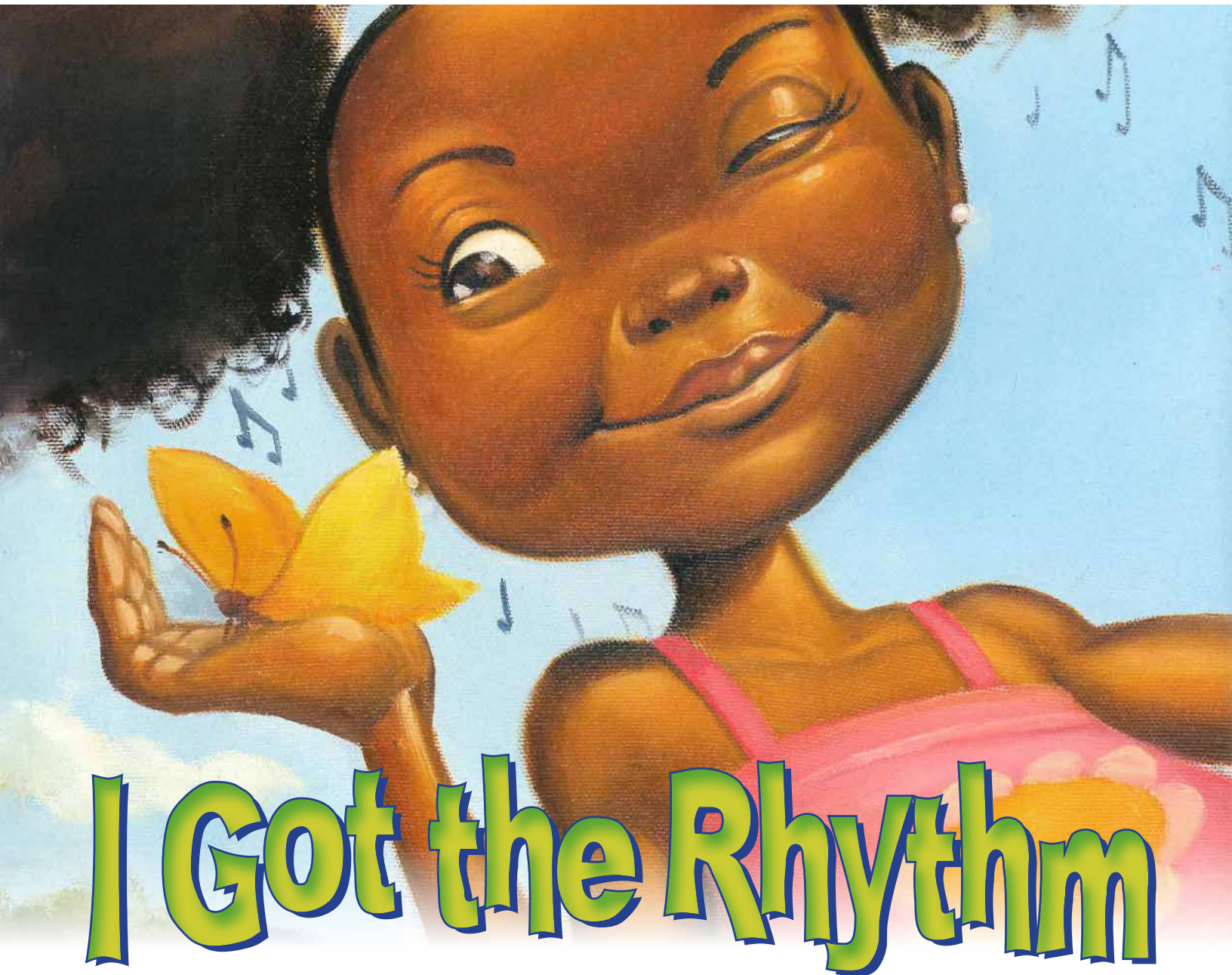


# Ready to Read Michigan

## Programming and Resource Guide

2018

Written by Meagan K. Shedd, PhD



BY Connie Schofield-Morrison • ILLUSTRATED BY Frank Morrison



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# Ready to Read Michigan Introduction

## About Ready to Read Michigan

Ready to Read Michigan uses storytimes and other library programs, displays and signage throughout libraries, outreach activities and social media to share information about early literacy with families and caregivers. Ready to Read Michigan is intended to support the development of early literacy skills using the five key practices of the Public Library Association's Every Child Ready to Read as a foundation to future reading as well as success in school and beyond: talking, singing, reading, writing, and playing. Using specific play-based activities as well as storytime learning guides for librarians, the Ready to Read Michigan program focuses on the role adults have in shared reading experiences with children from birth through the preschool years in supporting young children's literacy skills.

Ready to Read Michigan is supported by the Library of Michigan with federal funds from the Institute of Museum and Library Services. The Library of Michigan recognizes the important link between libraries and children and families to provide quality books, programs, and services. Additional support is provided by Consumers Energy and the Library of Michigan Foundation.

For more information about the Ready to Read Michigan program and its sponsors, visit the Library of Michigan website at <http://www.michigan.gov/readytoread>.

## About the Book

The 2018 Ready to Read Michigan book is "I Got the Rhythm" by Connie Schofield-Morrison and illustrated by Frank Morrison.

*A mother and daughter walk to the park, with joyous music, guiding the action of their walk as everyone from the butterflies to the vendors join in. Using onomatopoeia for effect, the rich vibrancy of the music around us is captured in this rhyming book that encourages children to encourage their own self-expression and be physically active too.*





# Why Early Literacy is Important

Experts agree the definition of literacy is more than simply reading and writing, but also the ability to read, write, speak, and include ideas visually (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 1996). This expanded definition of literacy underscores even more the ways in which adults support the earliest experiences of young children, highlighting the need to think thoughtfully about both the materials as well as opportunities in using objects and engage in meaningful activities around them to develop literacy skills.

The National Early Literacy Panel (Lonigan, Schatschneider, & Westberg, 2008) indicates early literacy skills are predictive of future literacy success. This includes knowledge and skills such as the ability to pay attention to sounds in language, known as phonological awareness, the ability to identify letters of the alphabet, and understanding or knowledge of concepts of print. More importantly, this knowledge about early literacy and the corresponding skills can be developed due to the experiences and materials provided by adults to support literacy for a lifetime (Bracken & Fischel, 2008; Britto & Brooks-Gunn, 2001; Britto, Brooks-Gunn, & Griffin, 2006; Payne, Whitehurst, & Angell, 1994; Senechal & LaFevre, 2002; Zill & Resnick, 2006).

The Library of Michigan supports the use of shared reading experiences or read alouds with children. Libraries are a natural place for supporting the importance of reading with young children and modeling shared reading experiences for families, whether in small groups with story times or as librarians help families to choose books. Sharing with families that reading early and often helps children to develop early literacy skills and what those skills are by modeling them is important to help children develop the literacy skills they will need as they enter elementary school (Garton & Pratt, 2009). Equally important, helping families to understand why reading with children early, often, and helping to select a variety of books is key in developing early literacy

skills (Bus, Van IJzendoorn, & Pellegrini, 1995; Garton & Pratt, 2009). Research is clear that not only are the ways in which adults read with young children important (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998), shared reading experiences such as the ones that take place during story time in the library can help children develop a lifelong love of reading. By reading a variety of types of books or



genres during story time (Beck & McKeown, 2007; Duke, 2000) such as storybooks, informational text, poetry, and other books that encourage readers to interact with the text, such as activity books, children are exposed to different types of text and can learn new vocabulary words and engage in different strategies to think about the text to improve their way of thinking about the text, or comprehension strategies (Dickinson & Smith, 1994). Reading together can also support children's development of language skills (Beck & McKeown, 2001) and overall literacy skills (Aram, 2006).

The ways in which adults read with young children are important, with immediate and long-term effects for literacy skill development (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998).

[ReadAloud.org](https://www.readaloud.org) suggests using the Public Library Association's five key practices as part of the shared reading experience with children, which include talk, sing, read, write, and play. Reading aloud with children and including them in the text is important. Knowing it should be an experience adults share with children, librarians can engage in each of the five key area each time they read to encourage the development of early literacy skills, which will also model for families the skills they can try at home:



**TALK** about the books as you read together. Stop occasionally to point out the illustrations or ask questions about the text. Ask questions as you read together, asking children to expand on things in the text about which they might already know and to learn more about things they want to know more. Listen to their responses and ask open-ended questions to hear more. Refer back to the book later in the day or refer children to something that reminds you (or them) of something in the books to help make connections beyond the text.



**SING** with children as you read together. Use the rhymes in text to connect words with song, integrate different voices, volumes, or stuffed animals or puppets for variety to help children pay attention to the sounds in words. Share word games and finger plays you learned as a child and invite children and families to share ideas for songs they know to share with others as well.



**READ** books with young children as well as other kinds of print. Show them different types of books, including picture books, information books, and interactive books to generate interest in different kinds of books and how to read different types of text as well. Ask questions as you read each type of text to help children (and families) learn it is important to talk about the text to make meaning from it, but also that different types of text have different purposes. Have different types of text available too, such as newspapers, magazines, and signs and use this text to explain how we use text every day.



**WRITE** with children, asking them to help you come up with the words for your text. Write in front of them and ask them to write with you, whether it is next to you or helping one another. Children can share ideas during read alouds by writing them on post-it notes or in journals to share for later, or creating lists of things that feel important to them or "connections" during the reading. Encourage families to share writing with children too, having children write stories, help create grocery lists, draw maps, or write out recipes as the family is cooking.



**PLAY** helps children to make sense of what they are reading. During read alouds, children can use puppets or objects to retell a story or think more deeply about informational text. Acting out new vocabulary words through play helps children to use words they already know and put new words into action. Play is a critical part of literacy learning, helping children understand text in meaningful ways.

