Suggested core materials for early childhood programs

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Abstract
The purpose of this project was to examine current available resources related to emergent literacy in order to create a core list of literature for early childhood center libraries. "Research suggests that the foundation for academic success is laid well before a child enters the public schools" (Smith, Fairchild, and Groginsky, 1997, p. ix). The researcher described past and present Federal initiatives that support these efforts. Current curriculum guidelines and recommendations from national organizations for early childhood learning centers were examined to determine what resources were needed to provide a framework for learning. Studies examined emphasized that exposing children to literature from birth is a large part of the foundation building process because early literacy will help children enhance their development of beginning stages of phonological awareness. The researcher then examined present guidelines within current literature sourcebooks and review guides in order to evaluate materials and to create a core list of highly recommended literature. An annotated bibliography containing around 1,000 items was created. This core list is presented as a resource of the most highly recommended literature sources for early childhood centers that can be used to enhance their current collections. Limitations and suggestions for further research are addressed.
Suggested Core Materials for Early Childhood Programs

This Graduate Research Project

Submitted to the

Department of Curriculum and Instruction

Division of School Library Media Studies

In Partial Fulfillment of the Requirements for the Degree

Master of Arts

University of Northern Iowa

By
Erin Feingold
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The purpose of this project was to examine current available resources related to emergent literacy in order to create a core list of literature for early childhood center libraries. "Research suggests that the foundation for academic success is laid well before a child enters the public schools" (Smith, Fairchild, and Groginsky, 1997, p. ix). The researcher described past and present Federal initiatives that support these efforts.

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Chapter 1:
Introduction

“Significant economic and social changes over the past two decades have propelled early childhood care and education to the top of state legislative agendas across the country” (Smith, Fairchild, and Groginsky, 1997, p. vii).

Early childhood care and education have taken on greater significance across a broad range of policy issues, due to the growing numbers of working mothers (Smith, Fairchild, and Groginsky, 1997, p. vii). “How individuals function from the preschool years all the way through adolescence and even adulthood hinges, to a significant extent, on their experiences before the age of three” (p. vii). Children’s outcomes are better when attending quality programs with curriculum geared towards young learners as well as having knowledgeable staff and parent support (p. viii). Early childhood programs are rarely evaluated based on how they prepare children to succeed in school (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html). However, “research suggests that the foundation for academic success is laid well before a child enters the public schools” (Smith, Fairchild, and Groginsky, 1997, p. ix). “The goal of early childhood education is to help a child develop the abilities, the understanding, and the disposition required for success in the primary grades and beyond.” (Blaustein, 2005, p.1, http://www.journal.naeyc.org/btj/200507/01Blaustein.pdf). Young children’s learning advances through participating in regular routines or activities in a safe environment, engaging in multiple social experiences, receiving ongoing support from adults, and accessing various materials that stimulate exploration (Blaustein, 2005, p. 4, http://www.journal.naeyc.org/btj/200507/01Blaustein.pdf). The researcher feels a publication containing a core list of materials for early care and education programs
would be an asset towards building a foundation for academic success in primary grades and beyond. The purpose of this research is to create such a core list.

**Historical Aspects of the Need for Early Childhood Care and Education**

During Colonial times, childhood often ended at the age of today’s second grader, when children were expected to work early and hard (Youcha, 1995, p.17). Very young children worked outside the home to learn trades (p. 19). “The master’s job was not only to teach but also to act as a substitute father and ensure the proper moral development of his charges” (p. 19). These masters and employees of young children were engaged in childcare; every day acting as stand-in parents, supervising, chastising, and influencing (p. 19). While the apprenticeship system flourished and faded, slavery evolved its own innovative childcare practices (p. 44). “To free able-bodied women to work in the fields most slave children were cared for by other slaves, usually in groups” (p. 50).

Throughout time religious groups such as the Shakers, Oneidas’ and Moravians had their own types of family rearing. “Faced with the need for women to work in the fields and as missionaries, the Moravians set up communal childcare—resembling the kind the Oneida community established a hundred years later. Children from eighteen months to five, or six, were cared for together in a nursery by unmarried women who lived together in one of the houses” (p. 227).

During the 1960s, there were massive shifts in workplace participation by woman (Lally, 2002, p. 30). The war effort and economic boom created a demand for female workers (Hernandez, 1995, p. 151). “The revolutionary increase in mothers’ labor force participation during the past half-century led to enormous increases in nonparental care of young children” (p. 154). During the past 25 years, the demand for nonparental childcare
and education has grown fast, bringing an expansion in economic inequality. “As a result, children from families at different income levels may enter childcare situations with different needs” (p.156). “Childcare policies and programs must be designed to respond to the differing needs of the many children who use them” (p. 158). “When high quality childcare leads to improved education and developmental outcomes for children, it has value not only for the child and the parents, but also for the broader society” (p. 158). Research concerning the value of early care and education to children, families, and society started a debate concerning the government’s role in fostering and funding quality early childhood programs (Hernandez, 1995, p. 159).

**Leading Funding and Government Intervention**

The first sign of public funding came in 1933 when President Franklin Roosevelt signed the *Federal Emergency Relief Act*. Under this act, funding from the Works Progress Administration (WPA) was provided to give employment in kindergarten and preschool programs to unemployed teachers. These programs were for children from unemployed families or neglected, underprivileged homes where the children would benefit from the programs offered (Goffin, 1992, p. 59).

President Roosevelt also signed the *Lanham Act* into law, during World War II. This act was one of the first cooperative arrangements between state and federal governments in childcare. It provided care and education for children whose parents were employed in wartime industries during WWII. Since this public support was tied to emergency conditions, by 1946 these services had vanished (Lazerson, 1992, p. 44).

Laws were passed during the 1970’s, to subsidize and regulate childcare, provide paid parental leave during the first year of life, guarantee leave for the care of sick
children, and provide universal child health care (Lally, 2003 p. 30). In 1964, President Lyndon Johnson signed the *Economic Opportunity Act*, which led to the creation of Head Start (Goffin, 1992, p. 60). “Head Start furnishes grants to local agencies to provide comprehensive early childhood services to low-income children and their families” (Hansen, 2003, p. 616).

The U.S. Congress presented the *Comprehensive Child Development Act* to President Nixon in 1970. This bill included $700 million for high quality care and education for poor Americans and $50 million for early care and education facilities. President Nixon vetoed the bill. “The veto further separated childcare from early childhood education, leaving the responsibility for childcare with individual families rather than recognizing society’s stake in and responsibility for, investing in early childhood developments. As a result, most citizens continued to equate childcare with baby-sitting” (Lally, 2003, p. 31).

“It was not until the mid-1990’s and the passage of the *Child Care and Development Block Grant* (CCDBG) Program and EHS that the federal government weighted in with any significant help” (Lally, 2002, p. 32). These funds begin to address the quality of programs including staff compensation, to ensure additional income support through new and expanded tax credits, and to help subsidize the cost of childcare for low-income families (Goffin, 1992, p. 62).


**No Child Left Behind Act**

In January of 2002, President Bush in his State of the Union Address emphasized the need to prepare children to read and succeed in school. He believes that all children must begin school with an equal chance at achievement so that no child is left behind (The White House, 2002, http://www.whitehouse.gov/news/reports/text/no-child-left-behind.html). During his address, he suggested that this begins with improvements in early childhood development programs through the new early initiative, *Good Start, Grow Smart Initiative*. The purpose of this initiative is to assist local communities and States in strengthening children's early learning. Steps to achieve this purpose include increasing Head Start programs, striving for more Federal and State collaboration, and providing new research with ideas for teachers, caregivers, and parents (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html).

In addition, the Department of Health and Human Services (HHS) now have been assigned to develop an accountability system for Head Start, which will ensure standards of learning in early literacy, language, and assessments on skills taught. Children ages 3
to 5 will be assessed on their progress and accomplishments. The results of this assessment data will be used to target new efforts in staff development and training to increase children's early literacy and school readiness (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html).

Individual states are encouraged to develop quality criteria for early childhood education. Each state needs to align emergent reading and language development skills and activities with their own State K-12 standards. To help assist states in coordinating between programs, 30% of State pre-K funds can be used to match Federal childcare funds, which is an increase from 20% in the past. States will be able to seek new waivers for integrating funding and program rules across a broader range of public assistance programs. The Department of Education will host professional development in-services to model and teach scientifically based research and training methods for early childhood educators. The Early Childhood – Head Start Task Force will provide guidance on how to coordinate early childhood services and programs and improve children's learning as they transition to elementary school (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html).

A $45 million, five-year initiative program, **Highlight Early Childhood Education Research Initiative**, was established to identify the most effective early pre-reading and language curricula and teaching strategies for early childhood educators and caregivers (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html). The goal of this Emerging Literacy Legislation initiative is to close the gap between the best research and current practices in early childhood education. This will include a series of booklets entitled **The Partnership in Reading** for parents and families
with helpful information on ways to assure the health, safety, nutrition, and cognitive
development of newborns through grade three. The Early Childhood - Head Start Task
Force will also make a guidebook for educators and caregivers about teaching and
nourishing our youngest. The Department of Education will identify exemplary
programs throughout the country as Sunshine Award schools (The White House, 2002,

**How Young Children Learn**

In the 1960’s, America embraced the theories of learning introduced by Jean
Piaget, and these theories continue to guide classroom practices today (Mooney, 2000, p.
82). Piaget studied how children arrive at what they know and developed the *Stages of
Cognitive Development* (p. 64). The sensorimotor stage, occurring from birth to 18
months, is the time children learn through reflexes, senses, and through manipulating
materials. Infants, toddlers, and preschoolers need parents and caregivers to stimulate the
environment to increase their brain development (James, 1998, http://fcs.tamu.edu/
They need to crawl, climb, and pull up to standing positions without being physically at
risk” (Mooney, 2000, p. 66). Children must be engaged in activities that explore the five
senses. Varieties of cause-and-effect toys are essential. Babies need to make eye
contact, talk, coo, and laugh with other children and adults in order to stimulate cognitive
development and form a foundation for later language development (James, 1998,

From 18 months to six years of age, Piaget believed children to be in the
Preoperational Stage. During this time, children are egocentric, thinking of things only as
they relate to themselves. They can only focus on one variable at a time and overgeneralize from their experience (Mooney, 2000, p. 69). "Piaget believed that in the preoperational stage, children form ideas from their direct experiences in life. This is why telling them is less effective than finding a way to help them think their own way through a problem" (p. 70). Providing large blocks of time for uninterrupted free play, planning open-ended activities, providing many real-world experiences, and asking open-ended questions will support the cognitive development of children in the preoperational stage (p. 73-74). During play, they will use large motor skills such as rolling, reaching, and walking. Small motor skills will develop through use of fingers (James, 1998, http://www.fcs.tamu.edu/pfp/brain-development/page2.htm). Young children need repeated opportunities such as those listed above to learn new concepts.

Like Piaget, Lev Vygotsky, an education theorist in the late 1920s, believed that much learning takes place when children play (Mooney, 2000, pg. 83). When children play, they make-believe, they discuss roles, objects, and directions, they correct each other and they learn about situations and ideas not yet tried (p. 83). "Vygotsky believed that this interaction contributes to children's construction of knowledge---to their learning" (p. 83). The zone of proximal development (ZPD), Vygotsky defined as the distance between the most difficult task a child could do alone and the most difficult task a child could do with help (p. 83). "Vygotsky referred to the assistance a teacher or peer offers a child as scaffolding" (p. 84). Teachers need to be keen observers and use observations to determine where children are in the learning process and where they are capable of going. The adult is there as a planner, a questioner, and to give response in order to encourage the child’s exploration (Hauser, 1998, p. 1).
Vygotsky’s zone of proximal development concept can be applied to anything a child learns (Clay, 1991, p. 65). “The essence of successful teaching is to know where the frontier of learning is for any one pupil on a particular task” (p. 65).

**Current Material Recommendations**

President Bush expressed in the *No Child Left Behind Act* that the Administration is committed to ensuring that every child can read by the third grade (The White House, 2002, http://www.whitehouse.gov/news/reports/text/no-child-left-behind.html). In order to reach this goal, the *Reading First Initiative* was established. This initiative provides both the funds and the tools needed to eliminate the reading deficit by ensuring that more children will receive the help they need before they fall too far behind. This has resulted in literacy learning being studied in fresh ways—from the child’s perspective (Strickland and Morrow (ed.), 1989, p.2).

Children can start down the road to becoming readers from the day they are born (Armbruster, Lehr, and Osborn, 2003, p. 2). “Children come in contact with written language as parents place soft alphabet blocks in their environments or read them books” (Strickland and Morrow (ed.), 1989, p. 3). Writing is also experimented with at an early age through scribbles. “Literacy develops from real life experiences and hands-on activities in which reading and writing are used to accomplish goals beyond the literacy itself” (p. 3).

In order to foster emergent literacy, children need opportunities to build spoken language by talking and listening (National Institute for Reading, 2003, p. 6). Children learn by listening to people talk and by imitating the sounds they hear. Print awareness is another important part of emergent literacy. Books provide opportunities for children to
experiment how to hold them properly, turn the pages correctly, and learn to read the lines from left to right. These are stages of print awareness. "Print awareness is an important part of knowing how to read and write" (p. 7). Children also need opportunities to develop phonological awareness. This is the ability to hear and work with the sounds of the spoken language. In young children this opportunity begins when they listen to someone speak or read, and begin to understand that spoken words are made up of separate, small sounds (p. 8). Singing the alphabet song is another great way to foster emergent literacy. This introduces the names and shapes of letters. "Reading aloud to children has been called the single most important activity for building the knowledge required for success in reading" (p. 8). When children actively participate in a book that is being read aloud they learn about the written language and see connections between words that are spoken and words that are written.

In addition to books young children's learning and development can be enhanced through proper use of technology. "Developmentally appropriate software offers opportunities for collaborative play, learning, and creation (NAEYC, 1996, http://www.naeyc.org/resources/position_statements/pscape.pdf). Early childhood software should engage children in creative play, mastery learning, problem solving and conversation. Visual and verbal prompts should expand play themes and allow the child to be in control (NAEYC, 1996, http://www.naeyc.org/resources/position_statements/pscape.pdf). When children use technology teachers need to be available to assess the child's ability to manipulate the mouse and interact with other students. Limit the time children are able to spend at the
computer to allow time for exploration in other areas as well (Peloquin, 2003, Electronic version).

**Current Curriculum and Standards**

As of 2002, there were no national performance standards for early childhood care and education, other than basic health and safety rules (Hansen, 2003, p. 616). There are, however, recommendations for early childhood curriculum and standards by organizations such as Head Start and NAEYC. Head Start developed standards of learning in 1999. In order to be ready to start school with their peers, children should be able to understand and use language to communicate for various purposes. This would include understanding and using complex and varied vocabulary. Children need to develop phonemic awareness, concepts about print and numeric awareness. Concepts about print will help develop an understanding of how books work. This will help foster the concept of identifying a word in printed text. A child, using visual graphics, will be able to identify individual letters of the alphabet. Children will learn not only an appreciation of books but also how books work and a sound/symbol relationship (The White House, 2002, http://www.whitehouse.gov/infocus/earlychildhood/toc.html).

In order to promote positive outcomes for young children, curriculum should be thoughtfully planned and engaging yet challenging. Children should be doing developmentally appropriate activities that are comprehensive and culturally and linguistically responsive (National Association of Education for Young Children and the National Association of Early Childhood specialists in State Departments of Education, 2003, http://www.naeyc.org/resources/position_statements/pscape.pdf). According to a position statement provided by the NAEYC and the National Association of Early
Childhood Specialists in State Departments of Education (NAECS/SDE), there are indicators of effective curriculum where children should be actively engaged. Goals set forth for the children should be clear. Curriculum needs to be evidence-based and comprehensive. Focused, intentional teaching, along with investigations, should teach valued content. Children need to be able to build on prior learning and experiences so curriculum should allow for this. Professional standards should validate the curriculum’s subject matter content (NAEYC and NAECS/SDE, 2003, http://www.naeyc.org/resources/position_statements/pscape.pdf). “Many challenges face efforts to provide all young children with high-quality curriculum. Public commitment and investments will make it possible to implement these recommendations” (NAEYC and NAECS/SDE, 2003, http://www.naeyc.org/resources/position_statements/pscape.pdf).

**Problem Statement**

There is no one resource available which provides a core list of literature for early childhood center libraries.

**Research Questions**

What present guidelines, if any, are available for evaluating materials for early childhood center libraries?

What curriculum guidelines exist for early childhood centers that can serve as a framework for a core list of materials?

What is the main objective of literacy materials in an early childhood center?

How will having a core list of titles enrich an early childhood center?
Purpose Statement

The purpose of this project is to examine current available resources in order to create a core list of materials for early childhood center libraries.

Assumptions

It is assumed that early childhood centers need print and electronic materials to help regulate and meet current curriculum recommendations and program standards. The Early Childhood Environment Rating Scale supports this assumption by outlining ratings for specific material recommendations. For example, in the area of Language-Reasoning, in order to have good to excellent rating, there should be a wide selection of books for a substantial portion of the day. Books should be organized in a reading center and be rotated to maintain interest. Additional language materials should be used daily. Staff should read books to children informally and books relating to current themes should be present.

The NAEYC defines curriculum as “the goals for the content that children are learning, the planned activities linked to these goals, the daily schedule and routines, and the availability and use of materials for children” (NAEYC, 2005, http://www.naeyc.org/accreditation/performance_criteria/curriculum_criteria.asp). Specifically, early literacy development criteria discuss that children’s early literacy should be developed through enjoyment of songs, rhymes, games, and books (NAEYC, 2005, http://www.naeyc.org/accreditation/performance_criteria/curriculum_criteria.asp).
Limitations

This project will focus on curriculum standards for children, birth to age five. Organizations examined while creating a core list are National Association for the Education of Young Children (NAEYC), the American Library Association (ALA), Zero to Three, the Association of Library Services for Children (ALSC), Iowa Library Association (ILA) and the International Reading Association (IRA). Resources that will be included in the core list include toy/moveable books, concept books, picture books, non-fiction books, children’s magazines, children’s software, and audio/visual materials.

Definitions

Accountability—the ethical or legal requirement that delegated authority be exercised responsibly. An extension of responsibility to give evidence that duties have been performed as agreed (Collins and O’Brien, 2003, p. 4).

Assessment—the methods and procedures used in gathering and interpreting information about students, institutions, and programs for purposes of evaluation, appraisal, accreditation (Collins and O’Brien, 2003, p. 29).

Cognitive Development—the process an individual goes through to acquire mental processes such as thinking, reasoning, and other abstract abilities and behaviors. Piagetian theories of cognitive development are reflected in stages of sensory-motor, preoperational, concrete operational, and formal operational development (Collins and O’Brien, 2003, p. 61).

