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FOR:

Library of Michigan

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Books For Babies

Graux, Amelie. *I Love to Eat*. HMH, 2012.

This “point-and-say” book, with one object per page, contains mealtime words that will be familiar to babies and young toddlers. The words are written in English, French and Spanish. Adding to the sharing experience are twelve touch-and-feel surfaces for babies to explore.



FIVE PRACTICES – TALKING

- Talk to babies throughout the day during mealtimes, diaper-changing time, bathtime and bedtime.
- Introduce babies to new words whenever possible. Name items in their environment, but also take them on a nature walk, to a farm, or a zoo.
- Repeat new words so that babies will know how to pronounce them when they begin to speak.
- For a child to learn to read, he/she needs to have been introduced to many new words. The size of a child’s vocabulary is a strong predictor of reading success.

HOW TO USE THE BOOK

- Model to parents/caregivers how to share the book by first pointing to the object and allowing the child to feel the texture. Then use the word in a sentence to increase talking experiences.

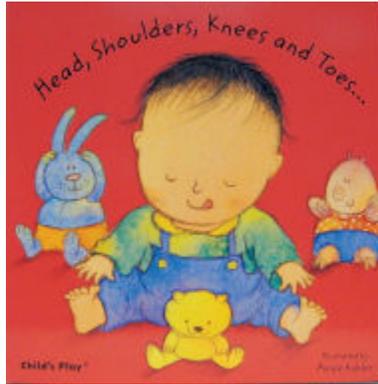
EXTENSIONS

- Share the companion book by the same author *I Love to Sleep*.
- Share rhymes about eating such as “Pat-A-Cake” and “Hot Cross Buns” and songs such as “Pease Porridge Hot” and “Do You Know the Muffin Man?”

Books For Babies

Kubler, Annie. *Head, Shoulders, Knees and Toes*. Child's Play, 2002.

The familiar nursery song with cherubic babies demonstrating the actions makes a perfect read aloud followed by a repeat singing with motions.



FIVE PRACTICES – SINGING

- Songs help babies develop listening skills and learn new words.
- Singing stimulates brain connections and increases attention span.
- Babies prefer their parents' voices to any others, and singing has a calming effect.
- Sing songs throughout the day – they can be songs you know or that you make up.

HOW TO USE THE BOOK

- Sing the song through first, showing the illustrations, and then repeat it a second time asking parents to touch or move each body part that you mention.

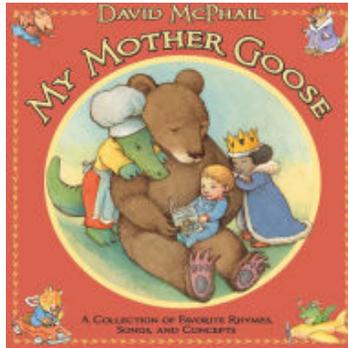
EXTENSIONS

- Sing other popular nursery songs naming body parts such as *"If You're Happy and You Know It," "This Little Piggy"* and *"Where is Thumbkin?"*
- Have young toddlers point to their body parts when they are able; also they can point to body parts on dolls or stuffed animals.
- Use rhymes that mention body parts such as *"I Have Ten Little Fingers."*

Books For Babies

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

A beautifully illustrated book of nursery rhymes and songs, along with the introduction of seven simple concepts such as colors, numbers, and shapes.



FIVE PRACTICES – READING

- Research shows that reading books to children from birth and having books present in the home are two of the greatest indicators for later success in learning to read.
- Read to babies at different times during the day. It does not matter if you finish the book.
- Make sure all reading experiences are positive. Keep reading even if your baby is not directly looking at the book. If your baby is crying or not enjoying the experience, stop and try again later.
- Use board books with durable pages and that have rounded edges until a child can handle a book with paper pages.

HOW TO USE THE BOOK

- Share several nursery rhymes or songs from the book and have parents join in and add simple motions. Mention how important it is to share rhymes and songs daily with babies.

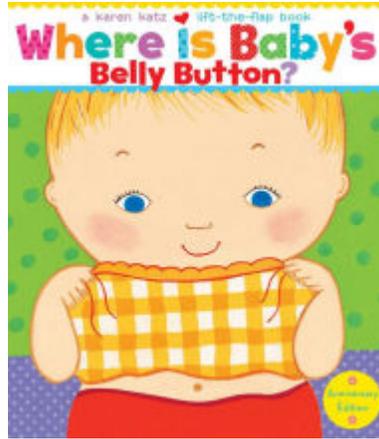
EXTENSIONS

- Show parents how to add simple motions to familiar nursery rhymes such as “*Hickory, Dickory, Dock,*” *Little Miss Muffet,*” and songs such as “*Row, Row, Row Your Boat.*”
- Have parents or babies clap along or dance to the inherent rhythm in nursery rhymes.