# Resources...

## More Great Books to Share with Children

### Books about physical activity

#### Infants

- ***Oh!*** by Kevin Henkes and illustrated by Laura Dronzek (1999, Greenwillow Books)
- ***Shake my Sillies Out*** by Raffi and illustrated by David Allender (1988, Dragonfly Books)
- ***Honey, Honey, Lion!*** by Jan Brett (2014, Puffin Books)
- ***Baby Dance*** by Ann Taylor and illustrated by Marjorie van Heerden (1998, Harper Growing Tree)

#### Toddlers

- ***From Head to Toe*** by Eric Carle (2000, Harper Collins)
- ***The Busy Body Book: A Kid's Guide to Fitness*** by Lizzy Rockwell (2008, Dragonfly Books)
- ***Get Up and Go!*** by Nancy Carlson (2008, Puffin Books)
- ***Dancing in My Bones*** by Sylvia Andrews and illustrated by Ellen Mueller (2001, Harper Growing Tree)
- ***Wiggle*** by Doreen Cronin and illustrated by Scott Menchin (2005, Blue Ribbon Picture Books)

#### Preschoolers

- ***The Little Old Lady Who Was Not Afraid of Anything*** by Linda Williams and illustrated by Megan Lloyd (2002, HarperCollins)
- ***Silly Sally*** by Audrey Wood (1999, HMH Publishers)
- ***Follow the Leader*** by Erica Silverman and illustrated by G. Brian Karas (2000, Farrar Straus Giroux)
- ***I'm as Quick as a Cricket*** by Don Wood (1998, Child's Play Library)
- ***Jumping Day*** by Barbara Uster Esbensen and illustrated by Maryann Cocca-Effler (2000, Boyds Mill Press)



## Books about self-esteem/independence

### Infants

- ***Ten Little Fingers and Ten Little Toes*** by Mem Fox and illustrated by Helen Oxenbury (2010, HMH Books for Young Readers)
- ***I Love You More*** by Laura Duksta and illustrated by Karen Keesler (2009, Sourcebooks Jabberwocky)
- ***I Can*** by Helen Oxenbury, (1995 Candlewick)
- ***Hands Can*** by Cheryl Willis Hudson and Illustrated by John-Francis Bourke (2007, Candlewick)
- ***I Can, Can You?*** by Marjorie W. Pitzer (2004, Woodbine House)

### Toddlers

- ***The Skin You Live In*** by Michael Tyler an Illustrated by David Lee Csicsko (2005, Chicago Children's Museum)
- ***Whoever You Are*** by Mem Fox (2006, Reading Rainbow Books)
- ***Frederick*** by Leo Lionni (1967, Pantheon)
- ***Elmer*** by David McKee (1989, HarperCollins)
- ***Naked Mole Rat Gets Dressed*** by Mo Willems (2009, Disney-Hyperion)

### Preschoolers

- ***I Like Myself*** by Karen Beaumont Illustrated by David Catrow (2004 by HMH Books for Young Readers)
- ***What I Like About ME!*** by Allia Zobel Nolan Illustrated by Miki Sakamoto (2009, SFI Readerlink Distributors)
- ***My Mouth is a Volcano!*** by Julia Cook, Illustrated by Carrie Hartman (2006, National Center for Youth Issues)
- ***Be Who You Are*** by Todd Parr (2016, Little, Brown Books for Young Readers)
- ***The Color of Us*** by Karen Katz (2002, Square Fish)





## Books to support phonological awareness

### Infants

- ***Is Your Mama a Llama*** by Deborah Guarino and Illustrated by Steven Kellogg (1997, Scholastic)
- ***Time for Bed*** by Mem Fox and illustrated by Jane Dyer (1997, Red Wagon Books)
- ***Goodnight Moon*** by Margaret Wise Brown and illustrated by Clement Hurd (2007, HarperFestival)
- ***Baby Bear Baby Bear, What Do you See?*** by Bill Martin Jr. and Eric Carle (2009, Henry Holt and Co.)
- ***Each Peach Pear Plum*** by Janet and Allan Ahlberg (1999, Viking Kestrel Picture Books)
- ***Tumble Bumble*** by Felicia Bond (1999, HarperFestival)

### Toddlers

- ***Chicka Chicka Boom Boom*** by Bill Martin, Jr. and John Archambault and illustrated by Lois Ehlert (2012, Little Simon)
- ***Sheep in a Jeep*** by Nancy E. Shaw and illustrated by Margot Apple (2016, HMH Books for Young Readers)
- ***In the Tall, Tall Grass*** by Denise Fleming (1995, Harcourt School Publishers)
- ***Jamberry*** by Bruce Degen (1995, HarperFestival)
- ***We're Going On A Bear Hunt*** by Michael Rosen and Helen Oxenbury (1997, Little Simon)

### Preschoolers

- ***Jesse Bear, What Will You Wear*** by Nancy White Carlstrom and Illustrated by Bruce Degen (1996, Aladdin)
- ***Miss Mary Mack*** by Mary Ann Hoberman and illustrated by Nadine Bernard Westcott (2003, Sing-Along Stories)
- ***Bear Snores On*** by Karma Wilson and illustrated by Jane Chapman (2005, Little Simon)
- ***The Snail and the Whale*** by Julia Donaldson and illustrated by Axel Scheffler (2006, Puffin Books)



## Books about music

### Infants

- ***What Makes Music?*** by Betty Ann Schwartz and illustrated by Dona Turner (2001, Piggy Toes Press)
- ***Music Is*** by Brandon Stosuy (2016, Little Simon)
- ***Baby Loves to Rock*** by Wednesday Kirwin (2013, Little Simon)
- ***Jazz Baby*** by Lisa Wheeler and illustrated by R. Gregory Christie (2007, HMH Books for Young Readers)

### Toddlers

- ***Max Found Two Sticks*** by Brian Pinkney (1994, Simon and Schuster Books for Young Readers)
- ***Stomp, Dinosaur, Stomp!*** by Margaret Mayo and illustrated by Alex Ayliffe (2010, Walker)
- ***Zin! Zin! Zin! A Violin!*** by Lloyd Moss and illustrated by Marjorie Priceman (2000, Aladdin Picture Books)
- ***The Philharmonic Gets Dressed*** by Karla Kuskin and illustrated by Marc Simont (1986, HarperCollins)

### Preschoolers

- ***I See a Song*** by Eric Carle (Scholastic Trade, 1996)
- ***M is for Melody: A Music Alphabet*** by Kathie Jo Wargin and illustrated by Katherine Larson (2006, Sleeping Bear Press)
- ***Never Play Music Right Next to the Zoo*** by John Lithgow and illustrated by Leeza Hernandez (2013, Simon and Schuster Books for Young Readers)
- ***Tambourine Moon*** by Joy Jones and illustrated by Terry Widener (1999, Simon & Schuster Children's Publishing)
- ***Little Melba and Her Big Trombone*** by Katherine Russell-Brown and illustrated by Frank Morrison (2014, Lee and Low Books)



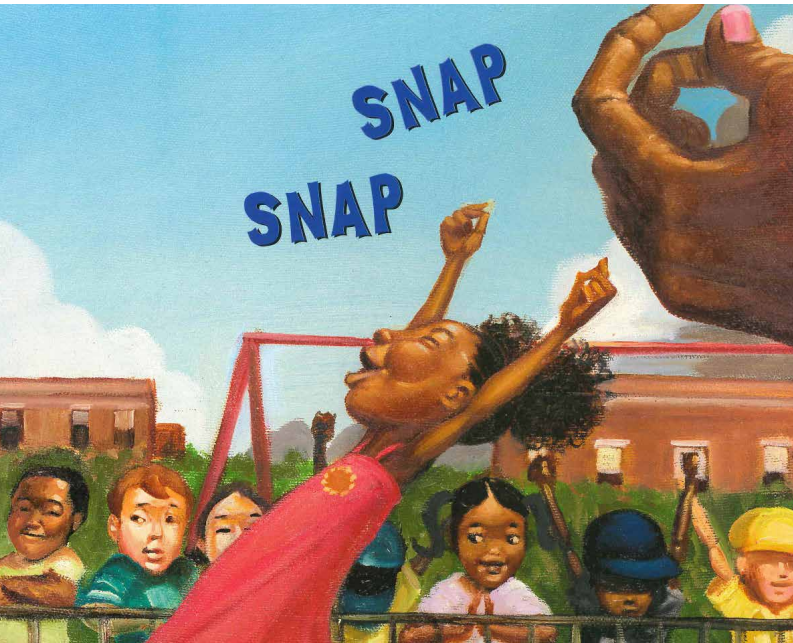
# Activities for “I Got the Rhythm”

## Activities: Infant



### Talking

Encourage infants to listen to the rhythm in your voice and discover their own by talking to them at every opportunity. Look in their eyes when you talk with them and listen for their responses. Rhyme words with their names, stretch out words when you talk (such as M-o-o-o-m-m-m), and even sing the words as you hold conversations with them.



Talk with infants about the different things they can do as they are doing them. Talk about how they can move their legs, wave their hands, blow bubbles, or smile. If they coo or make noises, expand on their “talk”, waiting for additional responses.

Place bubble wrap securely on the floor and talk about the sound it makes as infants crawl, scoot, or walk on it. You can use words from the book “I Got the Rhythm” by Connie Schofield-Morrison, such as “pop”, “snap” or even “kaboom”, encouraging infants to move around on the bubble wrap. Talk with them about their movements, as well as the sounds you both hear.



### Singing

Classic nursery rhymes help young children pay attention to the sounds in language, such as when the ending sounds of words sound the same:

***One, two, buckle my shoe  
Three, four, knock at the door  
Five, six, pick up sticks  
Seven, eight, lay them straight  
Nine, ten, a big fat hen  
Eleven, twelve, dig and delve  
Thirteen, fourteen, maids a-courting,  
Fifteen, sixteen, maids in the kitchen  
Seventeen, eighteen, maids a-waiting,  
Nineteen, twenty, my plate's empty.***

Encourage infants to move their bodies (or gently support their movement) with this favorite children's song:

***Open, shut them, open, shut them,  
Give a little clap, clap, clap.  
Open, shut them, open, shut them,  
Put them in your lap, lap, lap.  
Creep them, creep them,  
Creep them, creep them,  
Right up to your chin, chin, chin.  
Open up your little mouth,  
But do not put them in.***

Infants will love this favorite children's rhyme that also encourages movement, with younger infants enjoying the movements you support and older infants taking part in the fun:

***This little piggy went to market,  
This little piggy stayed home,  
This little piggy had roast beef,  
This little piggy had none.  
This little piggy went ...  
Wee, wee, wee,  
all the way home!***



## Reading

Choose one page from the book with bright illustrations and share it with infants. Read the text on the page again, gently tapping the beat or syllables to the words on your lap. You can also focus on the “action words” gently tapping only these, such as “clap clap” and helping infants to clap their hands together or encouraging them to clap independently as you read this part of the text and look at the illustration together.

Read the book again, but this time focusing only on one page and honing in on the illustration of one page. Choose something that stands out to you and talk about what the character or characters in the picture are doing and why you think it is important. Talk with babies about why you think it is amazing and wait for their responses. One example is the page where the person is playing the drum standing up!

Help infants as they “move” through the text as you read together, whether it is stomping, knocking knees together, tapping toes, or dancing. Gently help them clap their hands together or blink your eyes at them, encouraging their responses.



## Writing

Invite families to share a photo of their infant and write about the things their infant can do right now that makes him or her special ([see template page 30](#)). If infants can hold writing instruments, encourage infants to participate by holding a large crayon or contributing with finger paints to make marks on the page.

Using large sheets of construction paper or newsprint, place infant-safe writing instruments slightly out of reach and encourage infants to crawl, scoot, or walk to get to them. Then, encourage them to make marks on the paper, helping them if necessary.