Cognitive Learning—ways of perceiving information and organizing it into higher-level cognitive structures (Spafford, Pesce, and Grosser, 1998, p. 50).

Collaborative—working with others in a cooperative manner toward a common objective or goal (Spafford, Pesce, and Grosser, 1998, p. 51).

Compensation—the idea that gains (or losses) in one area of behavior are offset by changes in another type of activity (Spafford, Pesce, and Grosser, 1998, p. 54).
Core—the discipline or subject matter components of the curriculum that are considered to be essential for students’ education (Collins and O’Brien, 2003, p. 81).

Criteria—established guidelines for standards, norms, or levels against which any entity may be compared or evaluated (Hawes and Hawes, 1982, p. 58).

Curriculum—educational objectives that are applicable to a specific academic area or area of study (Spafford, Pesce, and Grosser, 1998, p. 67).

Developmental Appropriateness—phrase coined by the National Association for the Education of Young Children to describe curriculum and practices which meet a child’s developmental, cultural, and individual needs. A child’s developmental needs are determined by age and stage of development. A child’s cultural needs are largely determined by his/her family of origin, its structure, its traditions and its geographic location. A child’s individual needs are linked to his/her temperament and personality (Collins and O’Brien, 2003, p. 104).

Early childhood Education—planned instruction of children from birth to five years. Activities are geared to interest and challenge, but not frustrate young children as they build on past experiences and learning. The curriculum provides children with opportunities to discover new information about themselves and the world around them, as well as practice, experiment, and test skills useful for everyday functioning and survival (Collins and O’Brien, 2003, p. 115).

Early Head Start—one of the newer initiatives of the federal Head Start program, EHS serves pregnant mothers and children from birth through age three. In addition to the basic Head Start programs of nutrition, infant-toddler early intervention and education, medical assistance, and parenting support, EHS also includes services for specialized needs such as teen parenting, family literacy, occupational skills development, and substance abuse treatment (Collins and O’Brien, 2003, p. 115).

Emergent Literacy—the view that literacy learning begins at birth and is encouraged through participation with adults in meaningful reading and writing activities (Armbruster, Lehr, and Osborn, 2003, p. 27).

Goals 2000: Educate America Act (1994)—law signed by President William Jefferson Clinton as Public Law 103-227. The act provided funds for a variety of K-12 educational programs and established a set of eight educational goals to be achieved by the year 2000. The act provided support for state and local efforts aimed at establishing goals and standards for academic achievement. Several amendments to the act were
incorporated into the Omnibus Consolidated Rescissions and Appropriations Act of 1996, and the act was allowed to expire in 2001 (Collins and O’Brien, 2003, p. 155).

**Grant**—awards of financial assistance, including cooperative agreements, in the form of money, or property in lieu of money (Collins and O’Brien, 2003, p. 157).

**Guidelines**—a term used in education to describe a framework or set of statements used to help determine a course of action (Collins and O’Brien, 2003, p. 160).

**Head Start**—first authorized in 1964 by the federal Economic Opportunity Act, now governed by the U.S. Department of Health and Human Services, Administration for Children and Families, Head Start is the largest federally funded program for assisting young children and their families. As part of President Johnson’s “War on Poverty,” Head Start was designed to help disadvantaged three- and four-year-olds prepare for school by stimulating their cognitive, social, and psychological development, providing health and nutrition programs, and requiring parental involvement (Collins and O’Brien, 2003, p. 162).

**Linguistic**—the study of language or language communication, including its nature and structure. Subfields of linguistic inquiry include applied linguistics, psycholinguistics, sociolinguistics, and structural linguistics (Collins and O’Brien, 2003, p. 207).

**Literacy**—ability to read and write to a degree accepted by society, sometimes including the ability to perform arithmetic operations, enabling an individual to engage in activities with and effectively function in his or her group and community (Collins and O’Brien, 2003, p. 208).

**Manipulatives**—items used by students to help them better understand mathematics concepts by manipulating, grouping, or moving them to derive a desired outcome (Collins and O’Brien, 2003, p. 214).

**Mastery Learning**—an instructional strategy in which students are expected to reach a certain level of proficiency. Students study material at their own pace, receiving the assistance they need in order to meet the predetermined level of mastery, which is typically set at 80 percent on an objective test (Collins and O’Brien, 2003, p. 215).

**Motor Skill**—skills involving small and large muscle activities as well as fine and gross motor skills (Spafford, Pesce and Grosser, 1998, p. 176).
National Association for the Education of Young Children (NAEYC)—NAEYC is an advocacy organization promoting quality services for children through better training for professionals, improved public policies, and building a united network of stakeholders for voicing and disseminating information (Collins and O’Brien, 2003, p. 235).

Objective—clear statements of what students are supposed to know or be able to do as a consequence of instruction (Collins and O’Brien, 2003, p. 246).

Phonemic Awareness—the conscious awareness that words are made up of segments of speech (phonemes) that are represented with letters in an alphabetic orthography (Collins and O’Brien, 2003, p. 267).

Professional Development—any activity designed to help an adult, especially a professional, to become current or remain current in his/her field; to develop and enhance skills and knowledge; or to increase the breadth and depth of understanding that can lead to improved practice (Collins and O’Brien, 2003, p. 284).

Standards—specific definitions of what students should know or demonstrate. Performance standards enumerate how well students (and in what ways) demonstrate knowledge mastery while content standards specify what is to be known in the various academic subject areas by grade level Spafford, Pesce and Grosser, 1998, p. 271).

Significance

The rising emphasis towards quality early childhood education results in the significance of needing a common resource for teachers, parents, and community members. The researcher has chosen this project to assist those groups in selecting appropriate materials for children, infant to age five. A universal list used by early childhood centers will provide recommendations for exposure of a variety of activities to infants, toddlers, and young children. A resource such as this will be beneficial to centers with varying levels of education in staff.
Chapter 2:
Literature Review

Chapter 1 introduced the issues concerning early childhood care and the need for curriculum that is thoughtfully planned, engaging, and challenging. The problem presented in this research is that no one resource is available that provides a core list of materials to enrich such a curriculum. The purpose of this research is to create such a core list. Research related to this problem falls into four categories. The first section focuses on the quality of childcare and how high quality early childhood education is important to children's development. The second section will summarize research concerning specific developmental learning areas. The third section will analyze different federal programs that have been initiated and how these programs would or would not support future growth in early childhood programs. The fourth and final section will look at current curriculum guidelines. From these studies, a framework for programs today could be established.

The Need for High Quality Childcare

Creating a quality classroom.

In 1995, Carollee Howes and Ellen W. Smith conducted research on relations among childcare quality, teacher behavior, play activities, emotional security, and cognitive activity in childcare. "The theoretical support for the study came from three major theories: Piaget, Vygotsky, and Attachment" (Howes & Smith, 1995, p. 382). With support from these theories, Howes and Smith created a model of predicted relations in the above-mentioned areas. They wanted to know if these relations, predicted by this model, are similar for children who vary in ethnicity and social class. The
purpose of this study was to examine subcultural patterns in relations, using measures frequently applied in childcare research (p. 385).

The design of this study was to randomly select infant, toddler, and preschool classrooms. Infants were defined as children 10 to 13 months of age, toddlers 13-36 months, and preschoolers, over 36 months old. One hundred fifty childcare programs from four different counties in Florida participated in this study. Participants were randomly selected to match the distribution of programs serving subsidized and nonsubsidized families in urban and rural areas and in for-profit and not-for-profit centers (p. 385). Within each classroom selected, one girl and one boy were then randomly selected, totaling 840 children. Those meeting eligibility were enrolled at least 20 hours per week and had been cared for by their primary caregiver for at least two months prior to the study. Sixty-six percent of the children were European American, and 34% were African American. Forty percent were from subsidized childcare centers (p. 386).

Two different observers watched each child. One observer completed the *Attachment Q-Set* (AQS), to determine the relationship between the child and his/her primary teacher. Observations for the AQS took place after the child’s parent had left, until naptime. The observer completed the 90-item questionnaire after observing in order to determine a security score (p. 387). A second observer coded four 5-minute time samples of the behavior of the child with teachers and objects. Each 5-minute time was broken down into fifteen 20-second intervals. Within each 20-second interval, the observer coded teacher interaction, children’s play activities, and cognitive activity. Teacher involvement was rated on the *Adult Involvement Scale*. This scale breaks down into six levels: ignoring the child, routine care giving, minimal care giving, simple
responsive, elaborative, and intense care giving (p. 388). Additional behavior codes were used to identify positive initiations, positive responses, and positive management. Children’s play activities were coded according to open-ended art, product-oriented art, manipulative, blocks, looking at or reading books to self, being read to, listening to a story, music, gross motor activities, and drill and practice of skills. Each of these areas was then clustered into five main areas: creative, Language arts, didactic teaching, gross motor, and manipulatives (p. 389). Cognitive activity was rated using a 5-point scale devised by earlier researchers. The scale is based on Piagetian theories of cognitive development and rates the complexity of cognitive play from oral contact and passive holding (1) to using the object for creative uses (5) (p. 389).

Each classroom was observed for a two-hour period. The Early Childhood Environment Rating Scale (ECERS) and Infant/Toddler Environment Rating Scale (ITERS) was used to determine quality. Each item was rated according to the 7-point scale then the scores were categorized to determine classroom mean scores (p. 390).

Study findings found that “on the average, child care quality was only minimally adequate” (p. 390). Tests showed teachers in the infant and toddlers classrooms had less education and training than did the preschool teachers. Those classrooms with higher ECERS and ITERS scores had higher educated staff members and smaller adult-child ratios (p. 391).

In order to determine relationships between each of the different areas, correlations were calculated separately in eight groups: subsidized and nonsubsidized European American and African American infant-toddlers and preschoolers (p.391). This was done in order to examine whether patterns of association were similar for
children of different ethnic backgrounds and in subsidized and nonsubsidized centers. Observations showed older children engaged in more creative, language, and didactic play activities than younger children in all eight groups. Infant/toddler classrooms with higher environmental rating scores had students who engaged in more creative or language play for all eight groups. African American infant/toddlers in nonsubsidized care with higher environmental rating scores also engaged in more language and fewer gross motor activities (p. 394). For preschool children, the only significant relationships between quality and play activities was found in the European American subsidized group. These classrooms showed higher environmental rating scores were related to more creative and less manipulative play activities (p. 394).

Low levels of emotional security were found from the attachment security scores. Adding classroom quality to teacher positive social interaction did not show a large change for any group. “This suggests that classroom quality has an indirect rather than a direct association with attachment security (p. 395).

Cognitive studies showed older children had higher cognitive activity levels than younger for all eight groups. All groups also showed positive correlations between cognitive activity and positive teacher social interactions as well as cognitive activity and attachment security (p. 395-396). Positive associations between creative play activities and cognitive activity levels were apparent for all infant/toddler and preschool children groups. There were also significant and negative correlations between gross motor play and cognitive activity level for infants/toddlers for all groups (p. 396). Significant negative correlations for preschool children were found in correlations between language
play activity and cognitive activity as well as between gross motor play activity and cognitive activity in three of the four preschool groups (p. 397).

In conclusion, this study showed “support for the assumption that children’s cognitive activity is enhanced within childcare classrooms rich in creative play activities and staffed by teachers who engage the children in positive social interaction” (p. 399-400). This research also determined that “positive teacher interaction, play activities, attachment security, and cognitive activity can be used to study children and teachers who vary in ethnicity and social class” (p. 400). This study supports the idea that quality classrooms are created through positive teacher-child relationships and a variety of play activities.

_Relationship between center quality and child development._

The Cost, Quality, and Outcomes Study, conducted by a team of researchers and funded by grants from many different foundations, was designed to test whether child and family characteristics are related to childcare quality and children’s outcomes (Peisner-Feinberg & Burchinal, 1997, p.453). The researchers hypothesized that better quality care relates to better child outcomes (p.453). They also predicted that background factors with childcare quality, such as maternal education, gender, and ethnicity provided higher developmental outcomes for at-risk children (p. 453). In order to test these hypotheses, researchers examined relations among childcare costs, quality, and longitudinal outcomes for full-time children attending community childcare centers. Only the first year of this study was examined.

Four stages of sampling took place. Childcare centers were selected from four regions: California, Connecticut, Colorado, and North Carolina. These regions were
selected based on their various economic climate and strict state regulations regarding
day-care licensing. Four-hundred and one centers were randomly selected from state
daycare licensing lists. Half of the centers chosen from each state included for-profit
centers and the other half non-profit. Centers had to provide full-time, year round care to
be included in this study. Fifty-two percent of these 401 selected centers agreed to

Second, classrooms within these centers were chosen randomly. One
infant/toddler classroom and one preschool classroom per center were chosen to
participate.

Third, a subsample of preschool classrooms from phase one were formulated for
participation in the longitudinal outcomes phase. To be eligible for the outcomes portion
of the study, preschool classrooms needed to serve at least one child in the next-to-last
year of preschool (p. 453). Classes were chosen randomly. Once the classroom teacher
also agreed to participate, consent forms were sent to parents of eligible children.

Finally, children and families were selected from this subsample (p. 454).
Criteria for inclusion were: (a) children were eligible to enter kindergarten in the fall of
1994; (b) children were enrolled in the classroom during the quality observations; (c)
parents expected to continue at that center the following year; and (d) the primary
language spoken at home was English (p. 455). A final sample of 757 children was
established. This sample was evenly divided by gender and about one third came from
minority ethnic groups. Two-thirds of the children came from two-parent families, with
an average maternal education of 14.2 years. The average family income of participants
was $38,800 (p. 457).
Collection of data took place in two phases. Quality studies were completed first. Teams of six to eight assessors, each trained during a weeklong session, observed in four areas. The *Early Childhood Environmental Rating Scale* measured the classroom environment. This contains 37 items to be rated from inadequate (1) to excellent (7). The 37 items include areas such as routine care needs, furnishings and displays, activities and experiences related to motor skills, language, cognitive, and social development (p. 458). The *Caregiver Interaction Scale* measured teacher sensitivity. Twenty-six items measured teacher sensitivity, harshness, detachment, and permissiveness on a scale from not at all (1) to very much (4) (p. 458). Child centeredness was assessed using the *UCLA Early Childhood Observation Form*. Child initiation, academic emphasis, discipline, performance pressure, and negative evaluation were measured and scored through 24 different items. These items were rated on a 3-, 4-, and 5-point scale defining didactic (low) to child-centered (high) (p. 458). The *Adult Involvement Scale* measured teacher responsiveness. This was calculated, as the percentage of time the teacher was at least minimally responsive to the child, ratings from the 6-point scale of ignore, routine, minimal, simple, elaborative, and intense (p. 458).

The second phase consisted of child outcomes data gathered from children, teachers, and parents. “Children’s cognitive and socioemotional development status was gathered from individual assessments and from teacher ratings; parents provided demographic information” (p. 459). The *Peabody Picture Vocabulary Test-Revised* measured receptive language comprehension. This test has children point to the picture matching the word spoken by the examiner. Children’s pre-academic achievement in reading and math were measured using two subtests of the *Woodcock-Johnson Tests of*
Achievement-Revised. Prereading ability was measured through letter-word recognition, including association of pictures and symbols and identification of letters and words. Understanding basic numeracy, comparisons of differing numbers of items, and simple counting measured premath skills in the applied problems subtest. Children’s self-perceptions were obtained through The Attitudes/Perceptions of Competence. A shortened version asked children to choose a face (from negative to positive) that best describes their views about different situations. Items were scored on a scale from most negative (1) to most positive (5) (p. 460). In addition to child observations, the lead teacher in the classroom was asked to rate each individual child on social and cognitive skills. The 42-item research version of the Classroom Behavior Inventory was used and rated by how well the criteria describe the child from not at all (1) to very much (5). Parents participated by providing information on family income, parental education, marital status, child ethnicity, gender, and birth date.

The findings of these studies separate into four different areas. First, the quality of childcare classrooms was examined descriptively. The observed quality of care was mediocre, meaning children were attending centers where their routine care needs were likely to be met, but limited opportunities for learning activities, individual attention, or language stimulation existed. Teachers were minimally responsive to a child only 31% of the time, and teaching styles tended to be more child-centered than didactic (p. 462).

Next, associations between childcare selection and family background characteristics were examined by relating classroom observations and rating of the teacher-child relationship to child and family factors. Children from more advantaged families were more likely to experience higher quality childcare and to have better
relationship with their teachers. These two factors were also associated with higher maternal education and family income (p. 463).

Third, the “relations between teacher perceptions of teacher-child relationships and observed childcare quality were analyzed, controlling for family selection factors, to examine the association between these two aspects of the childcare experience” (p. 461). This comparison found children in higher quality care had modestly, but significantly warmer relationships with teachers (p. 465).

Finally, associations between children’s developmental outcomes and the quality of the childcare experience were examined. Correlation associations were found for nearly all comparisons (p. 465). Childcare quality was positively related to cognitive skills and socioemotional development. There was also a high correlation between teacher ratings of behavior problems and conflicted teacher-child relationships (p. 465).

In conclusion, the findings are consistent with the researchers’ hypotheses that there is a positive relation between childcare center quality and preschool children’s developmental outcomes. However, expectations regarding the influences of family background were only partially supported. “From a policy perspective, these findings indicate that the need for high quality child care is associated with a wide variety of better cognitive and socioemotional outcomes for children from all backgrounds” (pg. 475). Policies promoting better quality childcare are beneficial to all children and families as is shown through this research. Therefore, the impact of childcare quality should be of concern for the development and well-being of the children that are America’s future.
Factors that determine quality care.

The National Institute of Child Health and Human Development (NICHD), Early Child Care Research Network, (1996-1999), conducted a four-year study in order to determine what structural features and caregiver characteristics predict more positive caregiver behavior for children one to three years of age (p.117). This study also answered the question, “What differences in care giving are associated with the type of childcare and the child’s age” (NICHD, 2000, p. 116)? The two main questions mentioned above also helped determine the answer to the third question, what is the overall quality of childcare for one to three year olds in the United States (p. 116)? Therefore the main purpose of this article was to investigate relationships between structural and caregiver characteristics to observed quality care in different childcare settings for children ages one to three (p. 120).