Books For Babies

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

This is the perfect peek-a-boo book for babies, particularly from the ages of one to two. Little ones will delight lifting the interactive flaps and discovering body parts of the depicted baby.



PRACTICE – WRITING

- In order for young children to learn to write, the small muscles in their hands must be strengthened. Activities to help babies begin to strengthen their small muscles are important.
- As soon as they are able, young toddlers can lift flaps in books and help turn pages.
- Provide opportunities for babies and young toddlers to feel different shapes.
- When sharing board books with babies, a parent can *occasionally* point to words so that young toddlers begin to understand that the scribbles on the page mean something.

HOW TO USE THE BOOK

- Before sharing a flap book (or circulating one) reinforce the hinged part of the flap with tape so the flaps will stay secure for a much longer time. If you can provide a copy of this book for every family in storytime so that each child can lift the flap, this will be a plus.

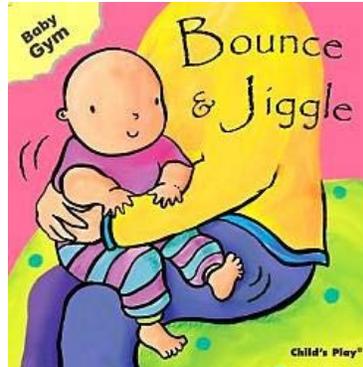
EXTENSIONS

- Provide large, chubby crayons for little ones to scribble on paper taped to a table to help develop their small muscles.
- Another choice is an edible play dough so babies can squish, pat and pull it. Recipes are available online.

Books For Babies

Rescek, Sanja. *Bounce and Jiggle*. Child's Play Intl., 2008.

Five bounce and lift rhymes parents can do with their babies are given along with motions on how to perform the rhymes.



PRACTICE – PLAYING

- Playing with your baby creates a special bond between you and your baby and helps your child acquire confidence, also fostering creativity and imagination in your child.
- When you play with your child and talk about your play, you increase your child's exposure to new vocabulary.
- For babies, the emphasis in play should be on sensory exploration, guided by the caregiver.

HOW TO USE THE BOOK

- Share these rhymes in a storytime program, demonstrating the motions for the rhymes. Baby storytimes should be filled with bounce & lift rhymes, finger and hand games, and tickle and touch rhymes. Vary the types of activities.

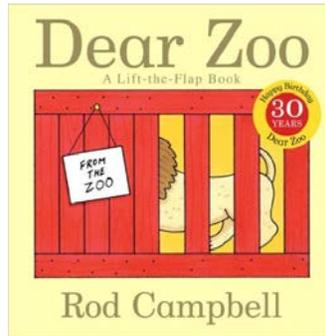
EXTENSIONS

- Using a bubble machine after storytime is great for play and provides a wonderful sensory experience.
- Provides scarves and egg shakers for babies to play with while playing music.

Books For Twos and Threes

Campbell, Rod. *Dear Zoo*. Little Simon, 2005.

A young child asks the zoo for a pet and they send different possibilities, but at the end, the best pet happens to be a dog.



FIVE PRACTICES – TALKING

- Reading books where the young child can participate by naming animals, colors, or simple objects provides wonderful opportunities for a child to use narrative skills.
- Expand the experience by asking simple questions such as “What color is the lion?” or “How many humps does the camel have?”
- Make up a story about going to the zoo and ask your child to mention what animals he/she sees there. You can name some other more unique animals to introduce new words.
- Read the story again asking your child to substitute names of animals they wish the zoo would send for a pet.

HOW TO USE THE BOOK

- Model to parents/caregivers how to share this book by allowing the child to lift the flaps and name each hidden animal.

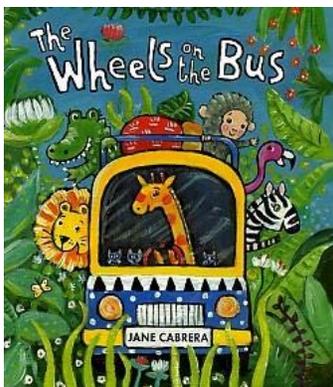
EXTENSIONS

- Have children draw a picture with a chubby crayon of an animal they would love to have as a pet. Have them share the name of their pet and describe the animal.
- Sing the song “Going to the Zoo” which is available online. Have children join in on the chorus each time.

