

**Title: My Shadow**

**Author: Robert Louis Stevenson**

**Illustrator: Ted Rand**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Simply reading to the audience	Approach to Learning	1. Vocabulary, Print awareness, Language/literacy
2. Ask them what they see conversing with the book, Using books as wordless	General Knowledge	2. Dialogic, Narrative, critical thinking, Language/literacy
3. Act out the motions that the kids are doing as it's read.	Physical development/health	3. Play, arts, physical development, making connections, enjoyed learning.
4. "Do what I do" "follow the shadow" - mimic the librarian or each other. (pair kids up)	Personal/Social Development	4. Play/arts, movement, focus, personal/social development.
5. Use flashlights/projectors, have participants make stories, use props/hands for shadow puppets, shadow stories: growing: spell your name.	Mathematical/Scientific thinking	5. Language/arts, arts/play, focus/self-control, engaged learning, physical development.
6. Science program on shadow science using flashlights etc. Big/small/sun science. "What's a shadow"?	The Arts	6. Math/science. Critical thinking, making connections, personal/social development.
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking	
	Taking on Challenges	
	Self-Directed/engaged learning	

**Title: Eat Your Peas, Ivy Louise**

**Author: Leo Landry**

**Illustrator: Leo Landry**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read the book	Approach to Learning	1. Print motivation, physical development/health
2. Sorting/counting objects- frozen peas, round manipulative, food vis. Nonfood. Sort rhyming words (start with peas)	General Knowledge	2. Phonological awareness, mathematical
3. Circus theme- props, act out roles. Circus ABC books-ore create own version (A for acrobat, C for clown)	Physical development/health	3. Letter knowledge, language/literacy, communication
4. Planting peas, study plants- root, stem, soil. What plants need to grow. Flannel board pieces -plant parts	Personal/Social Development	4. Vocabulary, Scientific thinking, making connections
5. Grocery Store theme - lists, food labels. Read "Feast for 10", carts, recycled food containers	Mathematical/Scientific thinking	5. Print awareness, engaged learning, general knowledge
6. Report back on plant growth-color, photo, write. Develop theories about growth	The Arts Focus/Self Control Perspective Talking Communication Making Connections Critical thinking Taking on Challenges Self-Directed/engaged learning	6. Narrative skills, the arts

**Title: Tiger Soup**

**Author: Frances Temple**

**Illustrator:**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read somewhat condensed version. (This story's too long for preschoolers. Take care to animate your voice "Jamaica Style".	Approach to Learning	1. Vocabulary, language/literacy, general knowledge
2. "Soup". Recall ingredients, bring coconut and mango. "Stone Soup "or "vegetable Soup" - Lois Ehleart book) or "Carrot Soup". Clap ingredients. Finger play - repeat song from book.	General Knowledge	2. Narrative, making connections, phonological awareness.
3. (Craft Puppets) "Animals" Have kids make tiger and monkey puppet	Physical development/health	3. The arts, focus/self control, taking on challenges
4. Use plush puppets - have the count body parts, monkeys, trees, etc.	Personal/Social Development	4. Mathematical/ sci thinking.
5. "Music & Rhythm" Using drums and bells, fast & slow rhythm, remind kids of music - lots of participation. Use puppet who messes up then kids help him.	Mathematical/Scientific thinking	5. Self-directed/engaged learning. Making connections. Communication.
6. "Anasi Stories: Trickster themed books. Have kids come up with own tricks	The Arts	6. Critical thinking, perspective taking.
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking Taking on Challenges	
	Self-Directed/engaged learning	

**Title: Who's Footprints**

**Author: Molly Cove**

**Illustrator:**

Describe 6 ways to present the book:	Skills	List the Skills developed in each of the 6 presentations
1. Read it out loud.	Approach to Learning	1. Vocabulary, listening, focus/self control.
2. Read the story with and incorporate sign (sign language) Sing Old McDonald w/animals and signs.	General Knowledge	2. Print motivation, phonological awareness, approach to learning, personal/social development.
3. Read story with puppets and do animal sounds for each animal. Clap syllables.	Physical development/health	3. Physical development, phonological awareness.
4. Compare each other's feet in size. Who's who of feet. Parents stand behind a blanket and children guess parents by feel.	Personal/Social Development	4. Perspective, letter knowledge
5. Invite wildlife biologist to come with pelts. Place out different animal footprints to a set of each animals pet and a display with animal names.	Mathematical/Scientific thinking	5. Communication, focus control, vocabulary, print awareness.
6. Narrator asks, "Who's footprints?" Each child has an animal and stands up when it's their turn.	The Arts Focus/Self Control Perspective Talking Communication Making Connections Critical thinking Taking on Challenges Self-Directed/engaged learning	6. Self-directed/engaged, learning, narrative skills.