## Playing

Infants love “hide and seek” and will enjoy this rhyming song with a scarf that you can modify to be a version of hide and seek as well:

***Popcorn kernels popcorn kernels  
In the pot in the pot  
Shake them shake them shake them  
Til they pop, til they pop***

(see <https://www.pinterest.com/pin/472174342155550983/> for motions with the scarf)

Have a variety of infant-safe musical instruments (rattles, shakers, drums, etc.) or everyday objects that can be used as instruments (a bowl turned upside down as a drum, a clean, empty soda bottle tightly sealed with rice as a shaker) and encourage infants to create their own “band”. Talk with infants about the ways they can make music by shaking the rattle or shaker, beating on the drum, or even singing or making noise with their voice.

Encourage tummy time for infants, for as long as they are interested. Include board books or soft books they can reach (or just out of reach) to encourage movement (see list of suggested books in this resource guide), as well as infant-safe toys to enable exploration.

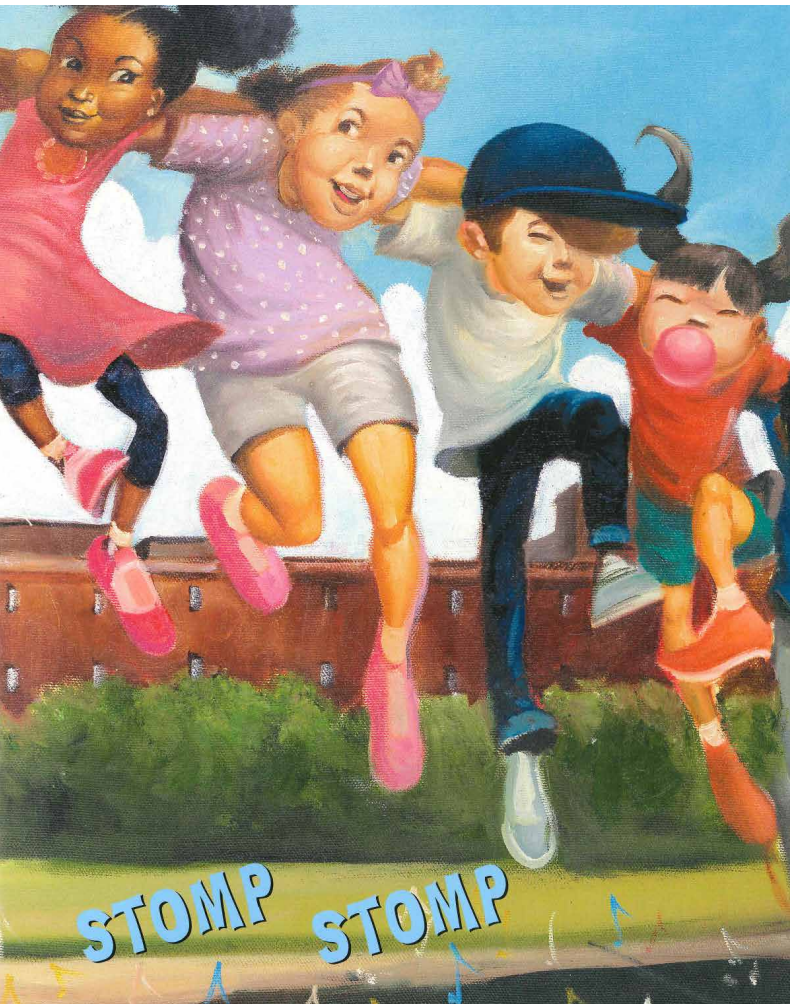


## Activities: Toddler



### Talking

Talk with toddlers about the things they can do by themselves, using the pages of the book to guide the discussion. Ask toddlers to demonstrate how they can clap their hands, stomp their feet, tap their toes, or knock their knees. Encourage families to talk with their toddlers about the things their children are learning how to do and what makes them special, too.



After reading “I Got the Rhythm”, ask toddlers to share their favorite part of the book using words and movement. Use words they already know to help them learn new words, such as “jump with both feet and make a loud noise” to describe “stomp.”



### Singing

To help toddlers think about the sounds in words, sing this classic finger play and teach children the motions too:

***The itsy-bitsy spider  
Climbed up the water spout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
And the itsy-bitsy spider  
Climbed up the spout again***

Most toddlers enjoy doing things by themselves. To encourage independence and a sense of self-esteem, try singing this happy children’s classic:

***If you’re happy and you know it,  
clap your hands (clap clap)***

***If you’re happy and you know it,  
clap your hands (clap clap)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it,  
clap your hands. (clap clap)***

***If you’re happy and you know it,  
stomp your feet (stomp stomp)***

***If you’re happy and you know it,  
stomp your feet (stomp stomp)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it,  
stomp your feet. (stomp stomp)***

***If you’re happy and you know it,  
shout “Hurray!” (hoo-ray!)***

***If you’re happy and you know it,  
shout “Hurray!” (hoo-ray!)***

*If you're happy and you know it,  
then your face will surely show it*

*If you're happy and you know it,  
shout "Hurray!" (hoo-ray!)*

*If you're happy and you know it, do all  
three (clap-clap, stomp-stomp, hoo-ray!)*

*If you're happy and you know it, do all  
three (clap-clap, stomp-stomp, hoo-ray!)*

*If you're happy and you know it,  
then your face will surely show it*

*If you're happy and you know it, do all  
three. (clap-clap, stomp-stomp, hoo-ray!)*

Encourage toddlers to move their bodies as they pretend to climb the apple tree, reach as high as they can, and shake delicious apples in support of being independent:

*Way up high in the apple tree,  
Four little apples hung over me.  
I shook the tree as hard as I could.  
Down came the apples and mmmmm!  
Were they good!*

*Way up high in the apple tree,  
Three little apples hung over me.  
I shook the tree as hard as I could.  
Down came the apples and mmmmm!  
Were they good!*

*Way up high in the apple tree,  
Two little apples hung over me.  
I shook the tree as hard as I could.  
Down came the apples and mmmmm!  
Were they good!*

*Way up high in the apple tree,  
One little apple hung over me.  
I shook the tree as hard as I could.  
Down came the apple and mmmmm!  
Was it good!*

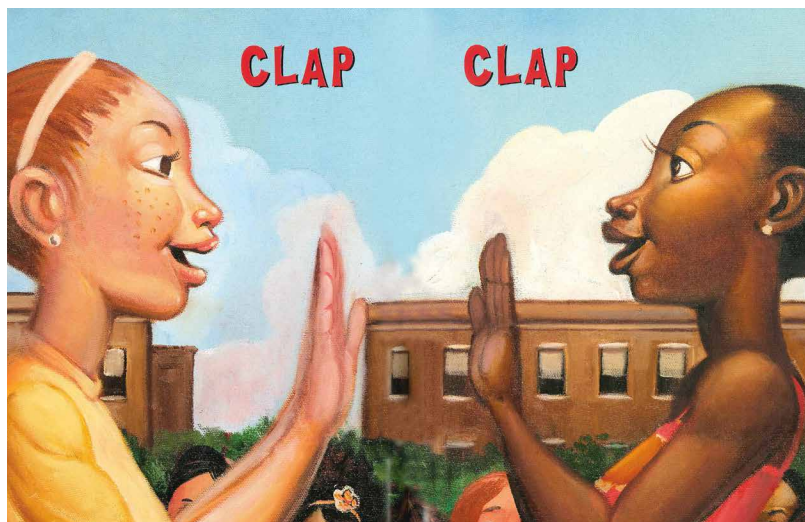


## Reading

Help toddlers pay attention to the sounds in words by pausing or calling attention to rhyming words as you read the book. As you read words like "toes", identify other words that rhyme, such as nose (and point to your nose), rose, glows, and others that you can think of that can help toddlers think about the way parts of words sound.

Help toddlers to think about patterns by sharing turns leading one another in a "lead the beat" game. Start by gently patting your hands on your knees and then clapping your hands, alternating in a distinct pattern (two pats on knee, two claps of hands together). Repeat the pattern slowly with toddlers, assisting as needed until they are able to repeat the pattern independently.

Just like in the book, invite toddlers to dance to the rhythm. Put on your favorite toddler dance songs or sing together and shake your hips as you dance together. Like the characters in "I Got the Rhythm" by Connie Schofield-Morrison, form a line and take turns leading one another in the same moves or encourage everyone to dance however they would like. Encourage toddlers to give one another enough space and watch them dance away!







## Writing

Using large chart paper, ask toddlers to continue the story “I Got the Rhythm” by Connie Schofield-Morrison by sharing one thing they can do (for toddlers who prefer to show rather than verbalize, acting out what they can do is a great way to contribute). As each toddler shares, pat your hands to the number of beats or syllables you hear in the words, asking children to do the same by repeating after you. Be sure to write each of their responses too (you can stretch out the sounds of the words to help them hear each sound).

Talk with toddlers about someone special in their life, such as a parent, sibling, grandparent, or special friend. Using the template ([page 31](#)), have them draw a picture of that special someone as you talk about what makes that person special or the things that person does with them. Write the name of that person next to the child’s drawing and ask toddlers to sign their own names to their artwork.

Create writing stations around the space with different materials at each one. Try having crayons and paper at one, newsprint and washable markers at another, envelopes, cards, and toddler-friendly pens at a third, doodle boards at another, and so on. Making sure there is enough adult supervision, play music and in this take on “musical chairs” encourage toddlers to write until the music stops. Be sure to allow enough time for toddlers to experiment at each station, but then encourage them to move in a certain way, such as dancing, to the next station.



## Playing

Play with sounds. Choose one of the action words in the book and see how many rhyming words you can come up with while toddlers bounce a balloon in the air or gently roll a ball to one another. See if you can think of as many words as they can keep the balloon afloat. The characters in the book engaged in each of the following actions: think, beat, blink, sniff, clap, snap, shake, knock, stomp, tap, and bop (and a few extras if you want to go back to the book).

Using empty tissue boxes, oatmeal containers, coffee cans or other materials families can bring from home (you might need to collect these ahead of time or ask parents to bring them), toddlers can decorate their own drums to beat. Have construction paper or newsprint available to wrap or cover recycled materials (if desired), child-safe crayons, markers, or other materials to decorate (note that any craft products should indicate it conforms to ASTM D4236 to be used with young children).



Have a toddler parade! After reading the book, encourage toddlers to march in their own rhythm parade, asking each one to take a turn deciding what action the group will do next. Use the template ([page 32](#)) of cards to have toddlers “pull a card” to help deciding and so everyone has a chance to have a turn or in case children need help in remembering ideas from the story.

