p>Say to a friend, during pretend play, "I am giving you a ticket, you are going too fast."</p> <p>Use symbols or drawings to express thoughts, feelings and ideas. Your child may draw or "write" about an experience.</p> <p><b>You can support your child ...</b></p> <p>Set aside a special time each day for your child to share his drawings/writings with the family.</p> <p>Encourage him to write or draw about your trip to the zoo or park.</p>
<p><b>Look for your child to ...</b></p> <p>d. Use a variety of resources to facilitate writing.</p>	<p><b>Your child may ...</b></p> <p>Ask others for help in writing.</p> <p>Attempt to copy letters or words from the environment (i.e. cereal box, names, public signs, logos, books, etc.)</p> <p><b>You can support your child ...</b></p> <p>Look at magazines and write new captions for the photos.</p> <p>Encourage your child to write for a purpose. "Today, I need to write a letter to Grandpa. Would you like to write a letter, too?"</p> <p>Use a chalkboard for family messages or magnetic letters on the refrigerator for your child to spell words while a snack or meal is being prepared.</p> <p>Introduce your child to different kinds of print (such as a message pad, appointment book, calendars, clocks, receipts, newspapers, telephone books, etc.)</p>

*Experiments with writing tools and materials.*

## Tips for Parents

Include reading related activities as a part of your family's daily things to do list!

- Be on alert for inexpensive books at flea markets, garage sales, used book stores, and discount tables at bookstores. Contact your local Parents as Teachers Program or family literacy program for additional resources for books.
- Visit the library often – story times and special parent-child activities are waiting for you. Look for books with your child at the library as well as asking friends, neighbors and teachers to share the names of their favorite books.
- Help your child develop a sensitivity to language in his/her understanding of the world (provide books written by or about people of different nationalities).
- Select books that match your child's age and developmental stage that show his/her culture, ethnic group, family, and special interests (cars, space, etc.). There are also books that help with adjusting to change (moving to a new home, going to a new school, etc.).
- Set aside a special time of the day to read to your child. Read at least 20 minutes every day and spend time talking about the story, pictures, and words. If you have more than one child, try to spend some time reading with each child, especially if they are more than two years apart. Pick a special “family reading time.” Have available reading materials for you and allow your child(ren) to pick out something to read. Relax and enjoy while you read your own selection. “Family reading” shows your child that you value reading. Role model for your child. Children learn from others around them. Be an enthusiastic reader and writer.
- Expand your child's vocabulary. Share conversations with your child over meals, bath time, and other special times spent together. Children learn words when they are spoken often. Introduce new interesting words each day. Share the meaning of new words, especially words that are important to understanding a book.
- Know your child's unique abilities and his/her individual needs.
- Expose your child to a variety of experiences – trips to the library, museums, zoo, book stores, plays, walks in the park, or visits with friends and relatives. Include in these adventures lots of comments, questions, and answers. Record the trip and add photos.
- Be your child's best advocate. Understand what your child's preschool teacher is teaching. Ask questions about the classroom early literacy activities.
- Make sure your child has access to regular and on-going health care. Chronic, untreated middle-ear infections may delay language development, which may delay reading development.
- Television can be a great tool for literacy, too. The key is limiting what is viewed, taking time to watch together, discussing what you view, and encouraging follow-up reading. There are some literacy-focused segments on TV as well. Many experts suggest that children watch no more than 10 hours of TV each week. Note: Captioned television shows can be helpful with children who are deaf, hard of hearing, studying English as a second language, or having difficulty learning to read.

### In addition:

Visit the Parents as Teachers National Center at [www.PATNC.org](http://www.PATNC.org) for a suggested reading list for infants to children five years of age.

## Resources for Parents

- AMERICA READS CHALLENGE: Read•Write•Now Partners Group (1998). Checkpoints for progress in reading and writing for families and Communities. U.S. Department of Education, Washington, D.C.
- Burns, M. Susan; Griffin, Peg; Snow, C.E. (Eds.) 1999. “Starting out right: Guide to Promoting Children's Reading Success.” National Academy Press, Washington, DC.
- National Institute for Literacy (NIFL), the Center for the Improvement of Early Reading Achievement (CIERA) and U.S. Department of Education (2001). Put reading first. National Institute for Literacy at ED Pubs, Jessup, Maryland.
- Neuman, Susan B.; Copple, C.; & Bredekamp, S.; 2000. “Learning to Read and Write.” Washington D.C. National Association for the Education of Young Children.
- Trelease, Jim (1985). The Read-Aloud Handbook. Penguin Books. New York, New York.