Books For Twos and Threes

Cabrera, Jane. *The Wheels on the Bus*. Holiday House, 2012.

An adaptation of the familiar preschool song with jungle animals either making sounds or doing actions while riding a bus to their favorite water hole.



FIVE PRACTICES – SINGING

- Sing to your child daily. The quality of your voice/singing is unimportant.
- Sing songs throughout the day; they can be songs you know, but young children will especially love songs you make up while performing daily activities.
- Sing songs at a normal speed; then sing them a little slower so your child can clearly hear the syllables that make up the words in the songs. This will improve her ability to discriminate sounds, a skill necessary to learn to read (phonological awareness)

HOW TO USE THE BOOK

- The only way you can share this picture book is to sing it! Have children sing along if they are able, but many two-year-olds will not, so simply have children join in on the simple motions.

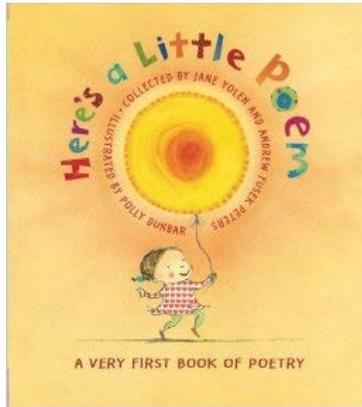
EXTENSIONS

- After sharing the book, open it again and point to each animal on a double-page spread and ask the children “What animal is this?” Give clues to help such as “This animal makes snapping sounds and is green. Who is he?”
- Have children stand up and make sounds of other animals to the same tune, such as the tigers go “Grr, Grr, Grr,” and the snakes go “Hiss, Hiss, Hiss.”
- Sing the traditional “Wheels of the Bus” song which is popular for these ages. Use less verses if need be for these younger children.

Books For Two and Threes

Yolen, Jane. *Here's A Little Poem. A Very First Book of Poetry*. Candlewick, 2007

Truly a first book of poetry for babies and toddlers, this contains over sixty short poems arranged in categories young children can relate to: "Me, Myself, and I," "Who Lives in My House?," "I Go Outside," and "Time for Bed."



FIVE PRACTICES – READING

- Recite nursery rhymes and poems with your young child often. Literacy experts suggest that children who know eight nursery rhymes by heart by age four will be among the best readers by the time they are eight. (Mem Fox, *Reading Magic*, 2008)
- Rhymes help children understand basic structures and patterns of speech.
- Silly rhymes and poems do not need to make sense. Children enjoy the sound of the rhyming words and repetitious phrases.
- Repeat rhymes often. Occasionally pause to let your child supply the rhyming word.

HOW TO USE THE BOOK

- Share a poem during a themed storytime such as “*Dressing too Quickly*” for a “Getting Dressed” theme; “*Cat Kisses*” for a cat theme; “*Rickety Train Ride*” for a transportation theme; or several of the bedtime rhymes for a “Time for Bed” theme. Expose young children to poetry and rhymes.

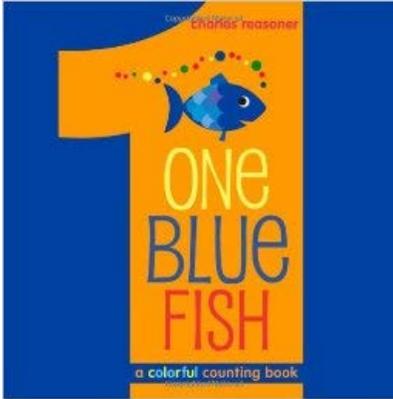
EXTENSIONS

- Share a fingerplay in rhyme after sharing a poem. Pause occasionally to let children supply the rhyming words.
- Share poems and rhymes from two other great books for young children written by Jane Yolen – *This Little Piggy and Other Rhymes to Sing and Play* and *Wee Rhymes: Baby's First Poetry Book*.

Books For Twos and Threes

Reasoner, Charles. *One Blue Fish*. Little Simon, 2010

A counting book with fold-out pages showing the correct number of brightly colored animals for each numeral one to ten.



PRACTICE – WRITING

- Prepare children’s hands for writing and gaining fine motor skills by having them make numbers out of play dough.
- Have children trace around number stencils, magnetic numbers or number templates to strengthen the muscles they will use for writing.
- Have children do “number rubbings” by providing large number templates, paper, and large chubby crayons to do rubbings.
- Have children trace numbers in a tray of sand or salt.