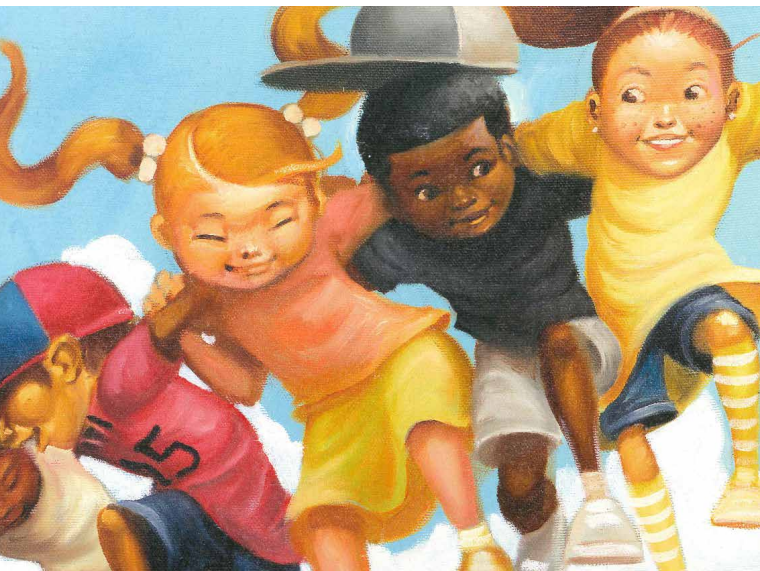
## Activities: Preschooler



### Talking

Ask each preschooler to share their name. Repeat their name to be sure you are pronouncing it correctly and then see if you can find a word that rhymes with it, asking the preschoolers if the two words rhyme. Next, see if any of the preschoolers in the group can come up with another word that also rhymes, whether it is a real word or a made-up one.

Talk with preschooler about what makes them stand out or unique. You may find it helpful to talk about what being “unique” is and why each of is able to do different things and that is okay. Some preschoolers may be able to do a certain task or activity while others may not have tried it yet. Encourage each of them with more than “good job” by commenting on the specific things that make them stand out.



In the book, the main character and other characters engaged in different types of activities. Talk with children about the different things they can do, but this time create a graph or chart of the activities (see template). Encourage children to keep track of their various activities at home for a week using the “Things I Can Do” sheet ([page 33](#)).



### Singing

To help preschoolers think about the sounds in words, sing this favorite song that helps children to think about the sounds in words, using their names:

**Tomas!**

**Tomas, Tomas, bo-bomas**

**Bo-na-na-fan-na-fo-fomas**

**Fee-fi-mo-momas**

**Tomas!**

**Molly!**

**Molly, Molly, bo-bolly**

**Bo-na-na-fan-na-fo-folly**

**Fee-fi-mo-molly**

**Molly!**

Preschoolers are increasingly independent. To encourage their sense of independence as well as sense of self, sing this children’s classic:

**Where is Thumbkin?**

**Where is Thumbkin?**

**Here I am!**

**Here I am!**

**How are you today, sir?**

**Very well, I thank you.**

**Run away.**

**Run away.**

**Where is Pointer?**

**Where is Pointer?**

**Here I am!**

**Here I am!**

**How are you today, sir?**

**Very well, I thank you.**

**Run away.**

**Run away.**



Encourage preschoolers to move their bodies to this song that helps them learn colors, rhymes, and encourages independence too:

***If you are wearing red, shake your head  
If you are wearing red, shake your head  
If you are wearing red, then please  
shake your head  
If you are wearing red, shake your head***

***If you are wearing blue, touch your shoe  
If you are wearing blue, touch your shoe  
If you are wearing blue, then please  
touch your shoe  
If you are wearing blue, touch your shoe***

***If you are wearing yellow, shake like JellO  
If you are wearing yellow, shake like JellO  
If you are wearing yellow, then please  
shake like JellO  
If you are wearing yellow, shake like JellO***

***If you are wearing pink, give me a wink  
If you are wearing pink, give me a wink  
If you are wearing pink, then please  
give me a wink  
If you are wearing pink, give me a wink***

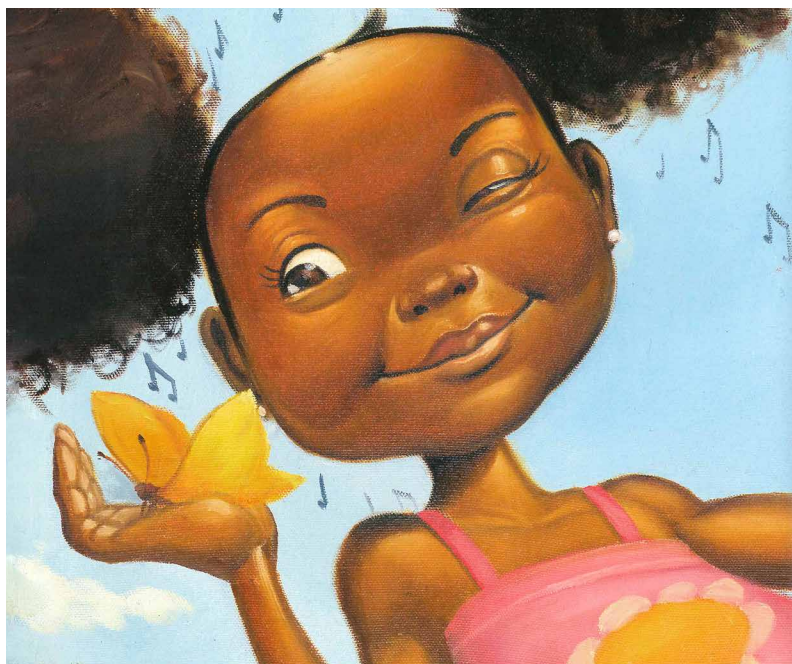
***If you are wearing black, pat your back  
If you are wearing black, pat your back  
If you are wearing black, then please  
pat your back  
If you are wearing black, pat your back***

***If you are wearing brown, turn around  
If you are wearing brown, turn around  
If you are wearing brown, then please  
turn around  
If you are wearing brown, turn around***



## Reading

Ask preschoolers to think of an action word that has the same sound as the beginning sound of their name. It's important to remember that sounds might not be the same as letters, so Carly might identify "kaboom". [You might find it helpful to brainstorm a list of action words ahead of time in case children need help, such as bounce, cartwheel, dance, elevate, fan, and so on...]



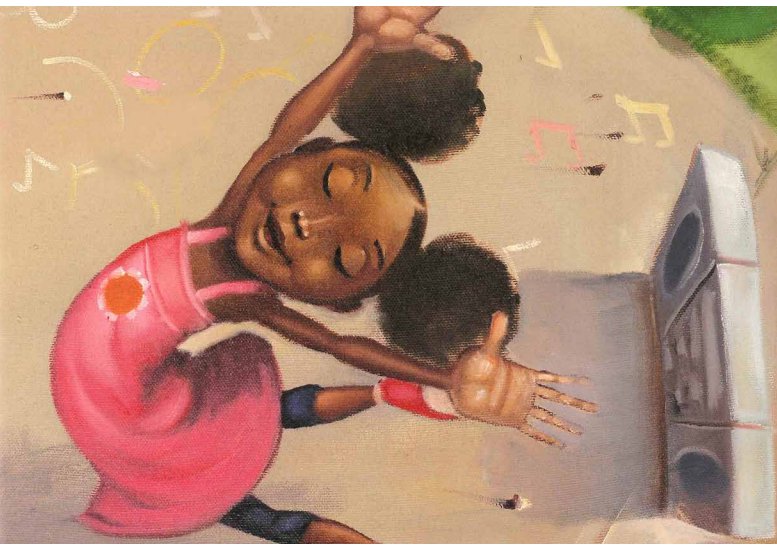
Have children talk about a time they were able to do something that made them proud. Just like the character sang with her mouth or tapped with her toes, ask children to share with a partner or with the group something they were able to do that makes them special.

After reading, go back through the pages of the book, talking about the words that describe the actions, such as "blink" or "stomp". Have children think of other action words and within the space available, carefully act out those words.



## Writing

Using newsprint, create a “wall” (carefully and securely cover the wall with the newsprint) for preschoolers to write on, encouraging them to think of an action word with one beat or syllable in it and write or draw the word on the “action wall” to share with others. [It is important to remind preschoolers that this wall can be written on because the paper is there and they were invited to do so.]



Using the template (page 34), encourage preschoolers to draw and/or write about their favorite activity. Talk with them about what they do best and how they do it. Some preschoolers might want assistance to write, telling an adult the words they want written and drawing a picture to go along with their spoken words written for them by an adult. Other preschoolers may decide to write and illustrate on their own. Encourage preschoolers to make letters of the alphabet with their bodies, saying the letters as they make them. Use the letters of their names to help them associate the letters that carry the most meaning for them right now, showing them what the letters might look like with their bodies (see <https://www.pinterest.com/pin/341640321707785783/> if you need suggestions for what this might look like).



## Playing

Using the template (page 35) to play memory, encourage children to engage in the sounds they remember from the book as they match pairs. See if children can identify words that rhyme with the images on the cards, such as “pie” and “eye”, too.

In the book, the main character thinks about a rhythm in her mind. Have a dramatic play area or space for children that looks like the space in the book by re-creating a city scape. Ask preschoolers to share what they think would be in this space or create the space and encourage them to explore it as part of a dramatic play area. Think about including a fence, walk way, ice cream or shaved ice vendor (complete with cart, bowls and scoops, play money, sign, and writing instruments to allow children to change prices or menu items), trash cans, benches, and other items that would be appropriate. Be sure to include other books about cities or living in the city, as well as newspapers, magazines, signs, and other types of print.

Play this variation of “Simon says” with preschoolers to encourage young children to have fun while listening to directions. You can use the template for follow the leader or make up direction in the tradition of “Simon says” as you call out directions for children to “blink their eyes” or “stomp their feet”, interjecting when Simon says or simply to do one activity or the other.

# Storytime Guides for Librarians for “I Got the Rhythm”

## Storytime Guides: Infant

For story sessions with infants 12 months and younger, encourage caregivers to hold babies in their laps and interact with their infants as much as possible. Sessions with infants should be short, with care to model early literacy practices caregivers can continue at home. As you go about the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing helps infants to hear the sounds in words or that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the infants, encouraging caregivers to do the same.

### **Greeting**

Gather infants and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

*(Sung to the tune of “Goodnight Ladies”)*

**Hello friends, Hello friends**

**Hello friends**

**It’s time to say hello**

### **Opening**

Before reading “I Got the Rhythm” by Connie Schofield-Morrison, share with caregivers that during the reading of the book you’ll be focusing on the words that make sounds and encourage them to help infants gently move their bodies to the words and the sounds they make. For example, when the character in the book blinks her eyes, suggest caregivers make eye contact with their infants and blink, watching for and encouraging the reaction of their babies. When she claps her hands, ask caregivers to gently clap their hands or help their babies clap their hands together (babies might be sitting in the laps of caregivers or roaming carpeted floors around them).