Participants for this study were chosen throughout a three-stage process. All women giving birth at hospitals located in or near Little Rock, AR; Irvine, CA; Lawrence, KS; Boston, MA; Philadelphia, PA; Pittsburgh, PA; Charlottesville, VA; Morganton, NC; Seattle, WA; and Madison, WI, were screened the day of the birth (p.120). The first screening determined whether they would be eligible for a phone call, which would consist of gathering background and family information. A mother’s willingness to be involved was also considered. Mothers younger than eighteen years of age, babies from multiple births, participants with medical complications, families expecting to move in the next year, babies being put up for adoption, families who did not speak fluent English, and those living outside the area’s mentioned earlier or in unsafe environments were excluded at this stage (p. 121). During the phone interview,
further exclusions took place for those planning to move in the next three years, babies who were hospitalized longer than one week, and families that could not be reached within three attempts. The third stage was the completion of the interview at the end of one month. After the three stages, 1,364 participants were eligible for the study. The families included ethnic minority children (24%), mothers without a high school education (10%), and single mothers (14%). Of these, 53% were planning on working full time, 23% part-time, and 24% not at all (p. 121). One thousand, two-hundred sixteen out of the 1,364 original participants completed the entire 36 months of the study (p. 121). Current childcare arrangements and anticipated changes were collected through telephone interviews with the mothers when children were 14, 23, and 35 months old. “Five types of non-maternal care were identified: father care; grandparent care; in home care (care in the child’s home, including care provided by relatives other than fathers and grandparents); childcare homes (care provided by caregivers, including relatives other than grandparents, in their homes); and childcare centers” (p. 121).

Observations were taken during six visits to the children’s primary care arrangement. Two visits took place for each child at 15, 24, and 36 months of age. The Observational Record of the Care giving Environment (ORCE) was used to focus on caregiver’s behavior with the child. This test consisted of 44-minute cycles broken up into four different periods. The first three periods included a behavior frequency recording for a period of ten minutes, where the observer alternates every 30 seconds between observing and recording on a checklist. At the end of the 10 minutes, two minutes are taken to make brief notes and qualitative ratings. During observations, the observer is watching the child’s behavior, activities, and interactions with caregivers or
others. These are then marked on the frequency checklist. The last 10 minute period observers focused exclusively on qualitative ratings. Final qualitative ratings were then determined as not at all characteristic (1) to highly characteristic (4). To ensure equivalent data for each participant, data from the ORCE cycles were then scaled or averaged (p. 122).

Questionnaires and interviews were administered to the caregivers at the end of the second observation at each age level. Caregiver education and training were assessed as well as their beliefs about childrearing (p. 123). The 30-item questionnaire determined whether modern or traditional beliefs were present.

The Assessment Profile for Early Childhood Programs was used to analyze the physical-learning environment in each situation. All items were scored as yes (1) or no (2).

Findings from these studies were summarized according to questions asked at the beginning of the article. “The first goal of this study was to identify structural and caregiver characteristics associated with positive care giving at 15, 24 and 36 months of age” (p. 125). The research revealed that positive care giving was higher when child-adult ratios were lower and group sizes were smaller as well as with higher levels of education of caregivers. In addition, the physical-learning environment measure significantly improved positive care giving ratings, more so than structural and caregiver characteristics (pg. 127).

Tests of the characteristics of care and positive care giving in different types of care, at different ages, found child-adult ratios were larger in childcare centers than in childcare homes. These were also larger than ratios with in-home caregivers,
grandparents, and fathers. Specialized training, experience, beliefs, and caregiver's education were found to differ between types of care as well. Center caregivers and fathers had higher levels of education than in-home caregivers and grandparents. Center caregivers had the highest specialized training, and the most child-centered beliefs about childrearing (p. 128). “Significant linear trends for child age were found for caregiver experience, child-adult ratio, and group size. All three increased as children got older from 15 to 36 months” (p. 128).

Quality of care within the NICHD study was used to estimate the quality of care nationally. The most common category at all three ages’ levels was somewhat uncharacteristic of positive care giving. The highest percentage of global ratings, completed by observers, fell between fair and good care giving practices. However these findings can be considered biased due to the numbers of families who had dropped out of the study or could not be observed.

In conclusion, the strongest, most consistent predictor of observed positive care giving, from this study, was the child-adult ratio (p. 131). Being responsible for fewer children allows more sensitive, frequent and positive care from givers. Another area that showed significant positive correlations to better childcare was caregiver’s education and those who held more child-centered beliefs (p. 132). Differences in care showed that despite higher levels of education, caregivers in centers provided less positive care giving than did in-home caregivers (p. 133). However, by the age of 36 months these ratings for different types of care had diminished. In relation to quality of care compared to national quality care, this study supports the findings of earlier research that the average quality of
care in centers in the United States in adequate but does not meet the strictest professional recommendations (p. 134).

The three studies summarized above have given a broad background of the characteristics needed to create a positive childcare environment. The main commonalities in the three studies include lower adult-child ratios, positive teacher-child relations, and enriching activities for cognitive and social growth. The next section will highlight specific subject-based activities that support cognitive and social enhancement.

**Developmental Learning Areas**

**Early literacy.**

A 2000 study, conducted by Majsterek, Shorr, and Erion, was completed in order to determine if a developmentally appropriate series of activities, integrated into a Head Start circle time, could affect a difference in the detection of rhyme by preschool children (Majsterek, Shorr, and Erion, 2000, Electronic version). The problem in this study was that although research has found a range of instructional strategies develop literacy in preschool settings, there are disagreements about whether to teach using phonological awareness activities or the systematic teaching of new skills. The focus on the detection of rhyme was chosen because it appears early in the phonological-awareness continuum and is a skill related to later reading success (Electronic version). It was hypothesized that teaching with phonemic awareness activities would provide stronger detection of rhyming words.

A total of 40 children, placed in four different groups, were included in this study. Two of the groups were chosen randomly to receive phonological awareness training while the other two groups received semantic training (Electronic version). The number
of boys and girls in each group were the same. Children ranged in age from 46-63 months. Children whose primary language was not English were not included in this study.

During the first weeks of the school year, the Head Start teacher administered a 5-item rhyme-detection test to individual children. The test consisted of an array of 20 pictures. "Initially, the teacher introduced the concept of rhyme through nursery rhyme and rhyming-word examples, correcting the children as needed" (Electronic version). Next the teacher named all the pictures in the first row and asked the child to find which of the remaining pictures in the row rhymed with the first. A time limit of ten seconds to point to the correct picture was used. Children were also presented 20 various symbols in which they had to identify which symbols were letters. The results of this pretest showed no significant differences between the two groups of children.

Over a four-week period, the first author conducted nine ten minute teaching sessions with each group. These sessions corresponded to the regularly scheduled circle time. "The researcher began by playing a song on the guitar and having the children sing along" (Electronic version). The middle four minutes was left for interventions and the end of the session concluded with songs similar to the beginning of circle time.

The two groups receiving the phonological treatment spent their four middle minutes of session time discussing the concept of rhyme. They identified items that rhymed through pictures and real objects from a rhyme box. Approximately 25 rhyming objects were presented throughout all the sessions and each circle time included a review of the previous sessions activity (Electronic version).
The semantic treatment groups spent their middle four minutes with activities that focused on synonyms, comparative-superlatives, position in space, and reason activities. They discussed the topics of same-colored items, size comparisons of objects, spatial reasoning such as over/under, alone, and empty, shapes, and common elements. (Electronic version).

A post-test similar to the pre-test was given to all groups after all nine sessions were completed. The post-test contained ten items, none of which were on the pretest, in order to provide a better comparison of group performance as well as reduce the chance of remembering any of the pretest items (Electronic version).

"The analysis yielded a marginally significant difference, with the phonological awareness group, M = 4, SD = 2.95, exhibiting greater relative gain than the semantic training group, M = 2.50, SD = 2.50" (Electronic version). The results of the study suggest that a brief addition of phonological activities to circle time can develop rhyme detection among young children. Although both groups were introduced to rhyme through the music at the beginning and end of each session, the group that received explicit teaching of rhyme applied the skill better on the post-test. The research suggests the initial hypothesis was correct (Electronic version).

Some questions regarding this research still remain and pose options for further study. "It is undetermined if learning to rhyme facilitates a sensitivity to other facets of early literacy which may be related to early reading success" (Electronic version). It is also worth noting that the group receiving semantic lessons may have acquired equally important early literacy skills.
In conclusion, studies indicate that a variety of skills, including phonological awareness, need to be taught to young children. Successfully building literacy among young children will benefit from further research on which strategies enhance literacy and training programs that incorporate these results for teachers (Electronic version).

**Relationship of environmental factors to speech and language development**

In 1998, Kerry Krafft and Laura Berk conducted research on the relationship between private speech and open-ended activities. They then extended this research to determine if environmental differences in Montessori versus Traditional (play-oriented) preschool settings, played a role (Krafft and Berk, 1998, p. 637). The problem Krafft and Berk encountered was that little evidence exists on the occurrence of private speech during open-ended activities in children, age three to five (p. 638). Two purposes were identified for their study. The first was to examine cross-sectional trends in the development of private speech among preschool children in everyday situations. Up to this point, research conducted, had taken place in laboratories. The second purpose was to examine contextual influence on private speech across two settings differing in the ecology of activities offered to children (p. 642).

A total of 59 children, largely middle class, age three to five participated in the study. Twenty-nine children were from a traditional preschool (play-oriented) while the other 30 attended a Montessori program. Both schools were located in Midwestern cities. Eighty-one percent were Caucasian, the other 19% were African and Asian American (p. 643). Parents were asked to complete the *Holligshead Four Factor Index of Social Status* in order to assess the Socio-economic status (SES) differences in the children. A vocabulary subtest from the *Wechsler Preschool and Primary Scale of Intelligence-*
Revised (WPPSI-R) was used to estimate children’s verbal ability. The results showed that students from both schools were comparable in SES, but children attending the Montessori school scored slightly higher in verbal ability than did those from the traditional preschool. For this reason, during data analysis, verbal ability was used as a covariate (p. 643).

A total of six classrooms were observed, three from each school. Observations took place during the least structured time of the day, when students were able to choose their own activities. Observers were present for an hour a day for five days. Each child was observed for four 10-minute periods totaling 40 minutes each day. Children were observed in random order in order to eliminate any bias behaviors. “During each 10-minute observation, a time-sampling procedure was used, consisting of 10 second of observation followed by 20 seconds of on the spot coding” (p. 644). Information was recorded using a behavioral observation checklist. Five categories were observed, including: type of play, goal of the activity, adult involvement, peer involvement, and private speech/social speech usage. Within the five categories, each had its own breakdown of coding areas. In the type of play section, observations were marked more specifically in the areas of functional play, constructive play, fantasy play, unoccupied or onlooker, and transition. The goal of the activities observed were coded into open-ended or closed-ended activities. Adult involvement was defined by the following three ratings: direct involvement, watcher/helper, and uninvolved. Peer interaction was coded into four different categories of behavior: solitary, parallel, associative, and cooperative. Private speech, or speech directed toward the self or to no particular listener, and social speech had six different areas of coding. These included affect expression, (expressions not
directed to any particular listener), word play and repetition, fantasy play speech, (role play verbalizations that take the self or an object as a social partner), describing one’s own activity and self-guidance, inaudible muttering, and other (private speech that did not fit into one of the other categories) (p. 646-647).

There were several findings from this study. Private speech was found to be more prevalent during fantasy play, followed by inaudible muttering. Open-ended activities were the most popular choices in both preschools. Time spent in transitions was found to be greater in the Montessori preschool than the traditional school. Overall, evidence of private speech was seen more often in the tradition preschool than in the Montessori (p. 647).

Relationships among the data were also found. Fantasy play and open-ended activities had a positive correlation, as did functional play with private speech. Functional play and solitary activity were positively related to inaudible muttering as well. Total speech appeared to be inhibited through closed-ended activities, constructive play, and transitions (p.648).

In conclusion, this research supports the idea that private speech is heavily constrained by children’s activity experiences. Evidence suggests promoting self-regulatory competence and preparation for academic pursuits during the school years occurs through play in early childhood. Children are able to establish and modify their own task goals in activities such as make-believe play, and peer interactions that increase children’s self-determination. For these reasons, early childhood educators must defend spontaneous play and role-playing activities (p.655).
Several characteristics for high quality childcare have been identified so far through the review of past studies. We know what it takes to support early childhood learning, yet so many states struggle to make it happen. Knowing this, what has the United States done to suggest or create these characteristics? The next three article summaries will describe different Federal programs researched, and their influences in childcare today.

**Federal Involvement**

"In 1993, President Clinton signed into law the national service program, AmeriCorps" (Cassidy, 1998, p. 590). This national service plan was organized in order to assist in solving problems that exist within American communities. Based on previous research findings that childcare quality is related to adult-child ratios, North Carolina set up a Child Care Corp in order to assist childcare centers by reducing their adult-child ratios. The first year of the study will be explained in detail.

"The purpose of this study was to document the impact of training and ensuing experience on the knowledge, beliefs, and practices of AmeriCorps national service volunteers in child care classrooms" (p. 589). The North Carolina Child Care Corps (NCCCC) was started in 1994 in collaboration with Smart Start partnerships in five regions of North Carolina. This partnership was established in order to combine efforts in state and local resources to create higher quality early childhood education. Members of the NCCCC were reunited throughout the state by media and flyers. They were then selected according to the following categories: between the ages of 18-30, committed to social changed, interested in working with young children, in need of money for college or to pay off student loans, have acquired a high school diploma or GED, possess
leadership skills, and have a commitment to community service (p. 592). Participants completed a written application, including three references, and went through a face-to-face or phone interview. The resulting sample included 24 young adults 18-25. There were seven males and fourteen females, equally diverse between European American and African American ethnicity. The education levels of the participants ranged from a four-year university degree to a high school diploma. The majority of the sample contained lower levels of the education requirements (p. 592).

Before entering childcare centers the NCCCC members underwent a four week extensive training in early childhood education, child development, and childcare issues. The main areas covered were child growth development, cultural and individual diversity, understanding the childcare profession and professional behavior, communication with parents, healthy and safe environments, positive guidance, and developmentally appropriate curriculum and environment (p. 592-593). This curriculum was supplemented with class sessions and discussions that continued during the nine-month period. After training members were placed in 23 different childcare centers within the five regions in North Carolina. The centers represented small and large centers located in small to medium-sized cities. Each Corp member served as an additional teacher bringing adult-child ratios down to just below recommendations made by the National Association of Education for Young Children (NAEYC). Supervising teachers with at least a semester of college coursework were assigned to each Corp member. A NCCCC staff member also observed Corp members, at least four times throughout the nine-month period.
Evaluation materials were given to participants before starting any training, after training, and after completing their nine-month practicum period. The evaluations asked questions related to knowledge about child development levels, and beliefs about developmentally appropriate practices. The Knowledge of Infant Development Inventory (KIDI) and the Teacher Beliefs Scale (TBS) were also given. The KIDI is a questionnaire of 58 items assessing knowledge of developmental milestones and principles, child-rearing strategies, and health and safety issues. The TBS evaluates beliefs about the importance of a variety of classroom practices. Classroom behavior of the Corp members was evaluated through videotaped sessions of child interaction. These observations were coded according to the Teacher/Child Interaction Scale (T/CIS) and the Caregiver Interaction Scale (CIS) (p. 594). The T/CIS divides involvement into eleven behavior types defined as physical, verbal, responsiveness, play teaching, control of activities, directive/demands, relationship among activities, positive statements, negative statements/discipline, and goal setting. Each of the eleven areas were then evaluated in one of three levels: amount, quality, and appropriateness (p. 595). The CIS is a 26-item scale that rates teacher from very much to not at all in their interactions with children (p. 596).

The findings of this project showed that Corp members showed a significant gain in knowledge of child development from the pre-training stage to the post-training and post-experience stages. The knowledge they gained during training stayed with them through their months of service. Beliefs about classroom practices also showed positive results. Once again there were significant improvements from pre-training to post-training and through post-experience. Appropriate beliefs learned during training were
maintained throughout the nine months (p. 597). There was however, an area of surprise in this study. Evaluations found that throughout classroom experience, the Corp members had a tendency to decline in the area of teacher interaction. As the months went by, members became more detached and showed a decrease in positive responsiveness with the children. Researchers predicted the reason for this being the lack of quality in the centers being a negative effect on member’s attitudes (p. 598).

Although this study focused more on the educational benefit for the member involved in this project, it also gives an insight towards a possible suggestion for future use in childcare centers. Since previous research has shown higher quality childcare is created through lower adult-child relations as well as teacher education levels, the impact this project had on the children was not evaluated. It would have been nice to see some data on children’s growth as well. The study does provide journal entries from participants indicating they believe they had an influence on the center. Supervising teachers also commented on the influence Corps members had on children’s development. Having smaller child-adult ratios allowed teachers to provide better care and learn their student’s strengths and weaknesses. They also felt student’s self-esteem was fostered through more teacher-pupil interaction (p. 600). More viable research in this area, needs to be completed before implementing such programs nationwide.

**Government subsidies and child well-being.**

Little research has been done to explore the relationship between childcare subsidies and family and child well-being (Brooks, 2002, p. 499). The purpose of the next study was to determine whether or not working poor families who currently receive childcare subsidies are better off than demographically matched families on the waiting
list to receive childcare subsidies. Before beginning the research, three hypotheses were made. The first was that childcare subsidies would be positively associated with maternal job retention and Income-to-Needs ratios, however be negatively correlated to out-of-pocket childcare expenses. The second hypotheses believed a positive association would be found between the receiving of subsidies for childcare and the stability, quality, satisfaction, and ease of finding childcare. Thirdly, the researcher hypothesized that the receipt of childcare subsidies would positively impact children's health, cognitive development, and socio-emotional maturity (p. 500).

The research design consisted of a cross-sectional, non-experimental study. "Two samples were selected, from demographically similar groups of families, which were eligible for childcare subsidies" (p. 500). Groups were selected from two different counties in Georgia. One group was selected from the list of families receiving childcare subsidies while the other was selected from the waiting list to receive subsidies. In order to isolate the effects of childcare, only families with children ages 3 to 5 were selected. 102 families, (69% subsidy, 65% waiting list), completed an interview process and agreed to participate in the study.

Mothers were asked questions concerning: number of jobs held, hours worked per week, take-home pay, and out-of-pocket childcare expenses. "Income was measured with the question, Counting all sources of income, what was your total income last month' (p. 501)." The measure of economic well-being was then established according to the Income-To-Needs ratio. This was calculated by multiplying the monthly gross household income by 12, and then dividing the total into the 1998 U.S. Census Bureau poverty threshold (p. 501).
Childcare variables were collected through an interview with the mother. Questions were asked concerning type of care, hours in care, number of months in current care, receipt of financial help with care, ease of finding care, and desire to change care (p. 502).

Child well-being was established through the School Readiness Component of the Bracken Basic Concept Scale-Revised (BBCS), and the Personal Maturity Scale (PMS). The BBCS was used to measure areas of school readiness such as colors, letters, number/counting, sizes, comparisons, and shapes. The PMS measured children's socio-emotional development on a scale from 0 (my child is not like that) to 10 (my child is exactly like that). Physical health was determined through mother's response of excellent, good, fair, or poor.