HOW TO USE THE BOOK

- While sharing this book individually or with a group, point to the word (number), say the numeral, and open the page. Ask children to name the animal underneath and what color the animal is.

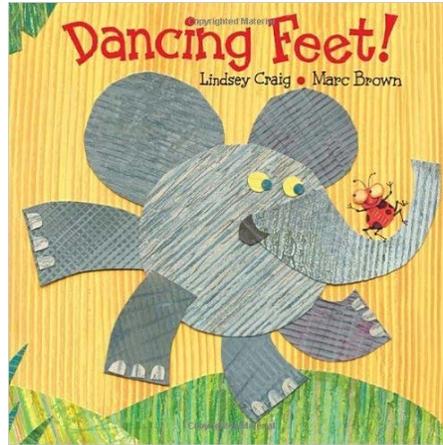
EXTENSIONS

- Have parents and children make a simple homemade number book with a numeral on each page. Children can then draw the correct number of objects that corresponds with the numeral. It can be something as simple as scribbled circles for these ages.
- Provide crayons and different kinds of paper for children to choose from and then play music of different tempos to encourage children to color to music.

Books For Twos and Threes

Craig, Lindsey. *Dancing Feet*. Knopf, 2012.

A simple rhyming text with a definite beat asks children to guess the names of different animals that are dancing.



PRACTICE – PLAYING

- Pretend play (here as dancing animals) enriches children’s vocabulary, enhances creativity and helps children learn concepts.
- Children can continue play experiences by acting out other things these animals might do which fosters creativity and imagination.
- Have children clap to the beat of the syllables in the unusual words presented in the text. (Stompity, slappity, creepity, thumpity, etc.) This simple play activity helps with future reading skills.

HOW TO USE THE BOOK

- While reading the text, pause each time after saying “Who is dancing....”, turn the page, and see if the children can name the animal. They can also join in on the refrain of “Happy Feet.”

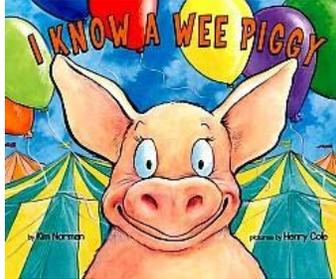
EXTENSIONS

- Have children decide which animal they want to be and then play a “Freeze” song, such as Greg and Steve’s “The Freeze” (*Kids in Motion*). Children must freeze their action when the music temporarily stops.
- Provide simple rhythm instruments and have children play along to the beat.

Books For Fours and Fives

Norman, Kimberly. *I Know a Wee Piggy*. Dial, 2012.

A wee pig escapes from his owner at the county fair and wallows in many colors until he wins the blue ribbon in the art show. Told in the tradition of *I Know an Old Lady Who Swallowed a Fly*, this can also be sung.



FIVE PRACTICES – TALKING

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

HOW TO USE THE BOOK

- Whether you read or sing this text, it is the perfect book to have children join in the telling. One method: have a flannel board or magnetic board nearby, and place a colored circle for each color as it is presented. Point to the colors and have children say the correct name at the appropriate time.

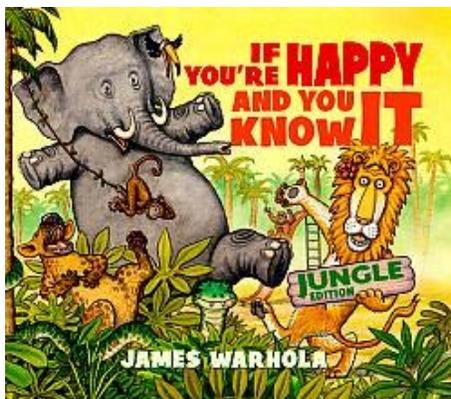
EXTENSIONS

- Play the recording by Greg and Steve called “The Three Little Pigs Blues.” Have children join in the refrain “Little pig, little pig, let me come in. Not by the hair of my chinny chin chin.” OR Share the folk tale of The Three Pigs, and have children act out the story saying the above refrain.
- Sing a version of “*The Color Song*” and have children sing along. One version can be found here: <https://www.youtube.com/watch?v=k-2X98IsdNY>

Books For Fours and Fives

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

The classic children's song is adapted as a "jungle edition." It is perfect for children to sing along and do animal motions such as flapping their wings, beating their chest, and scratching their fur.