### **Book reading**

Read the book, pausing with each of the “action words” to allow caregivers time to interact with infants. Be sure to comment on the reactions of infants, asking caregivers to offer responses as well. As you read, pay attention to the ways in which caregivers are sharing with their infants, encouraging the shared experiences and repeating of words as they engage in actions, such as repeating the word “clap” as they gently clap babies hands together. It may be helpful to encourage caregivers to repeat the words as they engage in the actions or to let them know using words babies know to teach new words helps children learn new vocabulary words.

### **After reading**

After reading the book, go through the list of action words with caregivers, repeating all of the actions or vocabulary words their infants just did as you read together. The list includes: think, beat, blink, sniff, clap, snap, shake, knock, stomp, tap, and bop (note there are others you might include from the final two pages).

## ***Fingerplay/Rhyme***

Share with caregivers that just like in the book, spending time with babies learning action words can help them learn words through motion. One way they are already doing this is through fingerplays or rhymes, such as “Open, Shut Them”:

***Open shut them***

***Open shut them***

***Give a little clap, clap, clap***

***Open shut them***

***Open shut them***

***Lay them on your lap, lap, lap***

***Creep them creep them***

***Creep them creep them***

***Right up to your chin, chin, chin***

***Open wide your little mouth***

***But do not let them in***

***Shake them shake them***

***Shake them shake them***

***Shake them***

***Just like this, this, this***

***Roll them roll them***

***Roll them roll them Roll***

***And blow a little kiss***

## ***Activity***

Have a variety of infant-safe musical instruments (rattles, shakers, drums, etc.) or everyday objects that can be used as instruments (a bowl turned upside down as a drum, a clean, empty soda bottle tightly sealed with rice as a shaker) and encourage infants to create their own “band”. Talk with infants about the ways they can make music by shaking the rattle or shaker, beating on the drum, or even singing or making noise with their voice.

## ***Closing***

Wrap up the storytime session by thanking families and caregivers for taking time to share reading with infants. Point out where the book “I Got the Rhythm” by Connie Schofield-Morrison will be available for them to read again will be available, as well as other books they might like to borrow from the library to read with infants. The printable book read-a-likes from the Ready to Read Michigan program guide ([page 7](#)) is a great place to find suggestions for books for families! To close the session, sing the following, being sure to acknowledge each of the participants:

*(Sung to the tune of “Goodnight Ladies”)*

***Goodbye friends, Goodbye friends***

***Goodbye friends***

***It’s time to say goodbye.***



**Tip for Libraries:** Offer a basket of clean board books for babies to touch, hold, and, yes, even chew, throughout the storytime.



# Storytime Guides: Toddler

For story sessions with toddlers (children 13 months to 35 months), encourage caregivers to hold toddlers in their laps and/or interact with their children as much as possible. Sessions with toddlers should be brief with multiple, short “sections” and care to model early literacy practices caregivers can continue at home. As you go about the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing helps toddlers to hear the sounds in words, pointing to text will help them learn that it is the print that we are reading, or that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the toddlers, encouraging caregivers to do the same.

## Greeting

Gather toddlers and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

*The More We Get Together*

(see [https://youtu.be/VYJS\\_xckWY0](https://youtu.be/VYJS_xckWY0) from the Skokie Public Library to learn and share sign language for this song too!)

***The more we get together***

***Together, together***

***The more we get together***

***The happier we'll be***

***'Cause your friends are my friends***

***And my friends are your friends***

***The more we get together***

***The happier we'll be***

***Oh, the more we get together***

***Together, together***

***The more we get together***

***The happier we'll be***

## Opening

Before reading “I Got the Rhythm” by Connie Schofield-Morrison, share with caregivers that during the reading of the book you’ll be focusing on the beats or “syllables” in each of the action words as you read them to help toddlers pay attention to the sounds in the words. Encourage caregivers to gently pat the “beats” or syllables in the words (you can demonstrate each word) with you and do the same with their toddlers. Active toddlers might enjoy stomping with their feet as well as clapping their hands.

## Book reading

Read the book, demonstrating the number of “beats” or syllables in each of the “action words” by tapping them on your lap or clapping your hands. Be sure to allow caregivers time to interact with toddlers to do the same, and encouraging active toddlers time to stomp their feet, repeating the words so they can hear each beat as necessary. Be sure to comment as they respond to the beats, asking caregivers to offer responses as well.

## After reading

If you don’t already know the names of the toddlers in the group or have nametags, ask each caregiver to share their names as you go around and ask toddlers to stomp their feet or clap their hands to the number of “beats” you hear in their names. You can do this again by snapping fingers, clapping hands, or blinking eyes, too.

## **Fingerplay/Rhyme**

Share with caregivers that just like in the book, spending time with toddlers learning action words can help them learn words through motion. One way they are already doing this is through fingerplays or rhymes, such as “If You’re Happy and You Know It”:

***If you’re happy and you know it,  
clap your hands (clap clap)***

***If you’re happy and you know it,  
clap your hands (clap clap)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it,  
clap your hands. (clap clap)***

***If you’re happy and you know it,  
stomp your feet (stomp stomp)***

***If you’re happy and you know it,  
stomp your feet (stomp stomp)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it,  
stomp your feet. (stomp stomp)***

***If you’re happy and you know it,  
shout “Hurray!” (hoo-ray!)***

***If you’re happy and you know it,  
shout “Hurray!” (hoo-ray!)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it,  
shout “Hurray!” (hoo-ray!)***

***If you’re happy and you know it, do all  
three (clap-clap, stomp-stomp, hoo-ray!)***

***If you’re happy and you know it, do all  
three (clap-clap, stomp-stomp, hoo-ray!)***

***If you’re happy and you know it,  
then your face will surely show it***

***If you’re happy and you know it, do all  
three. (clap-clap, stomp-stomp, hoo-ray!)***

## **Activity**

### *Toddler parade*

Have a toddler parade! After reading the book, encourage toddlers to march in their own rhythm parade, asking each one to take a turn deciding what action the group will do next. Use the template of cards to have toddlers “pull a card” to help deciding and so everyone has a chance to have a turn or in case children need help in remembering ideas from the story.

## **Closing**

Wrap up the storytime session by thanking families and caregivers for taking time to share reading with toddlers. Point out where the book “I Got the Rhythm” by Connie Schofield-Morrison will be available for them to read again will be available, as well as other books they might like to borrow from the library to read with infants. To close the session, sing the following being sure to acknowledge each of the participants:

*(Tune: Twinkle Twinkle Little Star)*

***Hands go up and hands go down.***

***I can turn round and round.***

***I can jump upon two shoes.***

***I can clap and so can you!***

***I can wave, I’ll show you how.***

***Storytime is done for now.***



**Tip for Libraries:** Write or print storytime rhymes in large font to post for families to read along during storytime. Be sure to point to words as they are being said, to strengthen print awareness for toddlers.

# Storytime Guides: Preschooler

For story sessions with preschoolers, encourage caregivers to interact with their children as much as possible. Preschoolers may still like to sit in laps, sit directly next to caregivers, or even roam around a bit. Preschool (ages 3- to 5-years-old) sessions should be short, with care to model early literacy practices caregivers can continue at home. As you go about the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing and fingerplays help preschoolers to hear the sounds in words, asking questions helps them to develop comprehension skills and learn new vocabulary words, and that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the children, encouraging caregivers to do the same.

## Greeting

Gather preschoolers and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

*(Tune: If You're Happy and You Know It)*

***If you're ready for a story, take a seat***

***If you're ready for a story, take a seat***

***Clap your hands and stomp your feet***

***Make your hands all nice and neat***

***If you're ready for a story, take a seat***

## Opening

Before reading “I Got the Rhythm” by Connie Schofield-Morrison, share with caregivers that during the reading of the book you’ll be focusing on the things young children can do or experiences they might have had, asking them to make connections between the story and their own experiences.

## Book reading

Read “I Got the Rhythm” by Connie Schofield-Morrison, taking time to point out the things the character in the book is able to do, such as blink her eyes, tap her toes, and shake her hips. As you read, ask children questions to help them connect the things happening in the book to things they might be able to do themselves (such as shaking their hips) or things they might have done before too (such as visiting a park or buying ice cream at a vending cart). Some questions you might ask include: “Tell me about a time when you went to the park” or “Why do you think he is standing to play his drum? What do you think is going to happen next?”

## After reading

After reading the book, have children share with a partner (either a caregiver or another child) or take turns as part of the whole group sharing their favorite part of the book. For children that need help to remember (and easier to do with smaller groups), you might have them come up to the book and find the page containing their favorite part. To help connect to their own experiences, you can also ask them to share their favorite thing to do that was also in the book. You might provide an example, such as, “My favorite thing to do that was also in “I Got the Rhythm” by Connie Schofield-Morrison is dance. I love the part when they are dancing in a group and everyone has a chance to dance however they want.”

## Fingerplay/Rhyme

Share with caregivers that just like in the book, spending time with preschoolers learning action words can help them learn words through motion. One way they are already doing this is through fingerplays or rhymes, such as “Ten Fingers”:

***I have ten fingers*** (hold up both hands, fingers spread)

***And they all belong to me,*** (point to self)

***I can make them do things-***

***Would you like to see?***

***I can shut them up tight*** (make fists)

***I can open them wide*** (open hands)

***I can put them together*** (place palms together)

***I can make them all hide*** (put hands behind back)

***I can make them jump high*** (hands over head)

***I can make them jump low*** (touch floor)

***I can fold them up quietly*** (fold hands in lap)

***And hold them just so.***

## Activity

Using the template (page 34), encourage preschoolers to draw and/or write about their favorite activity. Talk with them about what they do best and how they do it. Some preschoolers might want assistance to write, telling an adult the words they want written and drawing a picture to go along with their spoken words written for them by an adult. Other preschoolers may decide to write and illustrate on their own. Whatever a preschooler chooses is fine! It is important to share with families and caregivers that these early marks, regardless of whether they are something adults can read, represent text to young children and are important pieces of writing.

## Closing

Wrap up the storytime session by thanking families and caregivers for taking time to share reading with preschoolers. Point out where the book “I Got the Rhythm” by Connie Schofield-Morrison will be available for them to read again will be available, as well as other books they might like to borrow from the library to read with preschoolers. To close the session, sing the following, being sure to acknowledge each of the participants:

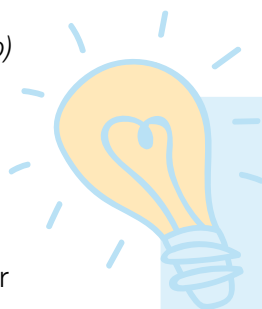
(Tune: Oh My Darling Clementine)

***Thanks for sitting, thanks for listening,***

***Thanks for coming here today!***

***Now that storytime is over***

***Hope you have a lovely day!***



**Tip for Libraries:** Pass a tambourine around the story circle and encourage children to tap out the syllables of their name.