The findings of this study showed support for both hypothesis one and two. Subsidies were related positively to the likely of being employed. Out-of-pocket expenses also showed those receiving subsidies only paying $25 on a weekly average while those on the waiting list were paying an average of $447 weekly (p. 504). Childcare arrangements were found to be twice as stable for families receiving subsidies than for those who weren't and 92% of subsidized care families had children enrolled in a state licensed facility. Only 28% of non-subsidized families had children in licensed care (p. 505). A positive relationship between children's health, cognitive development, and socio-emotional maturity when related to receiving subsidies was not found. Researchers believe this would not be the case if this study were done throughout the nation. They believe the low-quality centers in the state inhibited an accurate result in this area (p. 506). Results also found that families receiving subsidies were able to attend higher
quality childcare, were more satisfied with this care, and had attended the same center for longer periods of time, than children from families on the waiting list for childcare subsidies.

This study suggests that childcare subsidies contribute significantly to the ability of low-income mothers to maintain employment. They also suggest that receiving subsidies support job retention for low-income families (p. 506). This study suggests that subsidized childcare is a critical support for low-income mothers. It is recommended that states increase subsidy rates and reduce co-payments so that working families below the poverty line don’t have to pay so much out-of-pocket for childcare.

School readiness discussions.

“In conjunction with the No Child Left Behind Act, the President’s early childhood initiative could have a significant impact on how states and local school districts conceptualize school readiness and establish new standards to assess children’s school achievement in kindergarten” (Wesley & Buysse, 2003, p. 352). The year 1991 brought about new national attention towards this area with the establishment of the six National Education Goals; the first of these being, ‘all children in America will start school ready to learn’ (p. 352). This study examines beliefs and expectations about school readiness from parents and professionals. Previous research is being extended in this study through the method of focus group discussions rather than surveys and the inclusion of parents, pre-kindergarten teachers, kindergarten teachers, and school principals (p. 354).

Participants from this study were Regional Success teams of 12 to 15 members, representing over 100 counties in North Carolina. A total of 118 participants from 20
different focus groups were included. Twenty-one percent were parents of children currently enrolled in kindergarten programs, 27% were pre-kindergarten teachers, 31% were kindergarten teachers and 21% were elementary school principals (p. 354).

Focus group discussions were held for one-hour, and led by members of the research team. Each group followed the same script in order to keep the groups on task. Discussions were divided into three areas: an introduction that described the purpose of the study; seven open-ended questions related to school readiness and closing statements. Each discussion was audio-taped then were recorded into written observations by a Success team member (p. 356).

Before conducting content analysis of the discussions, two members of the research team listened to the audio-tapes, compared them with the written observations, then created themes or categories that emerged. After each researcher did this independently, they worked together to create common themes to represent the findings (p. 356). Findings for this study were summarized under the categories of the ready child, how children learn, areas in which children were least and most prepared, the ready school, readiness resources, and messages to policy makers, legislators, and parents (p. 357).

In the category of 'the ready child,' “nearly every focus group raised the importance of children begin able to separate from their parents without being upset, and spoke of the children having group experiences prior to kindergarten” (p. 357). The importance of social and emotional development and language development and communications was also stressed. There were many mixed feelings about what children needed to know when starting kindergarten. Several participants expressed that children
should still be able to learn through play activities because childhood is not a race (p. 358). Too much pressure was a trend felt through the participants. They felt support for children’s social and emotional development and self-discovery were being compromised by drill and practice for assessments (p. 359). Concerns were also addressed towards school readiness criteria and its lack of accommodations for second language learners, children with developmental delays and disabilities, and children with late birthdays (p. 360). Participants feared children would not be happy in school without the opportunities to utilize natural curiosity and the five senses.

This leads into the second area discussed: how children learn. Participants felt that before entering kindergarten, children learn best by doing. They stressed the importance that learning should be fun. “They discussed the variation in children’s learning styles and rates, and stressed that there was no one “cookie-cutter” way to teach them” (p. 361).

No dominant theme was evident in participants views about how children were most or least prepared for kindergarten other than the difference in children make it difficult to predict from year to year. Principals and kindergarten teachers referred to the differences of children’s experiences before they enter school (p. 362).

There was however an overall theme in the discussion towards the ready school. All participants felt schools have a long way to go in order to be ready for children in the areas of adequate facilities, better communication, staff knowledge of early childhood development, and social and cultural contexts of children and families (p. 363).

Readiness resources were discussed as being needed. Participants felt, “there are few resources related to school readiness” (p. 365). The message all participants wanted
policy makers and legislators to see that in order to make appropriate decisions, legislatures need to spend "real time" with "real children" in "real schools" (p. 365).

Recommendations from study findings show that action is needed in three main areas. In order to promote school readiness, communication and collaboration among school, families, and communities needs to be evident. Members in all areas need to recognize the shared responsibilities of creating children’s success (p. 371). There also needs to be an increase in professional accountability. In relation to this, current practices that are harmful to children, such as denying access to begin kindergarten because of failing a screening test and grade retention, need to be revisited and changed.

Promoting children’s emotional and social development creates the third area for action. This includes continuing to support and expand programs such as Early Head Start and Head Start. It was also suggested to expand caregiver knowledge in the area of emotional and social development (p. 373). Considerable efforts need to be taken in order to foster recommendations such as these in the current policies that emphasize academic achievement.

The articles discussing Federal involvement emphasized the need for caregiver knowledge, professional accountability, promoting children’s emotional and social development, and state subsidies towards childcare for families below the poverty line. Studies have indicated several aspects needed to consider a childcare program a high quality program. One of these aspects is curriculum. The next two articles will describe current curriculum guidelines that have been set in order to achieve the status of a high quality program. They will also discuss gaps in these current guidelines and make suggestions for improvements.
Curriculum Guidelines

In 1992 the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) combined to develop a set of guidelines to be used when selecting curriculum and assessment for programs serving children age three to eight (NAEYC and NAECS/SDE, 1992, p. 10). The problem described in the 1992 position statement explains the need for these guidelines. Since 1980 there have been numerous calls for school reform. “Reports reflect a growing consensus that traditional scope and sequence approach to curriculum, with emphasis on drill and practice does not reflect current knowledge of human learning” (p. 10). Schools are failing to produce future generations with the knowledge of natural, physical, and social sciences, much less the ability to create knowledge in these areas (p. 10). The basic problem is that current curriculum does not require enough of students in some areas and requires too much of them in the wrong areas. Also, current expectations are not appropriate for the age groups served. “As a result, what used to be taught in first grade is now taught in kindergarten, and what used to taught in kindergarten appears on the entrance test for admittance to school” (p. 11). Therefore, the need for curriculum guidelines is evident.

The purpose of the position statement provided by the NAEYC and the NAECS/SDE was to create such guidelines for teachers and supervisors when choosing new or evaluating current curriculum and assessment practices. “The guidelines were based on specific assumptions about how children learn and develop as well as on relevant theories of curriculum that guide decisions about what is important to learn and when” (p. 12). The theories of Piaget (1952), and Vygotsky (1978) were influential to
this position statement. These theorists each describe various kinds of knowledge to explain the complexity of learning (p. 12).

Piaget differentiates physical, logical-mathematical, social-conventional knowledge as determined by the source of the knowledge (p. 12-13). The source of physical knowledge is external observable reality, the source of logical-mathematical knowledge is the relationships mentally constructed inside the individual, and the source of social-conventional knowledge in the agreed upon conventions of society (p. 13). Vygotsky categorizes the nature of knowledge in a different way. “He distinguishes spontaneous concepts from school-learned concepts” (p. 13). Those concepts that a child discovers through direct experience are explained as spontaneous concepts. Scientific concepts originate in the culture and represent the knowledge from past generations (p. 14). The frameworks presented by Piaget and Vygotsky are useful in helping educators conceptualize the nature of learning, but in real life these types are interrelated (p. 14). “The curriculum debate continues to be that early childhood educators emphasize spontaneous, constructed knowledge, while traditional public education considers only school-learned, social-conventional knowledge as legitimate learning” (p. 14). Ideally, combining each of these positions incorporates both rich, meaningful content and interactive child-centered as parts of the learning process.

The nature of learning, as explained through the above theorists, then determines the practice of teaching. The fact that children learn a great deal from adults as well as through child-initiated spontaneous activity, the teaching-learning process is best characterized as an interactive process (p. 14). The following seven basic assumptions support this idea.
“Children learn best when their physical needs are met and they feel psychologically safe and secure” (p. 14). Parents and caregivers who are meaningfully involved, interacting with the children and the program they belong in, are more likely to provide a safe and secure learning environment. Second, children construct knowledge as a result of interactions between the individual and the physical and social environments. Third, children learn through social interaction with adults and other children. “The vital role of teachers and other adults is to support children’s development in terms of both their actual development and their potential” (p. 15). Fourth, “children’s learning reflects a recurring cycle that begins in awareness and moves to exploration to inquiry and finally to utilization” (p. 16). To learn anything new, we must become aware, and awareness is generated from experience. Once a child is aware, they must explore to figure out what is being learned. Although the meaning a child encounters through awareness and exploration is governed by their own views of the world, this is an important step towards understanding (p. 16). Inquiry and utilization complete the cycle of learning when children analyze and compare then use what they have learned for multiple purposes and applying it towards new situations (p. 16). The fifth basic assumption is that children learn through play. While playing a child learns to deal with feelings, to interact with others, to resolve conflicts, and to gain a sense of competence (p. 16). Sixth, children’s interests and “need to know” motivate learning. “Curriculum that is based on children’s interests and internal motivation to understand fosters desirable dispositions and feelings, such as initiative, curiosity, attention, self-direction, industry, competence, and love of learning” (p. 16). Finally, human development and
learning are characterized by individual variation. Recognition of this requires that decisions about curriculum be as individualized as possible (p. 17).

As previously explained, learning is viewed as an interactive process. It occurs in children as a result of interactions between thought, experience, physical objects, adults, and peers (p. 17). “The following twenty guidelines were derived from this theoretical perspective of how children learn and what learning’s are important” (p. 17). “The purpose of these guidelines is to ensure that the knowledge base of early childhood education is applied when decisions are made about curriculum and assessment for young children 3 through 8 years old” (p. 18).

Curriculum should be grounded in the most current knowledge of child development and learning. Curriculum should address the development and learning of the whole child, including social, emotional, cognitive, and physical. The curriculum should ensure that children will be able to apply the knowledge or skill and to associate positive feelings towards learning. Effective curriculum will develop knowledge and skills in a meaningful context, not in isolation (p. 19). The curriculum goals are realistic and attainable, allowing for children to work at different levels and on different activities. Curriculum needs to reflect individuality of children by incorporating a variety of learning experiences and accommodating for individual differences. This includes respecting cultural and linguistic diversity and encouraging positive family relationships. The curriculum should build on what the child already knows in order to activate prior knowledge to assist in developing new skills and understanding new concepts. Organizing the curriculum into themes, units, or projects will provide a conceptual framework for children. The curriculum should allow for focus on a particular topic
while integrating across subject matter divisions in order to provide a rich conceptual
development (p. 20). If specific content within the curriculum is related to a particular
discipline, then it should be as accurate as possible. Content should be included in the
curriculum for specific age groups, and should engage the children actively. The
curriculum should value constructive errors and not limit exploration of find “right”
answers. There needs to be an emphasis on both content and process in order to develop
thinking, reasoning, decision-making and problem-solving skills. Social interaction with
peers and adults is essential. Children’s physiological needs for activity, sensory
stimulation, fresh air, rest, hygiene, and nourishment should be supported by the
curriculum (p 21). Children should feel happy, relaxed and comfortable. The curriculum
should strengthen the children’s sense of competence and enjoyment of learning. Finally,
curriculum should be flexible enough to be adapted to individual children or groups (p. 22).

In conclusion, the position statement published by the NAEYC and the
NAECS/SDE explains the need for curriculum guidelines. These needs are supported
through historical movements in school reform as well as through reports concerning the
decline in student abilities to possess higher order thinking skills. In creating these
guidelines, past theorists were studied and their beliefs about the learning process and
categorization of knowledge were used. The basis for the guidelines was developed from
the seven basic assumptions that the teaching-learning process occurs through an
interactive process.
Relationship between accreditation and high-quality programs.

An article written by Betty Zan in 2005 described and analyzed the curriculum standards set forth by the National Association for the Education of Young Children (NAEYC) according to their accreditation requirements. In 1999, the Governing Board of the NAEYC appointed a 10-member board and gave them the task of reinventing NAEYC accreditation (Zan, 2005, p. 86). The recommendations by this board were published in May, 2002. Within the recommendation was the goal of making NAEYC accreditation the standard measure of quality programs (p. 86). Currently the guidelines are vague about the number of standards a program must meet to achieve accreditation. However, the rewritten policy that the NAEYC hopes to have in place by the year 2006 states that all ten program standards must be met in order to achieve accreditation (p. 86). The problem resulting in this study, is that “Under current accreditation criteria, a program can obtain NAEYC accreditation yet fall short of meeting the NAEYC guidelines concerning the how and what of the academic curriculum” (p. 86).

Research summarized by Zan is reported in two parts. The first section analyzes the current NAEYC accreditation guidelines specifically relating to academic curriculum. The second explains the evaluation of 116 NAEYC accredited preschool programs (p. 86). According to NAEYC’s position statement on developmentally appropriate practice, the following guidelines are included. “Curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich concept development. Curriculum promotes the development of knowledge and understanding, processes and skills, as well as the dispositions to use and apply skills and to go on learning. Curriculum content has
intellectual integrity, reflecting the key concepts and tools of inquiry of recognized disciplines in ways that are accessible and achievable for young children, ages 3 through 8” (p.87). Although these recommendations as well as others in previous position statements describe an intellectual and challenging environment for children, the accreditation criteria listed in the Guide to Accreditation (1998b) fails to capture this in several ways (p. 87). Few accreditation items address curriculum content, and others include several aspects of curriculum under one item. Another problem is that little guidance is given about the number of indicators needed to be present for specific ratings (p. 87). For the purpose of the analysis done by Zan, only items specific to ages 3-5 were described.

The Guide to Accreditation includes an Early Childhood Classroom Observation (ECCO) checklist that is used to determine how well programs meet criteria defining quality care programs. “Sixty-four items in 5 standards pertain to preschool programs” (p. 88). However, out of these 64 items, only nine, within two standards, relate directly to curriculum. “Items are rated on a three-point scale including not met, partially met, and fully met” (p. 88).

The standard Interactions among Teachers and Children (A-10) includes an item concerning curriculum. “It states that teachers use a variety of teaching strategies to enhance children’s learning and development throughout the day” (p. 88). There are three indicators mentioned within this item and all three must be present in order to receive a score of Fully Met. However, instructions describe further that in order to receive a score of Partially Met, these indicators need to be exhibited some of the time
and most of the time to receive a Fully Met marking. The trouble here is that there are no
guidelines or explanations to define ‘some of the time’ and ‘most of the time’ (p. 88).

“The Curriculum section contains 21 items to be answered by programs serving
preschoolers. While all of these items describe aspects of the program that influence the
delivery of the curriculum, few address academic content of the curriculum” (p. 88).

Only eight items specifically address areas of materials, equipment and activities. “Item
B-5d addresses the availability of developmentally appropriate materials and equipment,
including a list of seven materials that must be present in order to receive a score of Fully
Met. The problem that arises is that there are no guidelines explaining the quantity or
quality of these materials that should be present (p. 88). This same problem is evident in
item B-5a. This item “addresses diversity from the perspective of materials such as
books, dolls, toys, photos, etc” (p. 88). There is an indication that materials should
reflect diversity found in society as well as reflect the lives of the children served,
however, there is no specification of the number of materials required (p. 88). Item B-7c
provides examples that preschoolers need to be exposed to activities that provide
“labeling, classifying and sorting; discussing time concepts; extending children’s thinking
and learning…; observing natural events…; creating learning experiences; and
encouraging water and sand play” (p. 89). Once again no set number of how many of
these activities need to be present in order to achieve a Fully Met rating (p. 89). Five
other items fail to specify how many activities need to be present and how often they
should occur. These include item B-7d, encouraging language and literacy development;
B-7f, concerning health, safety and nutritional practices; B-7g, encouraging creative
expression, representation, and appreciation for the arts; B-7h, cultural diversity; and B-11, providing routine talks to further learning, self-help and social skills (p. 89).

This brief review of the *Early Childhood Classroom Observation* highlighted the inadequacy of the 1998 accreditation criteria, specifically the academic curriculum in preschool programs (p. 89). The next section describes an evaluation that was completed of 116 preschool classrooms. “The following study is meant to illustrate the position that programs can fail to implement a developmentally appropriate curriculum (as described by the NAEYC position statements) and still achieve accreditation” (p. 89).

*The Early Childhood Environment Rating Scale-Revised Edition (ECERS-R)* was conducted on 116 current accredited preschool programs. Fifty-seven percent of the programs were part of public school systems, 28% operated through Head Start, and 15% private, non-profit childcare centers. The length of program day and year varied from those studied. “In 92 of the classrooms (79%), at least one teacher is degreed (p. 89).

Using the *ECERS-R*, provides a seven-point scale in which items are rated on. “A rating of 1 is considered inadequate, 3 is considered minimal, 5 is considered good, and 7 is considered excellent” (p. 89). Each item contains a list of descriptors for each rating, if any of the descriptors are present under that rating, then that rating must be given. For example, when evaluating an item start at rating 1 (inadequate). If any of the descriptors under the rating one can be answered “yes” then a rating of 1 is given. If all the descriptors are answered “yes” then move onto the descriptors under rating 3. If less than half of them are answered “yes”, the rating given is a 1. If more than half, the rating given is a 2. In order to get a rating of 3, all descriptors must have an answer of “yes”, then the descriptors under rating 5 can be considered. This procedure continues until the
proper rating is determined (p. 90). However, for the purpose of this study, “all of the indicators can be scored, regardless of how many previous indicators in that item had been missed, and individual indicator scores can be recorded” (p. 90). This will provide a tighter analysis and better specify strengths and weaknesses in a program.