FIVE PRACTICES – SINGING

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

HOW TO USE THE BOOK

- Sing the entire book and then have children stand up and sing and act it out with you by following the directions on the last two double page spreads.

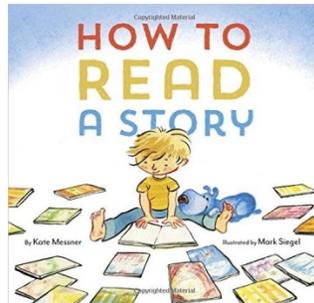
EXTENSIONS

- Sing another adapted version of a classic song with a jungle animal cast --- *The Wheels on the Bus* by Jane Cabrera.
- Have children think of a jungle animal they would like to be, and then play a "Freeze" song, such as Greg and Steve's "The Freeze" (*Kids in Motion*). Children must freeze their action when the music temporarily stops.
- Have a display of other song picture books for children to check out.

Books For Fours and Fives

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

A picture book that celebrates not only the joy of how to share a picture book with others, but also how to choose a book, how to use your voice at exciting parts and to match characters, and how to sound out new words.



FIVE PRACTICES – READING

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

HOW TO USE THE BOOK

- Though this could be used in a storytime, it is a great choice to share with parents or caregivers of young children on how to share picture books, or also with groups of young children for library visits.

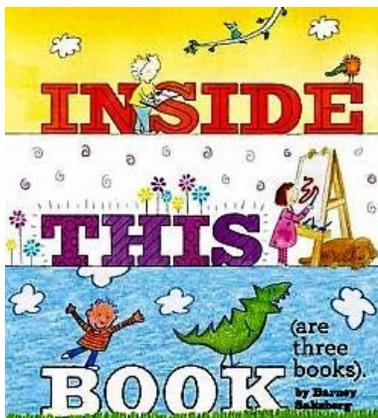
EXTENSIONS

- Share another book on how to read picture books such as *Reading Makes You Feel Good* by Todd Parr OR *How Rocket Learned to Read* by Tad Hills OR *How To Teach a Slug To Read* by Susan Pearson OR *Read It, Don’t Eat It* by Ian Schoenherr.
- Talk to children about books they like to hear read to them and where they like to read. What are some of their favorite titles?

Books For Fours and Fives

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

A mother gives each of her three children a blank book so that each can create their own homemade book. Upon completion, all three books are combined into one new book.



PRACTICE – WRITING

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

HOW TO USE THE BOOK

- Share this book and then allow preschoolers to make their own book (see extensions below.)

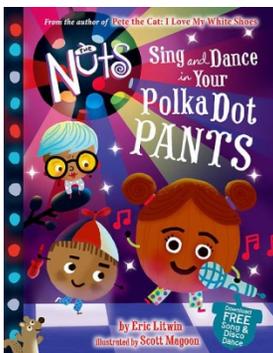
EXTENSIONS

- Homemade books can be made various ways. Poster paper pages, or notebook paper pages, can be held together with binder rings. A baggie book can be made with pages inside resealable bags and stapled together, with plastic tape covering the staples for safety. Children can draw pictures and dictate a story to the parent/caregiver.
- Provide sidewalk chalk for children to draw pictures or practice letters.

Books For Fours and Fives

Litwin, Eric. *The Nuts: Sing and Dance in Your Polka-Dot Pants*. Little Brown, 2015.

Hazel Nut wants to sing and dance but everyone in the family is too busy to join her, until disco- dancing Grandma arrives and soon the whole family is bopping to the beat.



PRACTICE – PLAYING

- Encourage pretend play by providing props such as dress-up clothing, stuffed animals, crowns, and so on. This increases children’s narrative skills as they can make up a story while playing.
- Provide opportunities for small motor activities such as playing with blocks, alphabet letters, or puzzles with 12 to 50 pieces for children these ages.
- Provide play experiences such as playing in water, playing in sand, using play dough, and finger painting, that allow children to use their five senses.
- Sing and dance with your child! Provide simple musical instruments; dance to a variety of musical styles.

HOW TO USE THE BOOK

- After sharing the story, go to the website (www.thenutfamily.com) and click on the book jacket. The infectious tune will have all the children up and dancing.

EXTENSIONS

- Allow time at the end of your storytime program for different types of play activities ---from Duplos, to open-ended art activities, dramatic play, coloring to music, and indeed, dancing! Another great song to dance to is *If You’re A Monster and You Know It* by Ed and Rebecca Emberley.
- Explain that the author of this book has also written books about *Pete the Cat* and share your favorite *Pete the Cat* book.