**Title: Little Engine that Could**

**Author: Watty Piper**

**Illustrator: George and Dons Hauman**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read book aloud	Approach to Learning	1. Vocabulary, listening.
2. Flannel board, retelling.	General Knowledge	2. Narrative skills.
3. Focus on illustrations. Bring in other train books	Physical development/health	3. Arts and vocabulary, making connection, general knowledge.
4. Make a train and act out being in a train.	Personal/Social Development	4. Phonological awareness, train noises, communication.
5. Act out character traits, What happens.	Mathematical/Scientific thinking	5. Critical thinking, taking on challenges, personal/social development.
6. Art project, Everyone makes a car of the train.	The Arts	6. The arts, self-directed.
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking	
	Taking on Challenges	
	Self-Directed/engaged learning	

**Title: To the Tub**

**Author: Peggy Perry Anderson**

**Illustrator:**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read book aloud.	Approach to Learning	1. Vocabulary, listening.
2. Retell the story looking for the items from what his dad to hold - the items would be in bowls or tub the the children find (clean mud)	General Knowledge	2. Making connections.
3. Role play retelling. Have the children act out the story as you tell it. How is daddy going to hold all of those things. Let children hold many things.	Physical development/health	3. Critical thinking, taking on challenges.
4. Rhyming - as you tell the story the child have items from the story and they bring up their item that rhymes with the item before to put on the flannel board.	Personal/Social Development	4. Rhyming/language.
5. Use puppets to let the children retell the story. Talk about cleanliness and washing hands - use the colored scarves.	Mathematical/Scientific thinking	5. Physical development/health
6. Retell the story counting the items. Make origami frogs that jump.	The Arts Focus/Self Control Perspective Talking Communication Making Connections Critical thinking Taking on Challenges Self-Directed/engaged learning	6. The arts, mathematical skills.

**Title: Very Hungry Caterpillar**

**Author: Eric Carle**

**Illustrator: Eric Carle**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
<p>1. Use a puppet that goes from caterpillar to cocoon to butterfly (or flannel).</p> <p>2. Act out transformation, mime sun, moon spinning cocoon</p> <p>3. Manipulative, color blocks</p> <p>4. Colored scarves verses: little bug. Are you under "The (color) rug"?</p> <p>5. Little/big. Life cycle of butterfly using grain of rice and other noodles.</p> <p>6. Make a butterfly by tracing around hands or feet.</p> <p>7. Make wings during craft time.</p> <p>8. Let the children tell you the story.</p> <p>9 Show the book.</p> <p>10. Let them use scissors during craft segment.</p>	<p>Approach to Learning</p> <p>General Knowledge</p> <p>Physical development/health</p> <p>Personal/Social Development</p> <p>Mathematical/Scientific thinking</p> <p>The Arts</p> <p>Focus/Self Control</p> <p>Perspective Talking</p> <p>Communication</p> <p>Making Connections</p> <p>Critical thinking</p> <p>Taking on Challenges</p> <p>Self-Directed/engaged learning</p>	<p>1. Transformation, metamorphosis, healthy eating.</p> <p>2. Happy/sad, feelings, days of the week.</p> <p>3. Counting, finger paint or collage.</p> <p>4. Little/big, use songs or music or dance.</p> <p>5. If possible bring a real caterpillar, cocoon or a film.</p> <p>6. Display non-fiction books - show at least one nonfiction.</p>

**Title: The Holes in Your Nose**

**Author: Genichiro Yagyu**

**Illustrator: Genichiro Yagyu**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Parts of the body, read book aloud.	Approach to Learning	1. Vocab, listening, focus/self-control, narrative
2. Compare human nose with animals noses (Compare and Predict)	General Knowledge	2. General knowledge, vocabulary, physical development, and health, the arts.
3. Smell vocabulary.	Physical development/health	3. Mathematical/scientific, narrative skills, the arts.
4. Picture on flannel board: How can you tell they are sick? (Act out sick and healthy)	Personal/Social Development	4. Personal/social development, narrative, physical development, health.
5. Holes of many sorts. (Playdoh craft)	Mathematical/Scientific thinking	5. Phonological awareness, letter knowledge, making connections.
6. Alike and different (sort)	The Arts	6. Language/literacy, narrative skills, approach to learning
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking	
	Taking on Challenges	
	Self-Directed/engaged learning	