# Links for Parents

For more information on reading with your child:

Hart, B. & Risley, T. (1995). "Meaningful Differences in the Everyday Experiences of Young American Children." Baltimore: Paul H. Brookes Publishing Co.

Neuman, Susan B.; Copple, Carol; & Bredekamp, Sue; 2000. "Learning to Read and Write." Washington D.C. National Association for the Education of Young Children.

Trelease, Jim (1995). *The Read-Aloud Handbook*. Penguin

Center for the Improvement of Early Reading (CIERA) – [www.ciera.org](http://www.ciera.org)

Federal Even Start Family Literacy – [www.ed.gov](http://www.ed.gov)

HIPPY – [www.hippyusa.org](http://www.hippyusa.org)

International Reading Association – [www.nifl.gov](http://www.nifl.gov)

LIFT-Missouri (Literacy Investment for Tomorrow) – [www.lift-missouri.org](http://www.lift-missouri.org)

Missouri Department of Elementary and Secondary Education – [www.dese.state.mo.us](http://www.dese.state.mo.us)

Missouri Head Start Collaboration Office – [www.moheadstart.org](http://www.moheadstart.org)

National Center for Family Literacy – [www.famlit.org](http://www.famlit.org)

National Center for Learning Disabilities – [www.nclld.org](http://www.nclld.org)

National Institute for Literacy – [www.nifl.gov](http://www.nifl.gov)

Parents as Teachers National Center – [www.patnc.org](http://www.patnc.org)

PBS – [www.pbs.org](http://www.pbs.org)

National Research Council (Preventing Reading Difficulties in Young Children) – [www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org)

National Research Council (Starting Out Right: A Guide to Promoting Children's Reading Success) – [www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org)

ParentLink – [outreach.Missouri.edu/parentlink](http://outreach.Missouri.edu/parentlink)

Practical Parenting Partnerships – [www.pppct.org](http://www.pppct.org)

Reading is Fundamental – [www.rif.org](http://www.rif.org)

U.S. Department of Education – America Reads Program – [www.ed.gov](http://www.ed.gov)

## Books for Children

**Alphabet Books** *Dr. Seuss's ABC; Chicka, Chicka, Boom, Boom* – Bill Martin and John Archambault; *The Handmade Alphabet* – Laura Rankin; *Potluck* – Anne Shelby.

**Bed Time Books** *Bayou Lullaby* – Kathi Appelt; *Barnyard Lullaby* – Frank Asch; *The Night Kiss* – Jim Ayleworth; *Good Night Moon* – Margaret Brown; *Hush! A Thai Lullaby* – Minfong Ho; *Sleep Rhymes Around the World* – Jane Yolen.

**Computer Programs** Living Books: Interactive Animated Stories (each program comes with a matching book.) *Just Grandma and Me, The Cat and the Hat, Arthur's Birthday, Dr. Suess's ABC*. May include versions in Spanish, French, and German. Other computer programs – *Bailey's House, Let's Go Read an Island Adventure*.

**Concept Books** *Count on Your Fingers African Style* – Claudia Zaslavsky; *Five Little Monkeys Jumping on the Bed* – Eileen Christelow; *Animal Babies* – Eve Spencer; *Mojo Means One: Swahili* – Muriel Feelings; *Bicycle Race* – Donald Crews; *Ten, Nine, Eight* – Molly Bang; *We Read A to Z* – Donald Crews; *Anno's Counting Book* – Mitsumasa Anno; *Red, Blue, Yellow Shoe* – Hoban; *Feelings* – Alike; *The Shape of Things* – Dayle Ann Dodds; *Today I Feel Silly and Other Moods That Make My Day* – Jamie Lee Curtis; *The Z That Was Zapped* – Chris Van Allsburg; *ABC Pop!* – Rachel Isadora; *Counting Kids* – Kim Golding; *One, Two, Three, Oops!* – Michael Coleman; *Mouse Count* – Ellen Stoll Walsh.

**Family Celebrations** *Honey, I Love and Other Love Poems* – Eloise Greenfield; *Tar Beach* – Faith Ringgold; *The People Could Fly* – Virginia Hamilton; *Sweet Potato Pie* – Anne Rockwell.

**Multiple-Language** *Alphabet Times Four* – Ruth Brown; *Family Pictures* – Carmen Lomas Garza; *Seya's Song* – Ron Hirschi; *In the Park* – Huy Voun Lee; *Dumpling Soup* – Kim Jama Rattigan; *Carlos and the Squash Plant* – Jan Romeros Stevens.