# Storytime Guides: Multiple Ages

For story sessions with children of all ages, encourage caregivers to hold babies in their laps and interact with their infants as much as possible. Toddlers may like to sit in laps or roam around, and preschoolers may decide to do the same. Sessions with children of multiple ages should be short to accommodate the different age groups, with care to model early literacy practices caregivers can continue at home. As you go about the storytime, you may find it helpful to point out what you are doing and why it is important, such as reminding family members that singing and fingerplays help preschoolers to hear the sounds in words, asking questions helps them to develop comprehension skills and learn new vocabulary words, and that reading together can develop a lifelong love of books. As you read, be sure to make eye contact with each of the children, encouraging caregivers to do the same.

## Greeting

Gather children and caregivers to the storytime area as you sing a greeting song (it may be helpful to announce storytime is beginning prior to starting to sing):

*(Tune: If You're Happy and You Know It)*

**Hi, hello and how are you**

**How are you**

**How are you**

**Hi, hello and how are you**

**How are you today?**

## Opening

Before reading “I Got the Rhythm” by Connie Schofield-Morrison, share with caregivers that during the reading of the book you’ll be focusing on the words that describe the actions, such as “blink” or “stomp”. Regardless of their age, children can mimic the motions, which will help very young children learn the meaning of the words. Toddlers and preschoolers who might already know the words can engage in conversations about the words and the corresponding pictures, making connections to the text and their own lives as a strategy for comprehension.

## Book reading

Read “I Got the Rhythm” by Connie Schofield-Morrison, stopping to point out each of the action words, using other words to describe them and asking children questions to help them connect the things in the book to things in their own lives. An example of a question might be, “Tell me about a time you thought about something important to you. What were you thinking about?” As you read, pause occasionally to focus on the action words, give children time to act them out, ask caregivers and children for suggestions for other words that could describe what they are doing (or what children in the illustrations are doing) such as “stomp”, and talk about another time they did the same thing.

## After reading

After reading the book, have children share with a partner (either a caregiver or another child) or take turns as part of the whole group sharing their favorite action word from the book. For children that need help to remember (and easier to do with smaller groups), you might have them come up to the book and find the page containing their favorite word. You can have them lead the group in carefully acting out the word, noting the amount of space available too.

## Fingerplay/Rhyme

Share with caregivers that just like in the book, spending time with children of all ages learning action words can help them learn words through motion. One way they are already doing this is through fingerplays or rhymes, such as “Hands on Shoulders” with motions accompanying the words:

***Hands on shoulders,  
Hands on knees.  
Hands behind you,  
If you please;  
Touch your shoulders,  
Now your nose,  
Now your hair and now your toes.  
Hands up high in the air,  
Down at your sides, and touch your hair;  
Hands up high now as before,  
Now clap your hands, 1-2-3-4.***

## Activity

Play this variation of “Simon says” with children of multiple ages to encourage young children to have fun while listening to directions. Infants can follow simple movements with gentle support from caregivers, while toddlers can receive encouragement from caregivers or the children’s librarian (note the directions might need to be repeated). Preschoolers might also enjoy taking turns at “being Simon” for their younger friends too. You can use the template for follow the leader or make up direction in the tradition of “Simon says” as you call out directions for children to “blink their eyes” or “stomp their feet”, interjecting when Simon says or simply to do one activity or the other. If your mixed age group is mostly younger children, you might try Hap Palmer’s “Rock-n-Roll Freeze Dance” instead. Visit <http://www.happalmer.com/files/Lyrics%20So%20Big.html#track5>. You can use this link or play your own favorite music and share with children when the music stops, they should “freeze” in their favorite position.

## Closing

Wrap up the storytime session by thanking families and caregivers for taking time to share reading with their children. Point out where the book “I Got the Rhythm” by Connie Schofield-Morrison will be available for them to read again will be available, as well as other books they might like to borrow from the library to read with children, noting the different books they might choose based on the ages or interests of their children. To close the session, sing the following being sure to acknowledge each of the participants:

*(Tune: Farmer in the Dell)*

***We wave goodbye like this.  
We wave goodbye like this.  
We clap our hands for all our friends.  
We wave goodbye like this.***



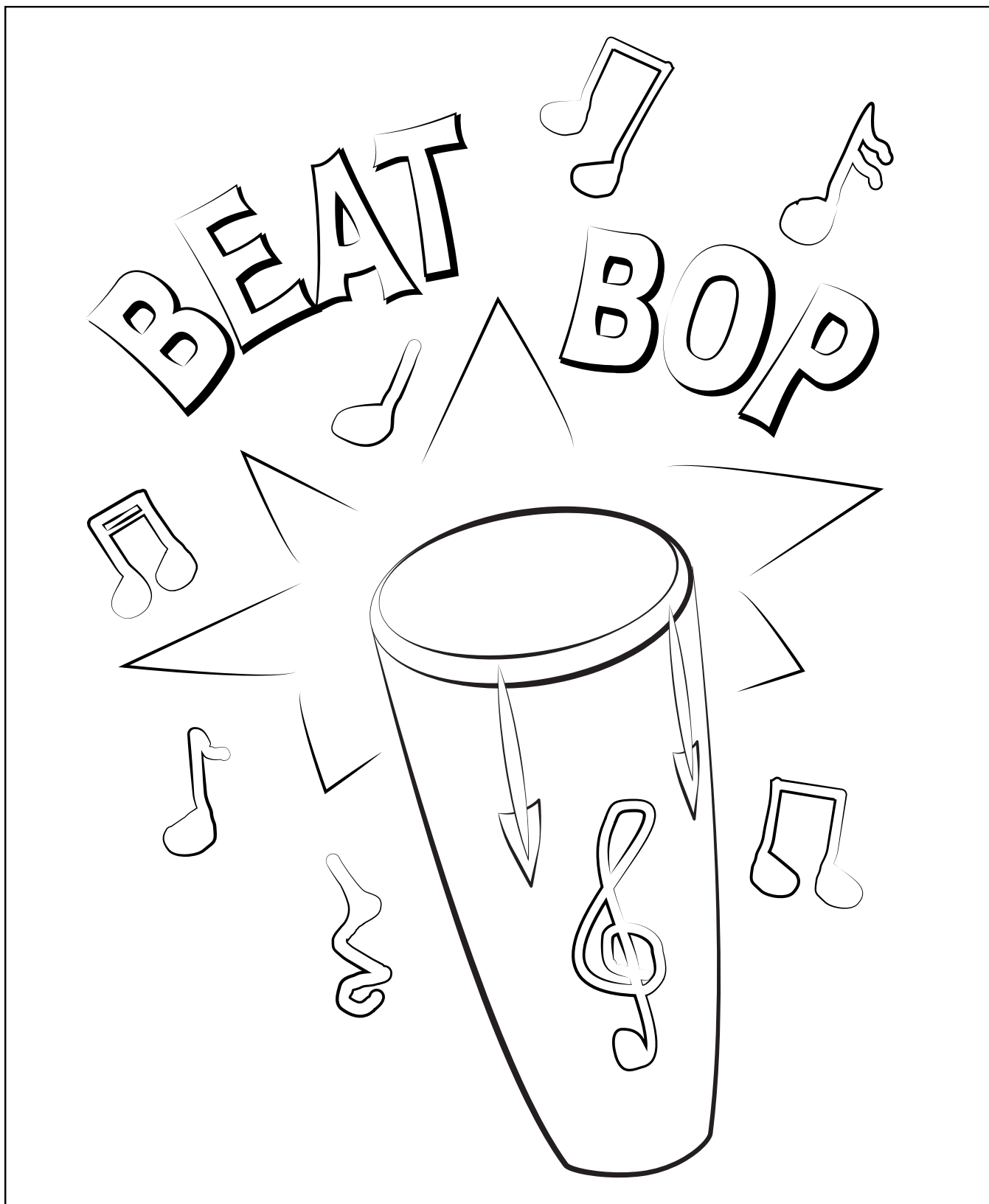
**Tip for Libraries:** Have a collection of read-a-like books from the Ready to Read Michigan program guide on a table near the story time group for families to share and check out!

# Templates and Activity Sheets

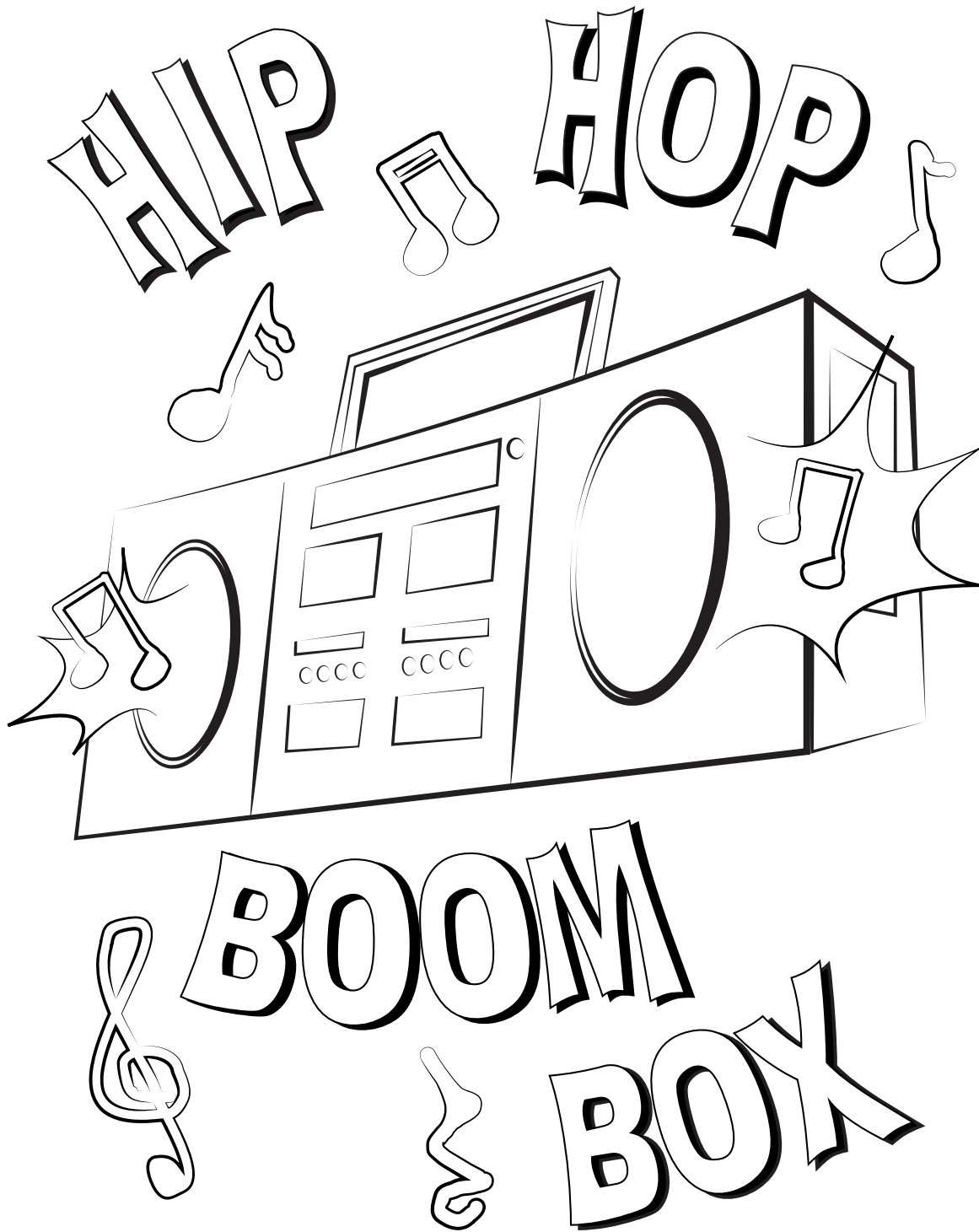
<u>Coloring Sheet (A)</u> .....	27
<u>Coloring Sheet (B)</u> .....	28
<u>Infant: “I Am Special”</u> .....	29
<u>Toddler: Special Someone</u> .....	30
<u>Toddler: Parade Action Cards</u> .....	31
<u>Preschooler: “Things I Can Do” Activity Tracker</u> .....	32
<u>Preschooler: My Favorite Activity</u> .....	33
<u>Preschooler: Memory Match Game</u> .....	34