For this study, seven research assistants all trained in the ECERS, rated classrooms over three years. The results of this study follow. Two subscales, language/reasoning and activities, were created to focus on curriculum content scores. Under the subscale of language/reasoning, item #17, using language to develop reasoning skills, 43 classrooms (37%) scored below a 5 (p. 92). From this data we can say “that the NAEYC criterion inadequately assesses the extent to which classrooms foster reasoning and concept development through language” (p. 92). There were 10 items under the subscale of activities. This subscale evaluated materials and activities that are used to implement a developmentally appropriate curriculum. Item #19, fine motor, resulted in 40 classrooms (34%) not meeting the criteria for a good rating. “It is not possible to determine whether this was due to the materials or the time” (p. 95). Item #20 looked at the visual arts curriculum. “Over half of the classrooms failed this indicator, and a total of 69 classrooms (59%) scored below 5, including 5 classrooms (4%) that scored 1 (inadequate)” (p. 95). Item #21, music and movement showed that almost three-fourths of the classrooms (85) scored below a 5 rating. “The indicator that was missed the most had to do with providing music materials that children could use during their free choice activity times” (p. 95). Blocks are described in item #22. They are important to preschool programs because they encourage science and math concepts. “Fifty-four classrooms (47%) had insufficient blocks for three children to play with at the same time”
A total of 78 classrooms scored under a 5 in this area (p. 95). Sand and water play was another problematic area. In this area “over half the classrooms (60) scored below 5” (p. 96). Item #24 investigated the area of dramatic play. Included in dramatic play materials was quantity, variety, organization, space, and time. Over two-thirds of the classrooms (81) scored below a 5 in this area (p. 96). In the area of nature and science, item #25, “67 classrooms (58%) did not have the necessary quantity and/or variety of materials for a rich science curriculum” (p. 96). Item #26, math/number describes materials used for teaching number concepts, how the materials are used, and how daily activities are incorporated to teaching numbers. Once again over half of the classrooms (69) scored below a 5 (p. 96). In the area of TV, video, and/or computer use classrooms were able to score a NA (not applicable) if they did not use these materials. This may have impacted the fact that only 13 classroom scored below a 5 in this area (p. 96). The final item, #28 looked at the promotion of accepting cultural diversity. “This item also caused fewer problems than others, with only 24 classrooms (21%) scoring below 5” (p. 96).

In addition to looking at specific item areas as described above, the quality of curriculum in these classrooms was examined by determining the number of items the classroom scored below a 5 in to determine if they failed to meet the criteria for a good program as a whole (p. 96). This shows the shocking discovery that only 1 classroom out of 116 scored at least a 5 in all 11 items.

“The findings reported here demonstrating that accreditation does not necessarily equate with high quality are not entirely new” (p. 99). However the contribution this study provides is the focus on curriculum. When using the overall rating scale of the
ECERS-R, the classrooms were rated a good quality level. However, when looking at subsets specifically, we find a different answer as was just described in this study. “If NAEYC accreditation is to become the standard-bearer for high-quality early care and education, then more emphasis must be placed on the educational component” p.100).

Summary

Given the research completed by Howes and Smith, (1995), concerning quality of early childhood programs, there is support that quality classrooms are created through positive teacher-child relationships and a variety of play activities. Given the research of the Cost, Quality and Outcomes study, (1997), there is a positive relation between childcare center quality and preschool children’s developmental outcomes. Therefore, the impact of childcare quality should be of concern for the development and well-being of the children that are America’s future. In relation to this, given the research completed by The National Institute of Child Health and Human Development (NICHD), (2000), the average quality of care in the centers in the United States is adequate but does not meet the strictest professional recommendations.

Given the research by Majsterek, Shorr, and Erion (2000), it is important to intervene as early as possible to reduce the negative impact of limited early literacy acquisition (Majsterek, Shorr, and Erion, 2000, Electronic version). Explicit teaching of specific early literacy skills, such as rhyming, can develop facets of phonological awareness and early literacy learning. Krafft and Berk, (1988), provided research on the relationship between private speech and open-ended activities. Given this research, children are able to establish and modify their own task goals in activities such as make-believe play, and peer interactions that increase children’s self-determination. Therefore,

Given the study done by Cassidy, (1998), involving the North Carolina Child Care Corps, individuals involved in the study felt that student’s self-esteem was fostered through more teacher-pupil interaction (Cassidy, 1998, p. 600). Brooks, (2002), provided a study that explores the relationship between childcare subsidies and family and child well-being. Given the findings in this study, there is support that receiving subsidies was positively related to being employed. This study recommends that states increase subsidy rates and reduce co-payments so that working families below the poverty line don’t have to pay so much out-of-pocket for childcare. Wesley and Buysse, (2003), conducted research to determine parent and professionals beliefs and expectations about school readiness. Several participants expressed that children should still be able to learn through play activities because childhood is not a race (Wesley & Buysse, 2003, p. 358). The felt support for children’s social and emotional development and self-discovery were being compromised by drill and practice for assessments (p. 358). Recommendations from study findings show that action is needed in the communication and collaboration among school, families, and communities. There also needs to be an increase in professional accountability, and children’s emotional and social development needs to be promoted.

The research conducted by the NAEYC and the NAECS/SDE, (1992), explains the need for curriculum guidelines. These needs are supported through historical movements in school reform as well as through reports concerning the decline in student abilities to possess higher order thinking skills. Research completed by Zan, (2005),
concluded that accreditation does not necessarily equate with high quality. “If NAEYC accreditation is to become the standard-bearer for high-quality early care and education, then more emphasis must be placed on the educational component” (Zan, 2005, p.100). Research findings suggest that specific material recommendations would provide this emphasis.

The study findings just summarized will provide the framework to use in building a core collection that will support the transitional, thematic unit, constructivist's approach, of modern early childhood programs.
Chapter 3:
Procedures

There is no one resource available that provides a core list of literature for early childhood center libraries. The purpose of this project is to examine current resources available and create such a core list.

Project Design

This project is designed to create a comprehensive list of fiction and non-fiction books, magazines, audio/visual materials, and computer software, for children, infant to age five. The list will target the needs of early childhood educators, media specialists, and parents. An annotated bibliography format will be established to include purchasing information about the resources as well as a short summary.

Parameters

The researcher will compile an annotated bibliography of the classic and new materials most recommended for infants, toddlers and preschoolers. This list will include books, magazines, audio/visual materials, and children’s software. A variety of selection sources will be utilized, ranging in copyright from 1995-2005. This will allow for a balance of classic and new materials. Classic materials included will have exhibited the test of time by keeping with the current trends in terms of their content, styles of art, appeal, and themes (Cianciolo, 1997, p.vii). In order to be included in this compilation, titles will have been recommended in at least two of the sources reviewed.

Published works by the American Library Association such as Picture Books for Children- Fourth edition, 60 Years of Notable Children’s Books, Informational Picture Books for Children, Picture Books for Children, and ALA’s Guide to Best Reading in 2000, will be consulted. Current review sources such as Booklist, School Library
Journal, Children's Software Review, Horn Book Magazine, Publisher's Weekly and Kidsfirst.org will also be looked at. Suggestions, guidelines, and notable works from children's literacy organizations such as the National Association for the Education of Young Children (NAEYC), the International Reading Association (IRA), the National Center for Infants, Toddler and Families: Zero to Three, the American Library Association (ALA), the Association of Library Service to Children (ALSC), and the Iowa Library Association (ILA) will also be examined. The use of a variety of sources will allow the researcher to find materials that have been reviewed and recommended by panels of professionals and that have been tested or researched to see if they enhance young children’s learning. It is the intent of the researcher to include around 1,000 products in this core list.

Storyboard

The following is a sample entry in the format this project will be created in. This particular example would be listed in the Preschool book section.


Little Sal goes with her mother to Blueberry Hill to pick blueberries. Meanwhile, Little Bear and his mother go to the same hill. Throughout the day Little Sal and Little Bear get confused and follow the wrong mother. At the end of the day, the amusing mix-up is resolved when they each follow the right mother home.

Rev: BTBVK, FO, S
Procedures

The researcher will begin by determining criteria in which to select items to be included in the core list. The criteria will be established through recommendations of curriculum based early childhood organizations and the environmental rating scales mentioned above. After criteria are established the researcher will begin a search process for materials. A list will be compiled of materials that are recommended by more than one source. These items will then become the core list. Items chosen will then be categorized by material type and age level. Annotations for each item will be written. The core list will be created according to content area.

Project Format

An annotated bibliography will be created containing the core list established through research. This list will be categorized by material type such as book, magazine, video, or software. Within these categories will be subheadings for Infant (birth to 24 months), Toddlers (2-3 years) and Preschool (3-5 years). Within the subheadings, materials will be listed alphabetically by authors/creators last name, for books, and by title for magazines, software, and videos.

Annotations will include author, copyright, title, ISBN or purchasing number, cost, publisher, short description, and review sources recommending the product. The researcher intends to include around 1000 total items. The core list will be presented in a bound book format.
Chapter 4:
The Project

See Accompanying Project
Chapter 5:
Summary, Conclusions, and Suggestions for Further Research

Summary

The purpose of this project was to examine current available resources related to emergent literacy in order to create a core list of literature for early childhood center libraries. "Research suggests that the foundation for academic success is laid well before a child enters the public schools" (Smith, Fairchild, and Groginsky, 1997, p. ix). The researcher described past and present Federal initiatives that support these efforts.

Current curriculum guidelines and recommendations from national organizations for early childhood learning centers were examined to determine what resources were needed to provide a framework for learning. Studies examined emphasized that exposing children to literature from birth is a large part of the foundation building process because early literacy will help children enhance their development of beginning stages of phonological awareness. The researcher then examined present guidelines within current literature sourcebooks and review guides in order to evaluate materials and to create a core list of highly recommended literature. An annotated bibliography containing around 1,000 items was created. This core list is presented as a resource of the most highly recommended literature sources for early childhood centers that can be used to enhance their current collections. Limitations and suggestions for further research are addressed.

Limitations

The researcher discovered there are many great literature sources available to choose from. There are highly recommended materials for several specific subject bases.
For the purpose of this project, the researcher attempted to choose a balanced comprehensive list for each age category. The titles included are not restricted to use with the researcher’s recommended age group, but rather suggested for introductions at a particular age that can be used with other levels as well. Due to project restrictions, the researcher was not able to include all formats young children should be exposed to. This list is intended to serve as a guideline to early childhood centers of specific literature that is recommended and is not meant to be all-inclusive. There may be highly recommended literature not included in this list due to publication limitations, review limitations and time constraints on the researcher’s part.

Suggestions for further research

The researcher found that it was difficult to choose just a few of the highly recommended materials when there are enough to create a similar list for each content area. Future research could include creating core lists for specific content areas such as sources that teach basic concepts, non-fiction sources, audio/visual materials, and multicultural materials to name a few. New literature sources are published every day. For this reason, future research could be completed as additions to the current list. Emergent literacy has become an educational focus in America today. As this focus continues, new studies will be completed and new recommendations for teaching children will be expressed. Future studies will need to be included to reflect new research and guidelines. For the purpose of this project the researcher focused attention and research towards group childcare education settings. Future research could be done to see what stay at home parents and home schooling situations are doing to enhance emergent literacy.
References


Appendix A:

Sources reviewed in creating the suggested core list of titles in Chapter 4: The Project.

Books


**Databases**


**Organizations**


**Periodicals**

Booklist, (.1969-). Chicago, IL: American Library Association

Childhood Education, (1924-). Wheaton, MD: Association for Childhood Education International.


Reading Teacher, (1950-). Newark, DE: International Reading Association


Technology and Learning, (1990-). Dayton, OH: Peter Li.

Teaching PreK-8, (1987-). Westport, CT: Early Years.
Chapter 4: The Project

Suggested Core Materials For Early Childhood Programs
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Selection Process

In selecting the titles to be included in this list the researcher examined texts published within the past ten years, 1995-2005. Works examined are mentioned here and full citations can be found in Appendix A. ALA’s Guide to Best Reading in 2000, (ALSC, 2000), 100 Best Books for Children, (Silvey, 2004), Choosing Books for Children: A Commonsense Guide (Hearne, 1999), Informational Picture Books for Children (Ciancio, 2000), 60 Years of Notable Children’s Books (Thompson and Association for Library Service to Children, 2003), Best Toys, Books, and Videos for Kids (HarperPerennial, 1993), Picture Books for Children (Ciancio, 1997), Best Books for Babies and Toddlers (Odean, 2003), and the 20th Century Children’s Book Treasury: Celebrated Picture Books and Stories to Read Aloud (Schulman, 1998).

A list was compiled of all the recommended titles. The researcher then compared each of these titles to review sources. In order to be included in the final list the titles had to have been recommended by at least two sources. The majority of the entries received both of these recommendations within the past 15 years, 1990-2005. There were a few exceptions for the classical books the researcher felt shouldn’t be excluded. Titles that are currently out of print were included due to the common reprinting of books.

Titles were placed into age categories according to the suggested age given in the recommended source. The researcher then compared these suggested ages with the guidelines suggestions from the National Center for Infants, Toddler and Families: Zero to Three.
Recommendations from the National Center for Infants, Toddler and Families: Zero to Three
(http://www.zerotothree.org/brainwonders/EarlyLiteracy/kdislike.html).

Infants (0-24 months)
- Books should contain simple, large, brightly colored pictures.
- Books should be either board books made of stiff cardboard, cloth books, or soft vinyl books.
- Books should contain photos of pictures of familiar objects such as balls, bottles, babies, and even personalized books with family and friend photos.
- Older infants (12-24 months) begin to enjoy animal books, bedtime books, and books about familiar daily events such as playing.
- Rhyming books and books with predictable text are also introduced to older infants.

Toddlers (2-3)
- Books with simple stories and rhyming text that can be memorized.
- Bed time books.
- Early concept books that introduce counting, the alphabet, shapes or sizes.
- Books that contain their favorite TV characters.
- Books about playtime, vehicles, animals, saying hello, and saying good-bye.

Preschool (3-5)
- Books about others who look and live like them.
- Concept books that teach counting, size, and time.
- Introductory science books that explain how things work.
- Books that match their interest such as trains, animals, or cooking.
- Books about friendships.
- Books about going places they go such as daycare, school, or the doctor.
- Books about family members especially siblings.
- Beginning readers with simple text that can be memorized.

When a final list was compiled the researcher had an early childhood reading specialist review the titles and ages for appropriate placement.
How to Use This Guide

Entries are listed according to material type (books, magazines, software, and video). Within these categories age groups are separated. Age subcategories were created according to the above recommendations by the Zero to Three Organization, (http://www.zerotothree.org/brainwonders/EarlyLiteracy/kidslike.html). Materials for ages 0-24 months have been categorized under the Infant category. Toddler entries include ages 2-3 and ages 3-5 were categorized under Preschool. The overlap of ages in each category occurs because several of the books can be used in more than one of these categories. The researcher grouped materials according to the most recommended level, which in most cases provides the exposure and enjoyment of the literature but not necessarily a full understanding of the concept being presented.

Entries include author, copyright, title, and publisher information. Additional purchasing information including ISBN number and purchase cost is included if available. Purchasing information was found using the online database Books in Print. If a title is not currently in stock or in print, “Out of Print” is used in the entry rather than the cost. The researcher chose to include ‘out of print’ items due to the common re-issuing of books. A title that is currently out of print may be printed in the future. A short summary is be included with each entry as well as the review sources it was recommended by.
Sample Entries

Books - Preschool


Little Sal goes with her mother to Blueberry Hill to pick blueberries. Meanwhile Little Bear and his mother go to the same hill. Throughout the day Little Sal and Little Bear get confused and follow the wrong mother. At the end of the day the amusing mix-up is resolved when they each follow the right mother home.

Rev: BTBVK, FO, S

Magazine - Toddler

Ladybug. (1990-). Peru, IL. Carus Corp. $24.97.

This magazine is published monthly. The content includes two sets of characters and a story to be read in each issue. Poetry also appear regularly. There are also tear out activity pages for children to complete. This publication includes quality content and illustrations. It is meant to be shared between adult and child.

Rev: CMG, BTBVK

Software - Toddler


Teaches: early math and language, colors, shapes, numbers, and music.

Rev: CSR, USA

Video - Preschool


This video is part of the Reading Rainbow series. Children are introduced to the idea of death. When Badger dies his friends are sad, but they remember the personal memories they shared.

Rev: ALSC, KF
Abbreviations Key

20—20th Century Children’s Book Treasury
60—60 Years of Notable Children’s Books
100—100 Best Books for Children
ALA—ALA Guide to Best Reading in 2000
ALSC—Association of Library Services for Children
APCU—Australian PC User
BL—Booklist
BTBVK—Best Toys, Books, Videos for Kids
CBC—Children’s Book Council
CBFC—Choosing Books for Children
CE—Childhood Education
CMG—Children’s Magazine Guide
CS—Computer Shopper
CSR—Children’s Software Review
EL—Emergency Librarian
FO—Five Owls
GBBT—Great Books for Babies and Toddlers
HBM—Horn Book Magazine
I—Instructor
IPC—Informational Picture Books for Children
IRA—International Reading Association Teacher’s Choice
KF—Kidsfirst.org
K—Kirkus
LJ—Library Journal
MFC—Magazines for Children
MS—Multimedia Schools
MW—MacWorld
PBC—Picture Books for Children
PW—Publisher Weekly
RT—Reading Teacher
SLJ—School Library Journal
S—Smithsonian
TL—Technology and Learning
TPreK—Teaching PreK-8
Books

Infant


This book contains two features. Busy scenes of show family activity, and alternate pages feature a die-cut hole and a cheerful baby overlooking the familiar chaos.

Rev: CBC, PW, SLJ


Bobo the chimp seeks hugs among various jungle animals and their young, but he does not get what he wants until he is reunited with his own parent.

Rev: GBBT, PW


It seems to be a case of mistaken identity when Eddie's Teddy suddenly becomes too big to cuddle, and he meets up with a real bear in the woods who is facing the opposite problem.

Rev: GBBT, BL, SLJ, HBM


Very young children are introduced to the excitement of a parade.

Rev: GBBT, SLJ, BL, HBM


Big Fat Hen counts to ten with her friends and all her chicks.

Rev: CBC, BL, PW

This is a countdown lullaby that observes the room of a little girl going to bed.

Rev: CBC, 60, 20, CBC


While a baby bear shows his pride in his mother's bravery, a tiger cub shares his feelings about his mother's strength.

Rev: GBBT, K


At the day's end, Grandfather Twilight walks in the forest to perform his evening task, bringing the miracle of night to the world.

Rev: GBBT, BL, HBM


Three energetic babies are shown interacting, playing, and singing in various activities.

Rev: CBC, PW, BL, SLJ


As the animals of the farm are in their wrong location, young children are encouraged to sort out the mix-up and point out where the animals should go. This is a board-book version of a title that introduces animal vocabulary.

Rev: GBBT, SLJ, BL, PW
After his grandmother has tucked his stuffed animals into bed one by one, a young boy is ready to go to sleep himself.

Rev: GBBT, SLJ, BL, PW

Small children watch the bee go on many adventures through the day as it buzzes around from flower to flower and place to place.

Rev: GBBT, SLJ

Before going to sleep, a little rabbit says goodnight to all his familiar possessions, as his big, green bedroom slowly darkens, in a bigger version of the enduring classic.

Rev: BTBVK, 100, CBC, CBFC

This is a gentle board book that combines gentle, poetic text with folk-style paintings of familiar and comforting objects from a baby's world.