**Wordless Books** Contains no words, the story is told entirely with pictures arranged in sequence. *Do You Want to be My Friend?* – Eric Carle; *Pancakes for Breakfast* – dePaola; *A Boy, a Dog and a Frog* – Mayer Mercer; *School* – Emily McCully; *Deep in the Forest* – Brinton Turkle; *Rosie's Walk* – Pat Hutchins; *Moonlight* – Jan Ormerod; *A Birthday Wish* – Ed Emberley; *Ah-Choo!* – Mercer Mayer.

**Picture Books**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* – Judith Viorst; *The Very Hungry Caterpillar* – Eric Carle; *What’s Under My Bed?* – James Stevenson; *Where the Wild Things Are* – Maurice Sendak; *Thomas Snowsuit* – Robert Munsch; *Snuffy* – Dick Bruna; *No Jumping on the Bed* – Tedd Arnold; *Madeline* – Ludwig Bemelmans; *If You Give a Mouse a Cookie* – Laura Numeroff; *The Giving Tree* – Shel Silverstein; *A House is a House for Me* – Mary Ann Hoberman; *The Snowy Day* – Ezra Jack Keats; *A Chair for My Mother* – Vera B. Williams; *A Ride on Mother’s Back* – Emery & Durga Bernhard; *Kinda Blue* – Ann Grifalconi; *The Mitten* – Jan Brett; *Carlos and the Squash Plant* (*Carlos y la planta de calabaza*) – Jan Romero Stevens; *The Story of Ruby Bridges* – Robert Coles.

**Poetry/Rhymes**

*Shake It to the One That You Love the Best: Play Songs and Lullabies from Black Musical Traditions* – Cheryl Warren; *10 Little Fingers & Other Play Rhymes & Action Songs from Latin America* – Jose Luis Grozco; *Read-Aloud Rhymes for the Very Young* – Jack Prelutsky; *Five Little Monkeys Jumping on the Bed* – Eileen Christelow; *All Night, All Day: A Child’s First Book of African-American Spirituals* – Ashley Bryan; *Brown Bear, Brown Bear, What Do You See?* – Bill Martin Jr.; *Hey Diddle Diddle* – Marilyn Janovitz; *Hickory Dickory Dock and Other Nursery Rhymes* – Carl Jones; *The Sky Is Not so Far Away* – Margaret Hillert; *Peanut Butter and Jelly: A Play Rhyme* – Nadine Westcott.

**Predictable Books**

Contain word or sentence patterns that are repeated often enough to enable children to predict their appearance. *Brown Bear, Brown Bear, What Do You See?* – Bill Martin Jr.; *Are You My Mother?* – P.D. Eastman; *Do You Want to be My Friend?* – Eric Carle; *Fat Mouse* – Harry Stevens; *Goodnight Moon* – Margaret Wise Brown; *It Looked Like Spilt Milk* – Charles Shaw; *The Little Old Lady Who Was Not Afraid of Anything* – Linda Williams; *Where’s Spot* – Eric Hill; *Tikki Tikki Tembo* – Arlene Mosel; *The Wheels on the Bus* – Maryann Kovalski; *Whose Footprints?* – Molly Cox.

**Real-Life Events/Books for the Fun of It**

*Roll of Thunder, Hear My Cry* – Mildred Taylor; *We Are Having a Baby* – Vicki Holland; *Peter’s Chair* – Ezra Jack Keats; *Moving Day* – Tobi Tobias; *The Three Billy Goats Gruff* – Arnold Lobel; *Nathaniel Willy Scared Silly* – Judith Mattews; *The Teeny Tiny Woman* – Paul Galdone; *When Sophie Gets Angry – Really, Really Angry* – Molly Bang; *Guess How Much I Love You?* – Sam McBratney; *Flossie and the Fox* – Patricia McKissack; *Pig in the Mud in the Middle of the Rud* – Lynn Plourde; *Picky Mrs. Pickle* – Christine Schneider; *Caps for Sale* – Esphyr Slobodkin; *Oonga Boonga* – Frieda Wishinsky; *Shake My Sillies Out* – Raffi; *There Was an Old Lady Who Swallowed a Fly* – Simms Tabak; *Badger’s Parting Gifts* – Susan Varley; *I Have a Loose Tooth* – Sally Noll; *Just Like Me* – Barbara Neasi.