**Additional activity ideas** can be found at:  
<https://www.pinterest.com/michiganreads/>







## Infant: “I am Special”

Invite families to share a photo of their infant and write about the things their infant can do right now that makes him or her special.

[PHOTO]

## I am Special Because...

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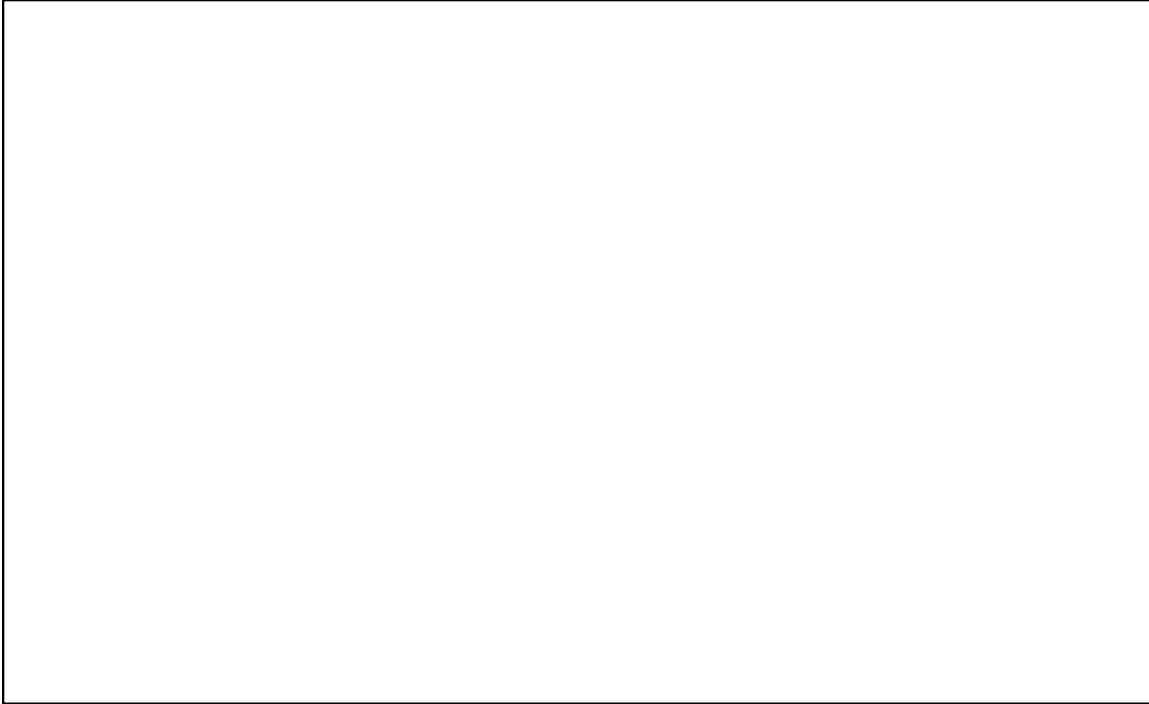
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## Toddler: Special Someone

Have toddlers draw a picture of their special someone as you talk about what makes that person special or the things that person does with them. Write the person's name next to the child's drawing and ask toddlers to sign their own names to their artwork.

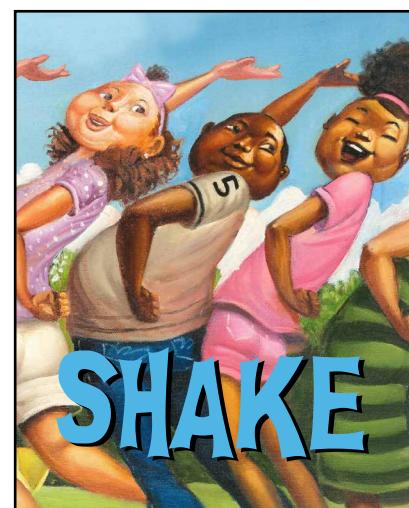
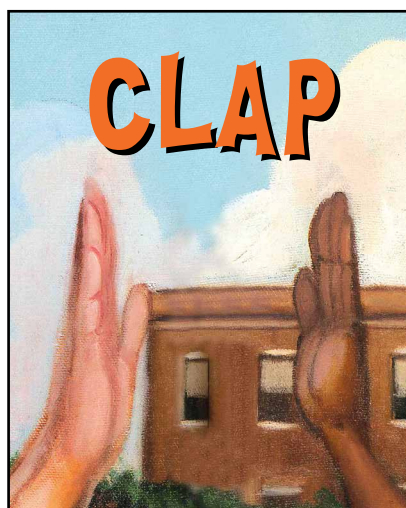
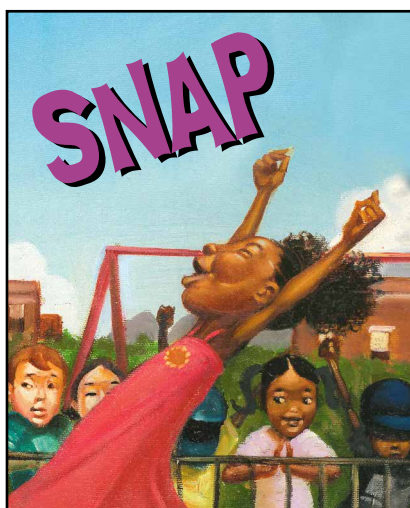
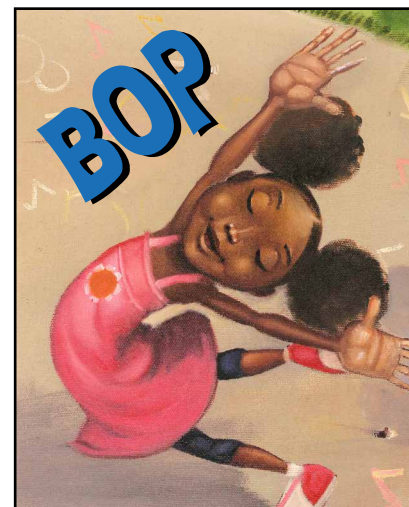
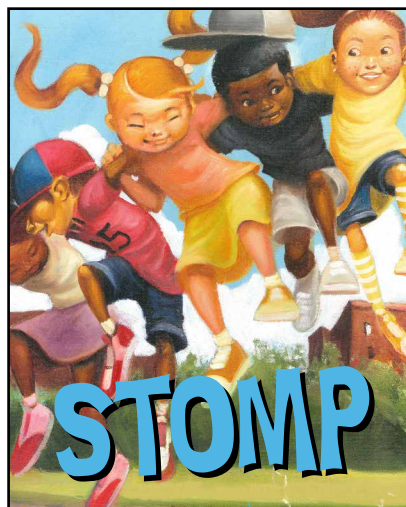
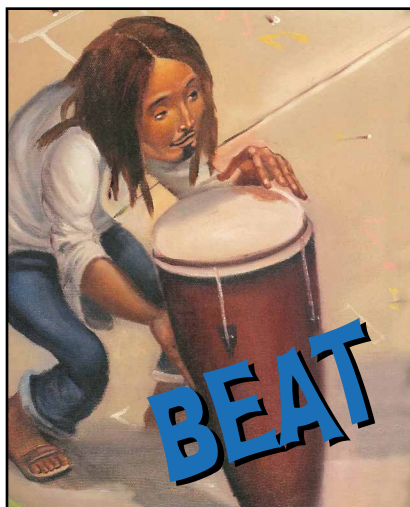
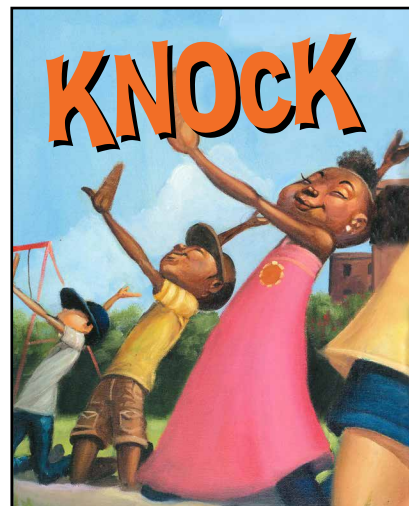
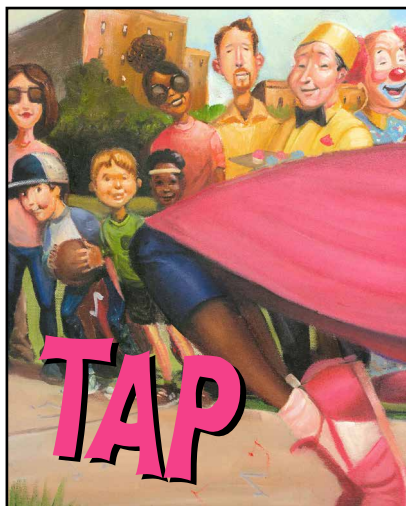
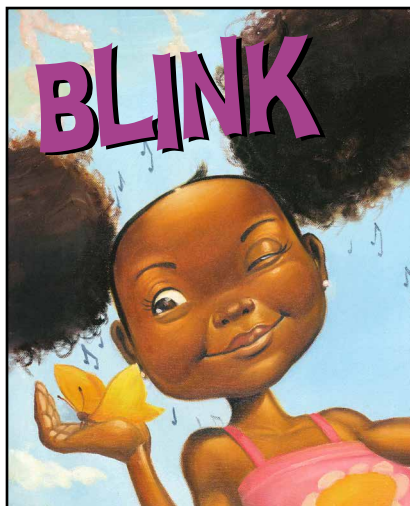
A large, empty rectangular box with a thin black border, intended for a child to draw a picture of their special someone.