Rev: CBC, PW, SLJ

A flap book that reveals orangutans, flamingoes, frogs, seals, and penguins as they swing, hop, and swim.

Rev: GBBT, K, SLJ

This flap book reveals hidden animals, including dogs, pigs, sharks, parrots, and crocodiles.

Rev: GBBT, BL, SLJ


This picture book includes detailed illustrations of animal babies alone on one page and their mothers on another. This will challenge young children to guess what type of animal they are.

Rev: GBBT, PW, SLJ, BL


A little boy does various household chores with the help of his collection of stuffed animals.

Rev: BTBVK, BL, PW


Although Panda Big and Panda Small like opposite things, they both agree on being together.

Rev: GBBT, SLJ


This joyous book welcomes babies to the world and celebrates their daily lives from birth up to the toddler years.

Rev: CBC, SLJ, PW

This is a delightful pop-up edition of the classic storybook about a youngster looking for a perfect pet.

Rev: GBBT, BL, HBM


Encourages young children to exercise by following the movements of various animals, and is presented in a question and answer format.

Rev: GBBT, SLJ, BL, PW


A board book edition of the best-selling story featuring a raised spider web children can feel for themselves. This complements the book's colorful collages and easy, rhythmic text.

Rev: GBBT, PW, ALA


Bright, energetic, read-aloud rhyme filled with sing-along and act-along verse that invites youngsters to swirl, twirl and spin.

Rev: GBBT, SLJ, PW


Illustrations and rhyming text conveys a mother's love for her child.

Rev: GBBT, SLJ, PW

This is an anthology of familiar nursery rhymes.

Rev: CBC, BL, PW


A counting book in which one by one the little monkeys jump on the bed only to fall off and bump their heads.

Rev: CBC, PW


A flap book that introduces seven familiar farm animals and the sounds they make.

Rev: GBBT, SLJ


This picture book conveys everyday experiences of children briefly separated from their parents or caretakers and then reunited.

Rev: BTBVK, BL, HBM


Maisy the mouse learns how to count.

Rev: CBC, PW, HBM

This is a collection of ten playful action rhymes that often point out parts of the body.

**Rev:** CBC, BL, SLJ


Tom Farmer awakes from a summer nap to find his animals making mayhem in his farmhouse.

**Rev:** GBBT, SLJ, PW, BL


This picture book contains a description in text and pictures of the various cars included in a freight train, from engine to caboose.

**Rev:** CBC, PW, SLJ


By sliding open the doors, little readers can look inside a freight train and see the diverse contents they can carry.

**Rev:** CBC, PW, SLJ


A little boy walking in the forest meets a big lovable bear that takes him on a delicious berry-picking adventure in the magical world of Berryland.

**Rev:** CBC, BL, SLJ

A little goose searches for her mother in this flap book.

*Rev:* GBBT, SLJ


A collection of poems and lullabies from Dyers anthology.

*Rev:* CBC, PW,


An escaped housecat encounters twelve birds in the backyard but fails to catch any of them and has to eat feathers for lunch.

*Rev:* GBBT, SLJ, BL


A counting book depicts the colorful fish a child might see if he turned into a fish himself.

*Rev:* GBBT, BL, SLJ


A board book in English and Spanish introduces the basic colors.

*Rev:* CBC, SLJ, BL

A cat and a small child eat, play, and snuggle together.

Rev: GBBT, SLJ, BL


This is a picture book that looks at the lives of infants and how they are cared for.

Rev: GBBT, SLJ, BL, PW


This is an interactive book that pictures a variety of animals and their eating habits.

Rev: GBBT, PW, HBM


This is a vibrantly illustrated board book with lively text and nursery rhymes that introduces children to many concepts, including numbers, colors, shapes, and the alphabet.

Rev: CBC, BL, PW, SLJ


Five different trucks do five different jobs to get an airplane ready for takeoff.

Rev: ALA, HBM, SLJ

Two polar bears play in the water.

*Rev*: GBBT, SLJ, BL


Time and again Hattie tries to warn her friends of danger, but no one listens until it's almost too late.

*Rev*: GBBT, SLJ, BL


As darkness falls various animal parents get their children ready for sleep.

*Rev*: CBC, PW


This is a lyrical story celebrates the natural wonders of the planet and describes how the animals of the world spread the news of a new arrival.

*Rev*: GBBT, SLJ, BL


This flap book describes a number of minor household accidents that happen with Anna when her mother is busy.

*Rev*: GBBT, SLJ

Through simple rhyming text, a furry family of bears teaches young children the special joys of hugging.

Rev: GBBT, BL


Featuring a furry family of bears, a large-format board book uses simple rhyming text to introduce young readers to the parts of the body.

Rev: GBBT, BL


Pictures and brief rhyming text depict a group of children having noisy fun at play school.

Rev: PBC, BL, SLJ


Small children join a colorful variety of teddy bear operators as they drive familiar trucks, from a shiny tow truck to a garbage truck hauling waste.

Rev: PBC, PW


A mother dog's search for her mischievous puppy, Spot, encourages youngsters to lift up a series of flaps and find a hidden surprise on each page.

Rev: CBC, SLJ, HBM, CBFC

A high-contrast board book features black pictures on a white background.

**Rev:** CBC, HBM, PW, SLJ


This picture book will help young children to learn all about the vivid world of colors.

**Rev:** CBFC, BL, PW, CBC


Using silhouettes, a number of common animals are pictured in this board book.

**Rev:** BTBVK, HBM, SLJ


Rhyming text imitates Baby finding pots, pans, lids, and cans in the kitchen.

**Rev:** IPBC, PW, SLJ


In this picture book cars honk, beep, stop, go, zoom, crash, and get repaired.

**Rev:** CBC, BL, SLJ

Titch feels left out because he is so much smaller than his brother and sister until he gets a little seed that grows bigger than anything they have.

Rev: 20, PW


A baby responds to all of the things she sees.

Rev: BTBVK, SLJ


A counting book in which two children and an entire array of animals gather in a little house for a big party.

Rev: IPBC, BL


Despite everyone's dire predictions, a little boy has faith in the carrot seed he plants.

Rev: 100, PW, HBM


Gives children opportunities to touch a rabbit, smell flowers, look in a mirror, and participate in other activities enjoyed by Paul and Judy.

Rev: CBC, ALA

This is a series of four picture books intended for babies and toddlers and printed on heavy board.

*Rev: CBFC, SLJ*


In this funny picture book, a toddler named Sam, who knows what he wants, quarrels with Doggie, who steals his tasty cookie.

*Rev: CBFC, SLJ, BL*


This is an illustrated collection of Mother Goose nursery rhymes.

*Rev: CBFC, PW, BL, 60*


There's plenty of food for everyone in this wonderful read-aloud about how animals eat.

*Rev: GBBT, SLJ, K*


This whimsical board book uses repetitive words, brightly colored cut-paper collages, and rhyming text to teach newborns about animals and the noises that they make.

*Rev: GBBT, SLJ*

At her birthday party, Cathy looks everywhere for the cake.

Rev: PBC, PW, SLJ


This is an essential first collection of seven simple, popular interactive games that all parents play with new babies.

Rev: CBC, PW


Fourteen rhymes, each consisting of two words that sound alike are accompanied by photographs of a playful day at the beach.

Rev: CBFC, PW, BL, 60


Photographs and easy text introduce the concepts of size and opposites.

Rev: IPBC, PW, BL


This picture book introduces six colors through photographs of babies' faces as they wear or play with brightly-hued objects.

Rev: PW, SLJ, BL

Suggests both right and wrong answers for where children should put their socks, doll, crayons, and other possessions.

Rev: CBFC, SLJ, BL


A simple board book in which babies wear a series of job-related hats to help toddlers identify different careers.

Rev: CBC, PW, SLJ


This large board book is filled with flaps and moving parts and depicts toddlers hiding their faces behind objects.

Rev: CBFC, PW, SLJ

Oxenbury, Helen. 1999. *All Fall Down*. Simon and Schuster. $7.00.

A toddler plays games with his friends.

Rev: CBFC, CBC


A toddler learns to play hand-clapping games.

Rev: CBFC, CBC

A long-awaited reissue of a classic board book for babies offers both humor and charm as it follows a child delighted by his ability to stretch, jump, and dance.

Rev: CBC, PW


A charming and simple look at a baby as he listens to a bird sing, a dog bark, and a clock tick.

Rev: 20, PBC


A baby watches a frog leap and gazes at the moon among other activities in the reissue of a simple board book classic.

Rev: 20, PBC


This is a classic board book that follows a baby stroking a beard, patting a cat, and more.

Rev: 20, PBC


Color drawings show a baby playing with blocks, a wagon, box, book, and ball.

Rev: BTBVK, PBC


An entertaining cast of playful toddlers prepares to go to bed.

Rev: CBFC, CBC

A young child enjoys a wonderful time in the bathtub while getting clean.

Rev: CBFC, CBC


Tom wants daddy to read to his stuffed monkey but has to do it himself.

Rev: CBC, PW, SLJ


After looking for the baby in various spots, the reader finds her in a very safe place.

Rev: CBC, PW, SLJ


Like most dogs, Big Dog and Little Dog go for walks, play in puddles, and snuggle up for a nap when they are sleepy, but sometimes they can be a bit mischievous, and downright silly.

Rev: CBC, PW


Small children discover a host of delectable foods and learn about their senses.

Rev: CBC, PW

A pop-up book for beginning readers that tells of a little girl's search for her teddy bear.

Rev: IPBC, PW, SLJ


This collection contains more than two hundred poems by well-known contemporary poets touching on all of the elements of children's lives.

Rev: CBFC, PW, SLJ


Red Bear dresses, feeds the cat, and heads outside for a day of fun.

Rev: PBFC, PW, BL, HBM


This story is a laugh-filled version of the old classic.

Rev: CBFC, SLJ, HBM


A touch and feel book introducing words which name textures associated with various animals such as scratchy cat, velvety cow, and rubbery fish.

Rev: CBC, PW

While waiting in line with her mother at the post office, Margarita greets the patrons who come in carrying different types of mail.

*Rev:* 60, BL, PW


Mr. Brown is an expert at imitating all sorts of noises.

*Rev:* LJ, GBBT


This picture book describes the misadventures of a group of sheep that go riding in a jeep.

*Rev:* CBC, PW


This picture book shows infants sleeping, drinking from a bottle, looking in a mirror, laughing, crying, crawling, and clapping their hands.

*Rev:* BTBVK, BL, SLJ


This bright picture book celebrates the many shades of brown that African-American babies can be while introducing body parts through poetic text and lively photos.

*Rev:* CBC, SLJ, PW

A mother duck searches the entire pond and asks everyone she meets if they have seen her missing duckling.

Rev: BL, SLJ, HBM, GBBT


This rhythmic poem by a nineteenth-century poet is teamed up with vivid pastel illustrations in a board book that celebrates a parent's loving toss and twirl of a baby.

Rev: SLJ, BL, GBBT


This book provides a lovely tale about the joys of having a newborn baby through detailed illustrations and gentle, rhythmic text.

Rev: CBC, SLJ


Animal riddles invite the reader to guess what creature is being described, with an illustration and information on the following page.

Rev: CBC, RT, SLJ

At bedtime a rabbit ponders the good things that happened during the day and how there was time to work, time to play, time to dance, laugh, and cuddle.

Rev: CBC, SLJ, BL


This is a board book that pictures all the things a baby sees in a car.

Rev: BTBVK, BL, PW


This is the board book version of a classic children's song about a bear who climbed a mountain to see what was on the other side.

Rev: CBC, PW, BL, SLJ


The familiar nursery rhyme about a tiny spider climbing a waterspout is presented in a clever format in this board book.

Rev: CBC, PW, BL


Ruby gives her brother Max two baths, but he winds up dirtier than ever.

Rev: CBC, SLJ, HBM

Even though Max's sister offers him her stuffed animals, he cannot sleep without his red rubber elephant.

Rev: CBC, SLJ, HBM


Max's sister tries hard to get him to eat his breakfast egg.

Rev: CBFC, PW, SLJ, CBC


Despite Ruby's careful instructions, Max has his own ideas about how to wear his hated new suit.

Rev: CBC, PW, SLJ


This story shares what happens when Ruby lets go of the carriage Max is in.

Rev: CBC, SLJ, BL


This book introduces the numbers one through ten as Max finally trades all his toys for his sister's doll.

Rev: CBC, SLJ, BL

Brief rhyming text and colorful illustrations tell what happens when parents and children share twenty minutes a day reading.

Rev: CBC, SLJ, BL


Young children identify familiar objects in this book of full-color photographs that follow a baby's day from getting up to going to sleep.

Rev: BTBVK, BL, PW


Max tells about his friends and his home.

Rev: CBC, SLJ, PW


This story presents the children's poem about a shining star in the sky.

Rev: CBC, SLJ, PW


Ten little piggies dance on a young child's fingers and toes before finally going to sleep.

Rev: ALA, PW, GBBT

Little Mouse worries that the big, hungry bear will take his freshly picked, ripe, red strawberry for himself.

Rev: GBBT, ALA


This book presents traditional nursery rhymes.

Rev: CBC, BL, PW


Baby Lion plays on the riverbank with her friend, Baby Elephant, and is dried off by Mother Lion.

Rev: BTBVK, PW, SLJ


Mother hen, mother pig, and five other animal mothers find their babies and reveal their names such as chick, piglet, kitten, on the flaps throughout this book.

Rev: CBC, PW

**Toddler Books**


When someone keeps Rabbit out of her own house, her friends suggest ways to get rid of both guest and house.

Rev: 60, BL, SLJ

This book explores a world of little ones who need some coaxing to open their eyes in the morning.

Rev: BTBVK, BL, PW


Before she moves, a little girl says good-bye to each room in her old home.

Rev: BTBVK, HBM, BL, PW


People do lots of different things when they get angry. In this Caldecott-honor book, kids will see what Sophie does when she gets angry.

Rev: 60, SLJ, BL, PW


This great first book on dinosaurs shows the many kinds of dinosaurs that once roamed the earth.

Rev: CBC, RT, BL


A warm and welcoming Saturday finds Jessann and her family spending the day going from ragsale to ragsale in their Appalachian town.

Rev: PBC, HBM, BL, PW

A young girl who lives across the street from Emily Dickinson gets her chance to meet the poet when her mother is invited to play the piano for Emily.

Rev: 60, BL


When the wheels of the big bus get stuck in the hole, a huge mess develops as other vehicles get stuck behind the bus in a long traffic jam of confusion and chaos.

Rev: BTBVK, BL


Betsy the goose makes a cozy nest, lays her eggs, and tends to them until her little goslings are hatched. A non-fiction section that includes facts about geese is included.

Rev: ALA, HBM, PW, BL


This new version of the story that describes the friendship between a young boy and a snowman adds a simple text to the wordless original illustrated book.

Rev: 100, 60


In a fun portrayal of a common problem children can relate to, D.W. tries to avoid eating food she does not like through various plots, schemes, and spy missions.

Rev: 20, BL

As the day comes to a close, various animals and a small child wind down their activities and go to sleep.

*Rev*: BTBVK, BL, HBM


When little bunny has his fears and doubts, his loving mother finds just the perfect way to calm his fears and reassure him.

*Rev*: GBBT, SLJ, BL


This is an entertaining beginning vocabulary book for young children.

*Rev*: PBC, PW


This is a bilingual counting book that is set to the theme of the Wild West.

*Rev*: BTBVK, BL


A child considers how grandfather is the perfect person to spend time with because he is never in a hurry.

*Rev*: BTBVK, BL

Fanny Agnes is a sturdy farm girl who dreams of marrying a prince; but when her fairy Godmother doesn't show up, she decides on a local farmer instead.

Rev: 60, PW, HBM, BL


This picture book describes the race against time as Mike Mulligan and his steam shovel dig a cellar in one day.

Rev: 100, BL, SLJ


This is a picture book collection that includes four funny stories about Ant and his big brother.

Rev: 60, PW, HBM


This picture book follows the progress of a hungry little caterpillar as he eats his way through a varied and very large quantity of food until, full at last, he forms a cocoon around himself and goes to sleep.

Rev: PBC, PW


When one little firefly sets off to find a companion, he realizes that his task isn't as easy as he had expected after encountering numerous lights in the nighttime sky.

Rev: BTBVK, PBC, PW, BL

A quiet little cricket who dreams of rubbing his wings together to make a sound just like so many other animals finally achieves his goal.

Rev: BTBVK, PW


In this children's picture book, rhymed text and illustrations describe Jesse Bear's activities from morning to bedtime.

Rev: CBC, PW, RT


A sleepy young narrator bids goodnight to the members of Earth's family.

Rev: PBC, PW


This is a great Christmas storybook that includes rhyming text, pop-up pages and activities.

Rev: BTBVK, PW


During a summer vacation at the shore, a large extended family, enjoys morning clam-digging expeditions with Grandpa.

Rev: PBC, PW, BL

This picture book allows young children to help Maisy the mouse get ready for bed.

Rev: CBFC, PW

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Maisy the mouse peeps out here and there among the animals of this bright, boldly colored alphabet book, complete with tabs to pull and flaps to lift.

Rev: BTBVK, PW, CBC

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Worrying that her busy parents have no more time for her after the arrival of a new baby, Za-Za bravely plays at first by herself and then with the baby, and at nighttime she is reassured by a loving parental hug.

Rev: BTBVK, PW, BL

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A funny but sophisticated little girl brags about the accomplishments in her young life as she has grown from a baby to a preschooler.

Rev: BTBVK, PW

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Jamela gets in trouble when she takes the material intended for a new dress for Mama, parades it in the street, and allows it to become dirty and torn.

Rev: 60, BL, PW, HBM

A look into a busy day at a day-care center captures the fun of the various activities and events that go on.

Rev: PBC, BL, PW


Identical twins Jenny and Ivory are always in the thick of the fun, spending each day jumping on beds, standing upside-down, and playing outdoors, and readers are challenged to guess which twin is which.

Rev: PBC, HBM, SLJ


This picture book introduces the concept of shape through a presentation of many square-shaped objects through full-color photos.

Rev: IPBC, SLJ


When the Little Red Hen asks the other barnyard animals who will help with the planting, reaping, and other chores they all say, "Not I," but when the work is done they all want a reward.

Rev: 60, SLJ, PW


This picture book will ease children's minds as it shows children of working mothers what happens to Mommy after she says goodbye each morning.

Rev: BTBVK, SLJ

This board book set contains three books of contemporary poems and classic nursery rhymes.

Rev: 60, HBM, SLJ


The brightly colored removable shapes on the pages of this animal menagerie can be arranged to create the faces of different creatures and are accompanied by rhymed suggestions for the young reader.

Rev: SLJ, PBC, RT, CBC


The story of a girl who watches her parents build, sew, garden, and paint, and realizes she wants to create as well.