**Title: Trashy Town**

**Author: Andrea Zimmerman, David  
Clemesha**

**Illustrator: Dan Yaccarino**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read, Musical instruments use w/rhythms	Approach to Learning	1. Vocabulary, listening
2. Gloves, climbs in, key, drive, TP-rolls - looking, trash can, What is trash? (Vehicles)	General Knowledge	2. Narrative skills
3. What is trash? Where do you find? What do you do with it? Who has trash? What would you find? (Places)	Physical development/health	3. Communications, making connections, personal (social development).
4. Other trash books, "I Stink", Different colors, sizes, trash cans. Throw garbage in can w/answering questions. (Trash)	Personal/Social Development	4. Critical thinking, mathematical
5. What do you smell with? Different things to smell. What makes the smell? What does a nose do besides smell? (Smells)	Mathematical/Scientific thinking	5. Critical thinking, engaged learning
6. Floats (Community Helpers)	The Arts	6. General knowledge
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking Taking on Challenges	
	Self-Directed/engaged learning	

**Title: Waiting for Wings**

**Author: Lois Ehlert**

**Illustrator:**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read book aloud	Approach to Learning	1. Vocabulary, listening
2. Read the book again describing colors, pictures - details. Using finger paints make butterfly wings.	General Knowledge	2. Arts, making connections.
3. Show book again with additional non-fiction books of the life cycle of a butterfly	Physical development/health	3. General knowledge, science, approach to learning.
4. Flannel board story read "Five Little Caterpillars" by (Touch and Feel book)	Personal/Social Development	4. General knowledge, personal/social development
5. Food theme, What do butterflies eat? Read Eric Carle's "Very Hungry Caterpillar". Talk about good foods	Mathematical/Scientific thinking	5. Making connections, communication
6. Act out the book with song and dance with props	The Arts	6. Self-directed/engaged, learning, physical development/health
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking	
	Taking on Challenges	
	Self-Directed/engaged learning	

**Title: We are Going on a Bear Hunt**

**Author: Michael Rosen**

**Illustrator: Helen Oxenbury**

<b>Describe 6 ways to present the book:</b>	<b>Skills</b>	<b>List the Skills developed in each of the 6 presentations</b>
1. Read book aloud	Approach to Learning	1. Vocabulary, listening
2. Making sounds (use different materials to make sounds)	General Knowledge	2. The arts
3. Under, over, through (teach concepts of)	Physical development/health	3. Mathematical, scientific thinking, following directions
4. Feelings (How they would feel if they were on the bear hunt)	Personal/Social Development	4. Making connections
5. Go on a bear hunt (se up hunt through library)	Mathematical/Scientific thinking	5. Critical thinking, taking on challenges
6. Interview bear and other characters	The Arts	6. Communication, perspective talking
	Focus/Self Control	
	Perspective Talking	
	Communication	
	Making Connections	
	Critical thinking	
	Taking on Challenges	
	Self-Directed/engaged learning	

**Title: Pete's A Pizza**

**Author: William Steig**

**Illustrator: Harper Collins**

**Describe 6 ways to present the book:**

1. Read the book
2. Staff use the kids as a model
3. Mom's use kids at the model
4. Bring stuffed animals from home for the model.
5. Paper pizza w/ pepperoni alphabets, cheese shapes
6. Make a real mini pizza, be creative with food you don't have to bake

**ANOTHER SET OF IDEAS**

1. Read the book
2. Use a flannel board and have the kids make a pizza, put all the different ingredients, pepperoni, olives, cheese and peppers.
3. Act out the story, do some of the activities that the father does with the son.
4. Discuss the emotions of the story. How would you feel on a rainy day, how to change your mood, finger puppets with different emotions on their faces and discuss.
5. Make a song about it, have it be interactive, like what do you put on a pizza, pizza? Discuss words that start with the letter P.
6. Transfer the story into a different medium, use animal puppets making a pizza and ask what they would put on a pizza ex. Acorns, berries

**Skills**

- Approach to Learning
- General Knowledge
- Physical development/health
- Personal/Social Development
- Mathematical/Scientific thinking
- The Arts
- Perspective Talking
- Communication
- Making Connections
- Critical thinking
- Taking on Challenges
- Self-Directed/engaged learning

**List the Skills developed in each of the 6 presentations**

1. Print awareness, listening, focus skills.
2. Vocabulary, sing, language/literacy.
3. Narrative skills, play, emotions
4. Perspective taking, play, narrative skills.
5. Letter knowledge, communication, the arts/write.
6. Self-directed/engaged learning, communication