## Special Someone

Eight horizontal lines spaced evenly apart, intended for a child to write the name of their special someone and sign their artwork.

## Toddler: Parade Action Cards

After reading the book, encourage toddlers to march in their own rhythm parade. Print and cut out the cards below to assist each toddler take a turn deciding what action the group will do next.





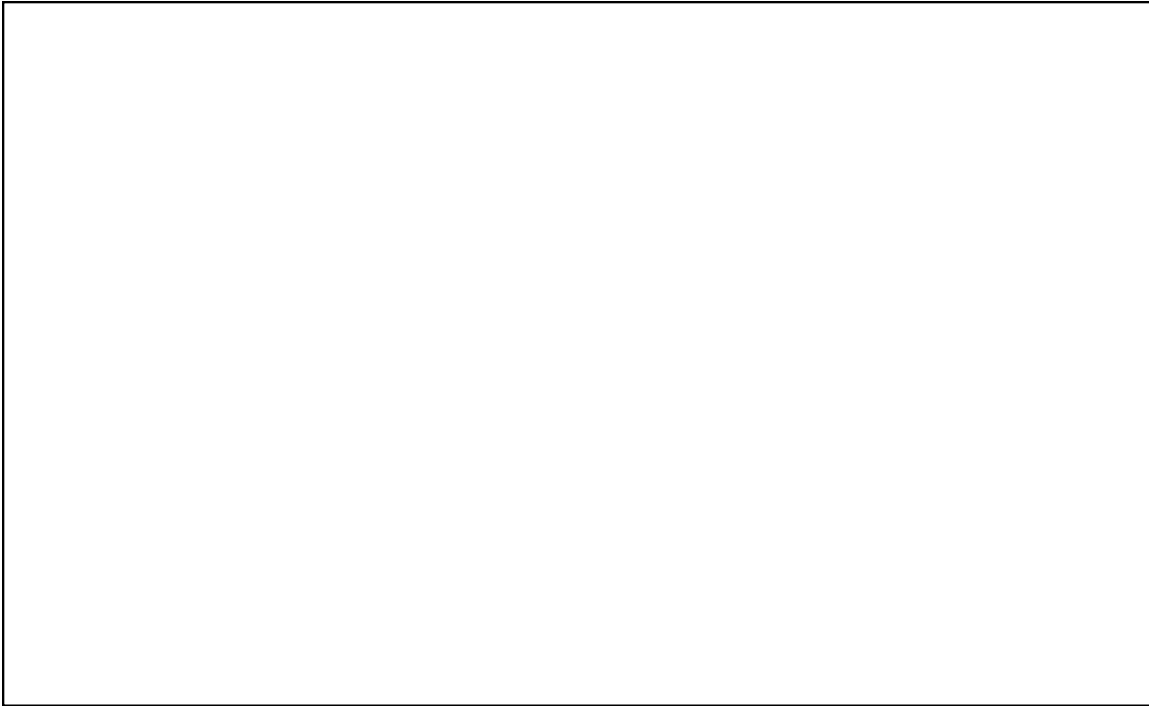
# Preschooler: “Things I Can Do” Activity Tracker

Encourage children to keep track of their various activities at home for a week.

<b>MONDAY</b>	<hr/> <hr/> <hr/>
<b>TUESDAY</b>	<hr/> <hr/> <hr/>
<b>WEDNESDAY</b>	<hr/> <hr/> <hr/>
<b>THURSDAY</b>	<hr/> <hr/> <hr/>
<b>FRIDAY</b>	<hr/> <hr/> <hr/>

## Preschooler: Favorite Activity

Encourage preschoolers to draw and/or write about their favorite activity.

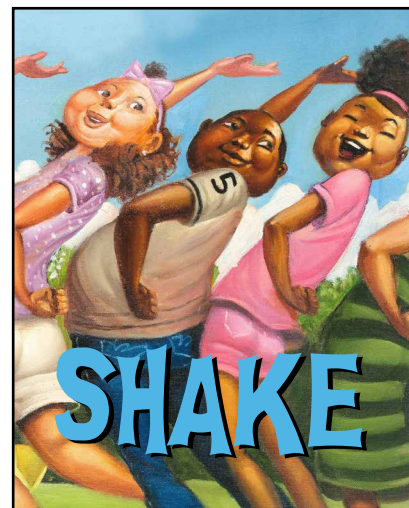
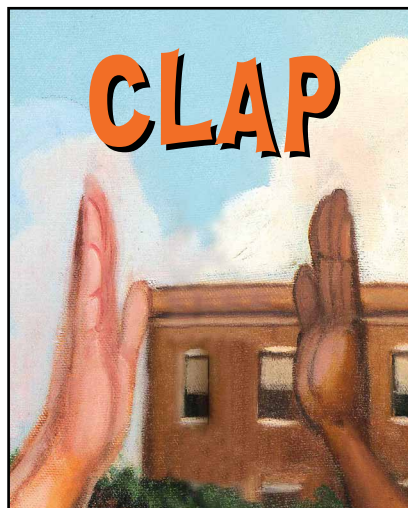
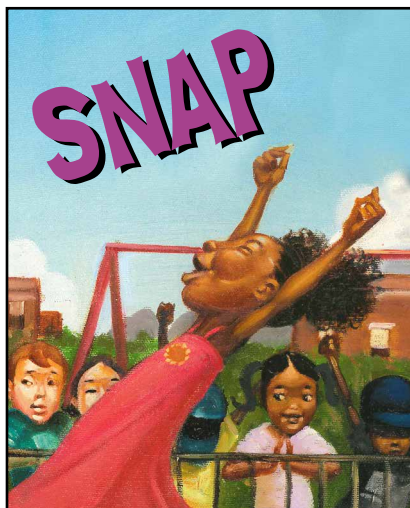
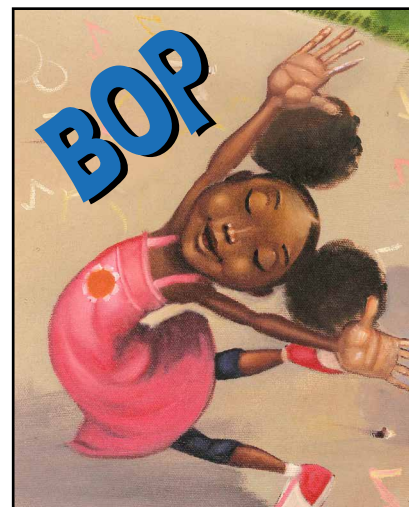
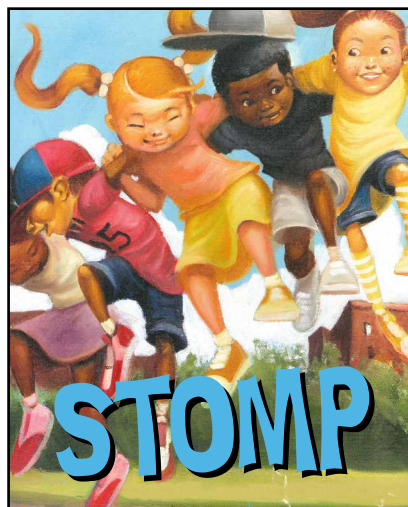
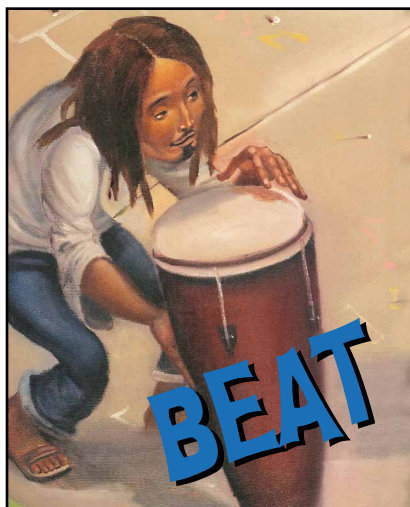
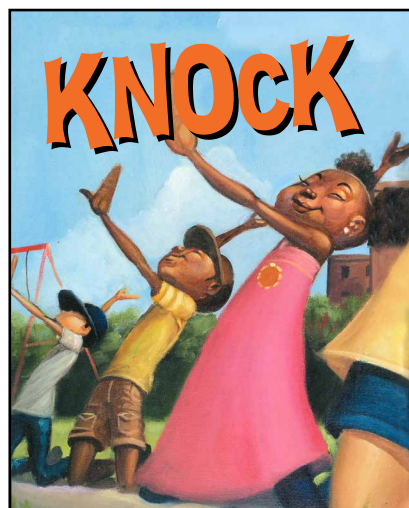
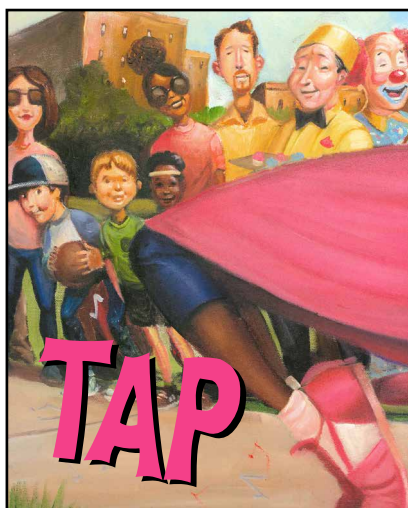
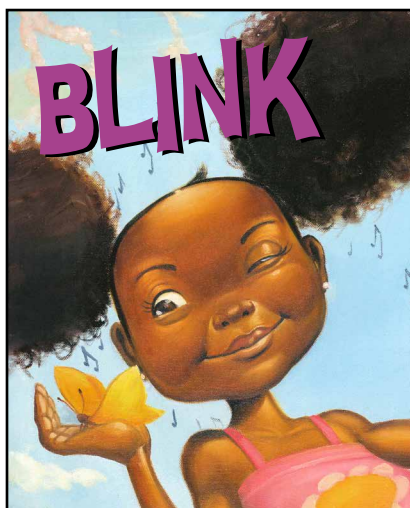
A large, empty rectangular box with a thin black border, intended for a preschooler to draw or write about their favorite activity.

## My Favorite Activity Is...

Eight horizontal lines for writing, spaced evenly apart, intended for a preschooler to write about their favorite activity.

## Preschooler: Memory Match Game

Print, laminate and cut out two (2) copies of the cards below. Encourage children to engage in the sounds they remember from the book as they match pairs of the memory cards.



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