Rev: IPBC, HBM, SLJ, PW


When she cannot find her favorite stuffed toy, a young girl asks her mother, father, and older sister for help.

Rev: 60, SLJ, HBM


This picture book tells the story of all the farm animals being where they should be, except for the missing goose.

Rev: BTBVK, SLJ, HBM
Fleming, Denise. 1998. *In the Small, Small Pond*. Sagebrush Education Resources. $15.00. ISBN: 061310420X.

Illustrations and rhyming text describe the activities of animals living in and near a small pond as spring progresses to autumn.

Rev: 60, HBM, SLJ


A friendly little caterpillar inches his way along, watching the insects, ants, toads, beetles, and rabbits that are busy in the tall grass.

Rev: 60, SLJ, HBM, CBC


A young girl plants a sunflower seed, waters it, and watches it grow.

Rev: BTBVK, SLJ, HBM


As darkness falls various animal parents get their children ready for sleep.

Rev: BTBVK, SLJ, PW


Boris von der Borch is a tough pirate but when his parrot dies, he cries like a baby.

Rev: 60, SLJ, H

The rooster Kookoory, mistaking the moon for the sun, awakens everyone in the middle of the night.

Rev: 60, SLJ, HBM


Three innocent billy goats meet an ugly troll while crossing a bridge to reach a meadow full of tempting grass.

Rev: CBFC, SPC


This new edition of a classic play-and-learn book provides a clue for each letter of the alphabet, in which children try to guess whose tail it is.

Rev: BTBVK, EW


Tanya loves ballet dancing but she is too young so she repeats the moves she sees her older sister using, and soon Tanya is big enough to go to ballet class herself.

Rev: 60, SLJ


This is an adorable picture book celebrates a small child's very first discovery of the magic and wonder contained within a book.

Rev: CBC, BL, PW

Escaping from a fox, a hen and three chicks must cross a stream to escape.

Rev: 60, SLJ


In this bedtime book the animals, the birds, the woods, and the fields all fall asleep to the whistling of the wind.

Rev: BTBVK, SLJ, HBM


Though she is fond of her people, a girl prefers to live among the wild horses where she is truly happy and free.

Rev: 60, SLJ


The story of Iktomi who angers a boulder that pursues him and forces him to focus his skills upon escape.

Rev: 60, SLJ


A ballet dancer recalls how she and her mother would welcome each season with a dance outdoors.

Rev: 60, SLJ
Green, Kate and Wormell, Christopher. 1993. **Number of Animals.** Creative Education. $18.00. ISBN: 156846083X.

This is a counting book involving a little chick who has lost his mother and asks for help from various numbers of animals.

Rev: 60, HBM, SLJ


Seeing her beloved grandfather making a mean face while he rehearses for one of his plays, Tamika becomes afraid that someday she will lose his love and he will make that mean face at her.

Rev: 60, SLJ


A cat describes her activities at various times throughout the day from morning to night.

Rev: 60, PW, BL, SLJ


This book contains a collection that includes thirty-two of the world's best-loved fairy tales.

Rev: 60, SLJ, HBM


This second book about baby Gemma and her loving family follows the efforts of Mom, Dad, Grandma, and brother to get the little girl to eat.

Rev: 60, SLJ, HBM

A collection of watercolors and gentle rhymes explores a baby's first year and how each season brings new changes.

Rev: ALA, PW, BL, SLJ


Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.

Rev: 60, PW, BL


Lilly is convinced that the arrival of her new baby brother is the worst thing that has happened in their house, but she has a change of heart when Cousin Garland comes to visit.

Rev: 60, PW, SLJ


Lilly loves everything about school, especially her teacher, but when he asks her to wait before showing her new purse, she does something for which she is very sorry later.

Rev: 100, PW, SLJ, CBC


Owen's parents try to get him to give up his favorite blanket before he starts school, but when their efforts fail, they come up with a solution that makes everyone happy.

Rev: BTBVK, 20, BL, PW

A poetic celebration of family and culture presents entries in both English and Spanish.

Rev: 60, PW, BL


Joey finds that he can connect with his new baby brother by speaking his own special language with him.

Rev: IPBC, PW, BL


A young boy describes all the things he likes and does not like about his new puppy.

Rev: IPBC, SLJ


From a wiggle of their shoulders to a stomp of their feet, a group of lovable children explores the many ways to use their bodies to make fun noises.

Rev: IPBC, SLJ


This book contains a lullaby which asks animals such as a lizard, monkey, and water buffalo to be quiet and not disturb the sleeping baby.

Rev: ALA, PW, SLJ

This bright board book with full-color photos introduces children to thirteen construction machines.

Rev: CBC, RT, BL


Photographs of common objects and events illustrate the numbers one through one hundred.

Rev: 60, SLJ


Hoping that a surprise birthday party will help to cheer up neighbor and store owner Mr. MacNally, Alfie plans an additional, extra-special surprise and fears he cannot keep his plans a secret.

Rev: CBFC, SLJ, PW


When Alfie accidentally slams the front door, locking his mother and baby sister outside, the whole neighborhood tries to help out.

Rev: PBC, SLJ


Holding tightly to his old bit of blanket as he attends his first birthday party, Alfie finds a way to be helpful, but it means putting down his blanket first.

Rev: CBFC, PW, BL

Present experiences of nursery school student Alfie and his younger sister Annie Rose.

Rev: 60, PW, BL


Rhyming text depicts the pleasures of the outdoors in all kinds of weather, through the four seasons.

Rev: PBC, BL, PW


This is a collection of more than twenty poems about young Annie Rose and the daily activities of a child.

Rev: PBC, BL, SLJ


Young children join Kipper in his desperate search for his missing favorite teddy bear, in an ingenious rhyming, interactive pop-up book that incorporates tabs to pull, flaps to lift, and a hidden flashlight to illuminate Teddy's hiding place.

Rev: BTBVK, PW


Wibbly Pig books include a very cute, very pink, very young pig waiting to bring toddlers along on his adventures.

Rev: BTBVK, SLJ

A young boy learns about colors in a day at the farm.

Rev: BTBVK, SLJ


A story of friendship, sharing and affection surrounding a pig named Julius.

Rev: 60, HBM


This is the tender story of a child testing the limits of her independence, and a mother who shows that a parent's love is unconditional.

Rev: BTBVK, SLJ


A shy, singing frog is left in charge of a very special egg that changes his life.

Rev: 60, HBM, SLJ


When a mysterious package is revealed to be a flying machine sent to take Esther, Art, and Spaulding to see Santa Claus, they could not figure out who sent it and why.

Rev: 60, HBM, PW

The story shares the adventures of a little boy in the city on a very snowy day.

Rev: 100, CBFC, 20, PBC


A boy climbs to the top of a giant beanstalk where he uses his quick wits to outsmart a giant and make his and his mother's fortune.

Rev: 60, SLJ, HBM


This version of the familiar nursery rhyme features a sheep as shopkeeper.

Rev: BTBVK, PW


This is an illustrated collection of poems for very young children.

Rev: 60, SLJ


The reader is invited to guess the identity of 26 unusual animals illustrating the letters of the alphabet.

Rev: PW, SLJ, 60, HBM

Enhanced with gentle illustrations, this board book for preschoolers captures the magical love that exists between a mother and her child.

Rev: CBC, PW, BL


This is the story of a little boy who describes, in text and photographs, what he does in his nursery school class.

Rev: BL, SLJ, BTBVK


This is a representative collection of Karla Kuskin's poetry.

Rev: 60, HBM, SLJ


In three short interconnected stories, dramatic sisters Zelda and Ivy perform wondrous feats of the imagination.

Rev: 60, BL, SLJ


This is a collection of thirty-six poems about all kinds of cats.

Rev: PBC, SLJ

After a courtship voyage of a year and a day, Owl and Pussy finally buy a ring from Piggy and are blissfully married.

Rev: 60, PW, BL


Sam likes putting all of his toys in the tub and tries to make his dog see that baths are fun.

Rev: 60, SLJ, BL


An oversize book that uses collage-like spreads of maps, richly detailed illustrations, text, & sidebars to explain dinosaur facts & where dinosaurs lived all around the world.

Rev: BTBVK, BL, SLJ


A small black fish teaches a school of red fish to frighten their enemies by swimming close together.

Rev: 100, 20, HBM


This picture book is the story of two children who tuck their Mother into bed when she falls asleep.

Rev: 60, SLJ, BL, HBM

Cat invites Mouse to dinner and, when Mouse wants to bring a friend, Cat decides that he'll have a big meal, but he finds that Mouse's friend is Dog.

Rev: 60, SLJ, PW


Eight rambunctious toddlers discover that all noises are unique, in a simple, question-and-answer, multicultural concept book featuring full-color illustrations.

Rev: BTBVK, BL


Text and illustrations introduce words with opposite meanings such as over and under, big and little, and front and back.

Rev: 60, HBM, PW


A cumulative rhyme in the style of "The House That Jack Built" describes the traditions connected to a family's celebration of the Passover Seder.

Rev: BTBVK, HBM, PW


This is an offbeat and inventive retelling that updates the traditional story of the little girl and the three bears.

Rev: 60, PW

A retelling of a well-known fairy tale features the adventures of two children who are abandoned in the forest and lured into the lies of a witch by her candy cottage.

Rev: SLJ, 60


Animal illustrations and captions provide an entertaining introduction to color concepts and word-recognition skills.

Rev: CBC, RT, HBM


A circus setting is used to show all the different instruments the maestro plays.

Rev: BTBVK, PW, SLJ


Numbers from one to one hundred climb to the top of an apple tree in this rhyming chant.

Rev: BL, PW


Children are encouraged to guess what the big, fluffy, white polar bear is hearing.

Rev: BTBVK, PW, SLJ

In a rhythmic alphabet chant, all the letters race one another up the coconut tree.

Rev: CBC, SLJ, BL, 100


The tender contest between Little Nutbrown Hare and his daddy to see who loves each other more leads them hopping to the moon and beyond.

Rev: 20, SLJ, HBM, PBC


Mr. and Mrs. Mallard search throughout the busy city of Boston for the perfect place to raise their ducklings.

Rev: 100, HBM, SLJ, CBFC


This picture book illustrates the alphabet with animals and objects both large and small.

Rev: CBFC, PW, BL


Young children learn to count from one to twenty, name colors, and recognize common wildflowers, in a concept book featuring full-color photographs.

Rev: 60, BL, HBM

On a small island near Iceland millions of puffins lay eggs and raise their chicks who in August will take their first flight at night.

Rev: 60, BL, SLJ


A delightful picture book that explores the world of holes in verse & pictures that combine collage art with photos.

Rev: BTBVK, SLJ


When Bartholomew gets a little black kitten, he must learn to take care of him and be gentle with him.

Rev: CBC, PW, SLJ


A young girl creates a special picture that her blind grandfather can "see" with his hands.

Rev: PBC, BL, PW, PBC


The author has selected from all of her previously published books and added fifteen new poems to complete a collection of poetry for young and old.

Rev: PBC, BL, PW, PBC

This picture book provides a simple introduction to the things that often happen at a wedding.

Rev: BTBVK, BL, SLJ


While chasing a dumpling, a little lady is captured by wicked creatures from whom she escapes with the magic for becoming the richest woman in Japan.

Rev: 60, SLJ


On each page a large black and white numeral hides the number of colorful objects represented by the numeral.

Rev: BTBVK, PW


A boy discovers that you can never tell where it will stop once you have given a demanding mouse a cookie.

Rev: BTBVK, PW, BL


A collection of fifty-five delightfully illustrated nursery rhymes for young children.

Rev: 60, SLJ, BL

A basic collection of 60 standard rhymes illustrated with imagination and charm.

Rev: CBFC, PW, BL


This picture book includes a collection of more than 60 rhymes.

Rev: 60, PW, SLJ


A little girl counts all the ways she, Mom, and Dad care for and play with baby from day to day.

Rev: RPBC, SLJ, BL


The sun wakes up a little girl who then wakes up her father, brings her mother breakfast, and ensures that everyone leaves the house on schedule.

Rev: 60, SLJ, PS


Ten little puppies have disappeared in a colorful book that encourages young children to turn the pages to find them.

Rev: PBC, BL, SLJ

Although she is not very big, the Little Blue Engine agrees to try to pull a stranded train full of toys over the mountain.

Rev: BTBVK, BL, PW


This is an illustrated collection of lullabies and bedtime poems grouped by days of the week.

Rev: PBC, PW, BL


Harry is upset about losing his library card three times in a row.

Rev: 60, PW, SLJ


Peter disobey's his mother by going into Mr. McGregor's garden and almost gets caught.

Rev: 100, HBM, CBC


This is an illustrated collection of primarily traditional or anonymous verses.

Rev: 60, PW, HBM

Toddlers will love these ten little books about numbers, each with its own delightful focus: babies, traffic, farm animals, children, birds, fruit, flying high, insects, silly soup, and berries.

Rev: IPBC, PW


Presents the illustrated text to the song about the little white whale who swims wild and free.

Rev: PW, SLJ


Down by the bay two young friends make up fantastic rhymes, each trying to top the other.

Rev: RT, BL, PW


When her five little ducks disappear one by one, Mother Duck sets out to find them.

Rev: PW, RT, SLJ


This is an illustrated song celebrating the morning, the time to rise and shine and join the world.

Rev: BL, SLJ

Animals and campers join together in the woods one evening and shake their sillies, clap their crazies, and yawn their sleepies out.

**Rev:** PW, BL, SLJ


One busy spider is on the move and causing chaos wherever he roams as everyone and everything, from the family dog to an elephant, find themselves wrapped-up in his super-sized webs.

**Rev:** PW, BL, SLJ


The story of a shy young star prepares to take center stage in a school play so she can let her own light shine.

**Rev:** SLJ, K


As the rickety old bus collects an odd assortment of passengers in a quaint little town, the reader may join in with the sounds of the bus and motions of the driver and passengers.

**Rev:** SLJ, HBM, PW


The charming story of a small brown dog who has trouble falling asleep makes the perfect bedtime story.

**Rev:** CBFC, BL, PW

A zookeeper finds his normal nighttime routine upset when a mischievous little gorilla steals his keys and lets all his animal charges out of their cages, in a board book edition of the popular picture book.

Rev: 60, PW, SLJ, CBFC


Introduces common shapes such as squares and circles and demonstrates how they can easily be transformed into other forms.

Rev: 60, PW


When the dog eats Benny's birthday cake, Daddy comes to the rescue.

Rev: CBGC, SLJ, HBM


Night settles over a town and all its people going about their nighttime activities.

Rev: 60, PW, HBM


Photographs of young children with family members are accompanied by the English and Spanish words for relatives, with pronunciations.

Rev: BTBVK, PW

A hungry mouse leaves a huge mess when it goes in search of a snack.

Rev: CBC, RT, SLJ


Shows the various ways hippos, elephants, walruses, and other animals act in the water.

Rev: BTBVK, BL, SLJ, PBC


Describes what happens to a bean as it is soaked, planted, watered, repotted, and eventually produces pods with more beans inside.

Rev: IPBC, BL, SLJ


Describes the typical activities and feelings children can experience at a day care center.

Rev: BTBVK, BL, SLJ


This story prepares a child for his first visit to the dentist by describing the procedures, equipment, and staff involved in a dental examination.

Rev: SLJ, PW

Describes what a child can expect to see and do on a visit to the doctor's office.

Rev: BTBVK, BL


Mr. Rogers explains the process of toilet training with his usual gentle warmth.

Rev: BTBVK, PW, BL


Brave bear hunters go through grass, a river, mud, and other obstacles before the inevitable encounter with the bear forces a headlong retreat.

Rev: CBFC, PW, SLJ


Labeled pictures introduce more than 200 words arranged in categories.

Rev: BTBVK, BL


Because she's looking for something special, the great barn cat notices but shows no interest in the activities of the animals which can be counted around her.

Rev: IPBC, SLJ

This is the story of two American soldiers who do tricks on a borrowed bicycle during sports day festivities in a small village in Japan.

Rev: 60, PW, BL


A girl describes the joys and frustrations of living with her little sister.

Rev: IPBC, PW, HBM


An introduction to the basic concept of verbs shows two dozen simple verbs in action, using attractive three-dimensional cut-paper pictures.

Rev: BTBVK, PW, BL


A small Inuit boy discovers that Mother's lap is a very special place with room for everyone.

Rev: CBC, PW, HBM


Ida must go outside over there to rescue her baby sister from goblins who steal her to be a goblin's bride.

Rev: 60, PW, BL

This is the rhyming story of a cat that shows up on a rainy day and chases away the gloom for two young children.

Rev: BTBVK, BL, SLJ


Beginner’s text describes all sorts of feet doing all sorts of things.

Rev: LJ, SLMQ


This story is filled with tongue twisters, beginning with easy ones and progressing into those more difficult.

Rev: K, LJ, SLMQ


Sam-I-Am tries to persuade his friend to try green eggs and ham.

Rev: BL, SLJ

Seuss, Dr. 1960. One Fish Two Fish Red Fish Blue Fish. Sagebrush Education Resources. $18.00. ISBN: 808525255.

This picture book consists of rhyming text and two children who explore the world of funny creatures.

Rev: SLJ, SLJMQ

As she walks to the park with her school class, a young girl finds a piece of string that her imagination turns into many different things.

Rev: PBC, BL, PW


This is the story of a little boy who breaks all of his mother's rules.

Rev: CBFC, BL, 60


One boy and his dog have faith that the snow will amount to something spectacular, and when individual flakes start to swirl down on the city, they are the only ones who truly know how to enjoy it.

Rev: 60, PW, BL


Obeying the voice in his dreams, Isaac makes the long journey to the capital city, where he is to look for a treasure beneath the bridge by the royal palace.

Rev: 60, BL, PW


Daisy the duckling becomes so engrossed in playing with dragonflies and lily pads that she temporarily loses her mother.

Rev: CBC, RT, BL

This book describes a little girl's activities on a wet, wet, wet day.

*Rev: PBC, BL, PW*


A little boy cleans up his room using a variety of trucks.

*Rev: 60, PW, SLJ*


Two children play in their backyard during a rainy day.

*Rev: 60, SLJ, PW*


By keeping hope alive within himself, a mouse is successful in his quest for the Far-Off Land where no mouse is ever hungry.

*Rev: 60, PW, BL*


Illustrations and rhyming text present all kinds of dinosaurs.

*Rev: CBC, PW, SLJ*

Counting down from ten to one, a girl and a boy catch fireflies on a summer night.

Rev: IPBC, BL, PW


This picture book introduces shadows, and offers a guessing game where readers can figure out whose shadow is represented.

Rev: IPBC, BL, SLJ


Wanting to make her nest in just the right place, Goose searches for the perfect location, but seeing that almost all have been taken, her journey must continue with only the littlest time to spare.

Rev: CBC, PW, SLJ


As the sun slips down behind the lake and the sky darkens, Father Owl comes out and hunts for fish to feed his hungry family.

Rev: 60, PW, SLJ


When his baby brother is moved into his bedroom, Ben feels a definite lack of privacy and goes elsewhere in search of a place of his own but finds himself longing for company of some kind.

Rev: CBC, BL, PW

Clever Albert uses all the supplies in his workshop to build an alphabet for the school playground.

Rev: 60, PW, BL


This is an appealing flap alphabet book that features large illustrations in bold, flat colors.

Rev: BTBVK, PW


Simple text and illustrations introduce Lulu, her pets, and her family.

Rev: CBC, BL, SLJ


This is the story of tiny monkeys who spend their jungle days jumping and swinging, but nighttime leaves them without shelter.

Rev: CBFC, PW, SLJ


This picture book presents five stories about telling secrets, playing alone, and other activities in the lives of Oliver and Amanda.

Rev: 60, PW, BL

Elephant decides Crocodile's white canvas is the best painting because he can imagine any scene he desires.

Rev: PBC, BL, PW


Whenever the bad baby wants something the big elephant gets it for him.

Rev: 60, HBM, BL


Ginger the cat's comfortable life is turned upside down by the arrival of a new kitten in the household.

Rev: CBFC, PW, BL


When Tom's mother brings home the new baby, so many teddy bears arrive as gifts that there is no room for Tom, but she assures him that there will always be a place for him.

Rev: BTBVK, SLJ, BL


When a hardworking duck collapses from overwork, the rest of the farm animals chase the lazy owner out of town.

Rev: 60, PW, SLJ

In this counting concept book ten mice outsmart a hungry snake.

Rev: 60, PW, HBM


Three white mice discover red, blue and yellow paint and explore the world of color.

Rev: PBC, BL, PW


A bear demonstrates the right and wrong ways to put on shirt, pants, cap, and shoes.

Rev: 60, SLJ, BL


Thirty rhymes record the various activities of Father Fox, his family, and friends.

Rev: 60, SLJ, PW


A sparkling collection of readings and activities centered around Hanukkah and its traditions.

Rev: BTBVK, PW, BL, HBM

Shapes are introduced in a series of photographs involving dogs.

Rev: BTBVK, PW, BL


When the lights go down on the city street and the sun sinks far behind the seas, the animals of the world are on their way home for the night.

Rev: 60, BL


Max makes an earthworm cake for Grandma's birthday and helps Ruby with her angel surprise cake.

Rev: CBFC, PW, SLJ


Max and Ruby go off on a shopping expedition and almost spend all their money before finding the right present for Grandma.

Rev: SLJ, BL, PW


After inviting all her seven stuffed toys to Grandma's birthday party, Ruby's plans for the event are perfectly organized, yet when Max's surprise guests suddenly start to appear at the dinner table, Ruby has to make some quick adjustments.

Rev: HBM, BL, SLJ

Edward, a shy young bear, is not ready for birthday pool parties with high-spirited, grade-school bears.

Rev: HBM, SLJ, PW


Edward, a shy, young bear unready for play school, feels out of place surrounded by students who are ready, busy, and happy.

Rev: HBM, SLJ, PW


Edward's parents tell him that because of the snow he will have to stay overnight with his friend Anthony, but Edward finds this overwhelming.

Rev: HBM, SLJ, PW


Starting with number one for the first day of school, Emily learns the numbers to one hundred in many different ways.

Rev: SLJ, RT, PW


After getting snow in her shoes, suffering through math class, and waiting for a bus that never seems to come, Claire decides that it is time for a visit to the Bunny Planet.

Rev: 20, SLJ

Max's big sister Ruby is determined to help him clean up his messy room, but he keeps rescuing things that she wants to throw away.

**Rev:** BL, SLJ, PW


When Max goes on an egg hunt with his sister Ruby, he finds everything but Easter eggs.

**Rev:** BL, SLJ, PW


Despite his sister Ruby's admonitions, Max waits up on Christmas Eve to see Santa Claus coming down the chimney.

**Rev:** PW, SLJ, HBM


On a shopping trip to the department store, Max's determination to get a dragon shirt leads him away from his distracted sister and into trouble.

**Rev:** PW, RT, BL


Max learns a more sophisticated word than the ones his sister tries to teach him.

**Rev:** CBC, SLJ, PW

McDuff enjoys reading the paper with Fred and taking walks in the woods with Lucy, but all that changes when they bring a new baby home.

Rev: HBM, PW, SLJ


McDuff the little white dog gets lost while chasing a bunny and needs help finding his way home.

Rev: PW, HBM, SLJ


After roaming around in search of a home, a lonely little terrier finds the perfect one with Fred and Lucy, who happily welcome him into their family.

Rev: SLJ, PW, HBM


On a snowy Christmas Eve, McDuff's persistent "woofing" begins to annoy Fred and Lucy, but it leads to the rescue of Santa, whose sleigh has gotten stuck in the snow.

Rev: BL, SLJ, PW


Morris discovers, under the Christmas tree, one last present that is much better than his brother Victor's hockey outfit, his sister Rose's beauty kit, and his sister Betty's chemistry set.

Rev: BL, CBFC, HBM

Feeling neglected, Nora makes more and more noise to attract her parents' attention.

Rev: PW, BL, 60


Timothy starts school happily, but then he meets Claude, the smartest kid and the best at everything, and Timothy is miserable until Violet becomes his friend.

Rev: HBM, PW, BL


When Yoko brings sushi to school for lunch, her classmates make fun of what she eats—until one of them tries it for himself.

Rev: BL, SLJ, PW


When Yoko moves from Japan to California, she decides to make and send origami swans to her grandmother for her birthday.

Rev: SLJ, BL, PW


This book teaches twenty-nine signs from American Sign Language with illustrations and useful hints for remembering them.

Rev: SLJ, BL, PW
Wiesner, David. 1997. **Tuesday.** Sagebrush Education Resources. $15.00. ISBN: 061303614X.

Frogs rise on their lily pads, float through the air, and explore the nearby houses while their inhabitants sleep.

**Rev:** 100, SLJ, BL

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This is a picture book that celebrates grandmothers of all shapes and sizes.

**Rev:** 60, PW, BL

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Williams, Sue. 1997. **I Went Walking.** Sagebrush Education Resources. $15.00. ISBN: 078570244X.

During the course of a walk, a young boy identifies animals of different colors.

**Rev:** 60, HBM, PW

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A child's waitress mother and her grandmother save dimes to buy an easy chair after their furniture is lost in a fire.

**Rev:** 100, SLJ

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Three different babies are shown affection by their father, their grandmother, and their mother.

**Rev:** CBC, SLJ, BL, PW

This book presents, in brief text and illustrations, the life of the painter who drew much of her inspiration from nature.

*Rev: 60, HBM, PW*


A teeny tiny ghost who is having trouble learning how to be scary is inspired by a Halloween visit from his ghost friends.

*Rev: CBFC, BL, PW*


A restless flea manages to wake up everyone in the house who was sleeping.

*Rev: CBFC, PW, BL*


Commemorating the tenth anniversary of The Napping House, the classic bedtime story becomes a full-color pop-up book, dramatizing the consequences of piling one too many sleepy-headed people and animals in one cozy bed.

*Rev: 60, SLJ, PW*


When the great god Shao promises Tiger nine cubs each year, Bird comes up with a clever trick to prevent the land from being overrun by tigers.

*Rev: 60, BL, PW*

The story of a boy gets in a spaceship and takes a dangerous but exciting trip to the moon.

Rev: GBBT, SLJ, PW


Mother and child ponder the different ways a dinosaur can say goodnight, from slamming his tail and pouting to giving a big hug and kiss.

Rev: CBC, RT, BL


On a winter's night under a full moon, a father and daughter trek into the woods to see the Great Horned Owl.

Rev: 60, PW, SLJ


Presents the lyrics from the 1950s children's classic folk song about a curious little duck in a colorful swamp, introducing youngsters to colors and the names of animals as he goes about his busy journey.

Rev: CBC, SLJ, PW


This book has movable parts which add to the fun of the story of the bus whose wheels go round and round.

Rev: BTBVK, BL, SLJ

A baby is promised a strange assortment of things from a mocking bird to a horse and cart--all for not crying.

Rev: 60, SLJ, PW

**Preschool Books**


An enchanting tale from Kenya. A short neck Ostrich has trouble stretching its neck to find food. When the ostrich decides to help a crocodile with a toothache, the crocodile end up helping out the ostrich in a humorous chain of events.

Rev: BTBVK, PW, BL


This Caldecott Honor book explains the meaning of the mosquitoes buzz.

Rev: BL, 60


In this Caldecott winner, Grandpa relives his vaudeville days for his grandchildren. He takes them to his attic, gets old costumes and tap shoes out of his trunk, and not only sings and dances but tells jokes and does magic tricks.

Rev: 60, CE

A traditional Spanish folktale about a chicken who becomes a weather vane. The story is told in Spanish and English.

Rev: PBC, BL, HBM


In search of a table on which to display the holiday menorah, Mendel, the synagogue caretaker makes extra work for himself and his friends by ignoring what's right in front of his eyes. This book is best for one-on-one reading, where an adult can do some explaining.

Rev: CBFC, PW, BL HBM


This is an excellent biography of the "Iron Horse," the baseball legend who was a model of sportsmanship and courage.

Rev: RT, IRA, PW


This book follows the postman from door to door as he delivers Christmas cards and other surprises to familiar figures such as Red Riding Hood and Humpty Dumpty. The book includes pockets holding the actual cards as well as puzzles and games that follow the story.

Rev: BTBVK, PW


A carpenter in the West African country of Cameroon goes to a fortune teller and finds the predictions about his future coming true in an unusual way.

Rev: 60, PW, CE

The kids in room 201 continuously misbehave despite their kind teachers’ warnings. When she disappears and a strict substitute takes her place, the children quickly change their ways.

Rev: 100, CBFC, 20


From the American Heritage editors, this dictionary is a beginning dictionary that includes over 170 pictures.

Rev: BTBVK, BL


This is a Danish translation; after being kidnapped by an ugly toad, a beautiful girl, no bigger than a thumb has a series of dreadful experiences before meeting a fairy prince just her size.

Rev: PBC, BL


Charity is on her way to her grandmother's house for Thanksgiving when her family discovers she has chicken pox and returns home. Grandma is able to surprise Charity and her family by coming to them with all of the typical Thanksgiving trimmings.

Rev: CBFC, BL


Gerald the giraffe is too clumsy to dance with all the other animals at the Jungle Dance, until he finds the right music.

Rev: RT, IRA, SLJ

This read aloud picture book is a brief biography of the English girl whose discovery of an Ichthyosaurus skeleton in 1811 led to a life-long interest in fossils and other important discoveries.

Rev: ALA, BL, PW


Molly's Grampa, who has just moved in with her family, tells wildly imaginative stories, which Molly believes to be true. His stories tell about his adventures living with gorillas, visiting the moon, and wrestling an octopus.

Rev: BTBVK, PW


Through her friendship with a ginger cat, a Chinese widow learns to be humble and to provide for herself.

Rev: HBM, 60, PW


Pauline the hen uses her talent for laying eggs with the image of what she sees to help capture the thief who has stolen a famous painting from an art gallery.

Rev: PBC, BL, PW


Tired of Percival the peacock bragging, Poulette convinces the other hens in the barnyard that they can outperform the Percival in a ballet she creates.

Rev: PBC, PW, BL

A cumulative tale in which Aunt Pitty Patty's niece Nellie tries to get piggy to go through the gate.

Rev: BL, SLJ, HBM


This is an illustrated collection of silly poems about food.

Rev: SLJ, PW, BL


In return for the kindness he showed a small man, an old man is given a magical bowl that causes problems when it is not used properly.

Rev: ALA, BL, PW


A freshly baked gingerbread man escapes when he is taken out of the oven and eludes a number of pursuers until he meets a clever fox.

Rev: CBFC, HBM, BL


A little girl walking in the woods finds the house of the three bears and helps herself to their belongings.

Rev: SLJ, PW, BL

In this fantasy story a boy describes the unusual creatures he meets while traveling around America on his sister's rusty bike.

Rev: BL, SLJ, PW


An energetic alphabet book describing the ways 26 monkeys get into mischief from A-Z while their parents are out.

Rev: BL, SLJ, PW


Rhyming text and illustrations follow a mischievous old black fly through the alphabet as he has a very busy bad day landing where he should not be.

Rev: PW, RT, BL


Shenandoah Noah's reputation for laziness gets him into trouble when he catches fleas from his hounds and decides he has to take a bath.

Rev: BL, PW, SLJ


In this catchy-rhyming folktale, Tricky Fox uses his sack to trick everyone he meets into giving him items that are even more valuable.

Rev: SLJ, PW, HBM

Each of four beloved teddy bears fears something at bedtime, and as the little master explains away each fear, he makes the nighttime worry-free for himself, too.

Rev: SLJ, BL


This sweet story set about 50 years ago tells of a man and his travels home to his family.

Rev: BL, SLJ, PW


This cumulative rhyme portrays the ocean's intricate food web, with each verse introducing another hungry creature, from the tiny plankton up to a grateful family of humans.

Rev: RT, IRA


With his mother's help, Wiley outwits the hairy creature that dominates the swamp near his home by the Tombigbee River.

Rev: 60, SLJ


Little Babaji loses his new clothes to four tigers but gets them back when the tigers get into a fight over which of them is the grandest.

Rev: 60, 20, PW, BL

After giving some stray kittens to fellow cabbies, Jim and Maxi, 2 dogs who are taxi drivers, help Santa deliver his presents when his sleigh crashes.

Rev: BTBVK, PW, BL


This read aloud is based on a true story. In 1905, eight-year-old Harriet Peters fulfills her dead mother's dream by climbing Long's Peak in Colorado with the help of an old mountain guide, Enos Mills.

Rev: RT, IRA, PW


Peppe's father is upset when he learns that Peppe has taken a job lighting the gas street lamps in his New York City neighborhood. A Caldecott Honor book.

Rev: 60, PW


This picture book is a good choice for first camping experiences. This is a story young readers will never forget that describes all the great adventures of camping.

Rev: PBC, PW


This is a sensitive book that celebrates the joy and happiness in listing favorites.

Rev: PBC, HBM

This non-fiction picture book includes facts about teeth and consists of brief statements relating what children from around the world do with a tooth that has fallen out.

Rev: IPBC, PW, BL


Madeline, smallest and naughtiest of the twelve little charges of Miss Clavel, wakes up one night with an attack of appendicitis.

Rev: CBFC, BL


This book describes the size, life, and potential age span of the saguaro cactus and its effect on other desert life.

Rev: RT, IRA, SLJ


Sara's Russian grandmother has requested that there be no presents at her seventy-eighth birthday party so Sara must think of a gift from her heart.

Rev: 60, BL


This book is a simple introduction to the game of soccer; covering its equipment, players, and basic plays.

Rev: IPBC, BL

Text and pictures work together to describe the life of the panda.

Rev: PBC, 60


Visiting her grandparents' house, Stephanie learns the origin of Grandpa's beautiful wooden doll.

Rev: PBC, PW


Tells the story of an elderly French-Canadian woman who lived in Massachusetts and raised goats to provide milk for people who needed it.

Rev: RT, IRA, SLJ


Looking for adventure, Bo the armadillo follows a girl in red cowboy boots to the rodeo where he rides a bronco, eats chili peppers, and tries the two-step.

Rev: PBC, HBM, BL, PW


After a few false starts, Teeka discovers the best way to get Santa's reindeer ready for Christmas Eve.

Rev: PBC, PW

A father tells his daughter the story of how he damaged a neighbor's tomato garden when he was a boy and what he did to make amends.

Rev: RT, IRA, SLJ


When Arthur catches chicken pox a week before his family is supposed to go to the circus, his sister, jealous of the special treatment he gets, invites a friend to go in her brother's place.

Rev: BTBVK, PW, BL


The story of a cat who copies what the other animals in the house are doing. Pages include an interactive peek-a-boo game.

Rev: PBC, BL


Hannah loves gorillas and longs to see a real one, but her father is always too busy - or too tired - to take her to the zoo. Then, on the night before her birthday, something extraordinary happens - and Hannah's wish comes gloriously true.

Rev: CBFC, T


Longing for a more powerful name than Slow, a young Sioux proves his courage during a battle with enemy Crow and is given a new name, Sitting Bull, in honor of his bravery.

Rev: 60, PW

A story based on the life of the dedicated young Lakota boy who grew up to be one of the bravest defenders of his people.

Rev: RT, IRA, BL


Aspects of Native American life are show through 26 full-color paintings and simple poetic phrases. The purpose of this book is to show the diversity of Native nations, both past and present.

Rev: RT, IRA, SLJ


A small child describes his life of being homeless--sleeping sitting up, washing in the restroom, and above all, avoiding being noticed.

Rev: 60, SLJ


A young girl is convinced she does not want to go to camp until her mom enrolls in a camp for mothers only.

Rev: PBC, BL


Although a child finds a land that offers new experiences every day, the child still yearns for the familiarity of home.

Rev: PBC, PW, BL

Mr. Gumpy lives by a river. One sunny day he decides to take a ride in his small boat. It's such a perfect idea that soon Mr. Gumpy has company: first some children, then a rabbit, a cat, a dog, a pig, a few chickens, and a sheep. Will there be room for them all on Mr. Gumpy's small boat?

Rev: 100, 60, CBFC, BL


More adventures of the Golly Sisters as they take their show out West.

Rev: 60, BL, HBM


This book includes rhyming text that explains the process of finding and treating head lice.

Rev: IPBC, BL


When two children find a baby bat they take care of it until its mother comes back for it.

Rev: PBC, PW, BL


When Stellaluna, a baby fruit bat, falls from her nest and lands in a birds nest, she must learn there way of living.

Rev: 20, PW

This is a funny guide on how to make enemies and lose friends.

**Rev:** BTBVK, BL


Isabelle acquires an unusual pet whose behavior mystifies her family.

**Rev:** PBC, BL, HBM


The story of a 7-year-old girl who is visually impaired, how she copes with her problem, & the aids that help her live a more normal life.

**Rev:** IPBC, BL


Priscilla deals with having two of everything, including families after her parents divorce.

**Rev:** BTBVK, BL, PW, HBM


The beautiful watercolor illustrations and narrative first-person text capture the love between parent and child and the pleasure of self-expression.

**Rev:** PBC, PW

The dragon and unicorn who have lived as friends find their homes in danger when the king decides to cut down the trees of the forest.

Rev: BTBVK, PW, BL


Little Groundhog, in trouble for stealing from his friends' gardens, is taught by Squirrel to grow his very own.

Rev: RT, IRA, BL


This includes a version of the poem about a family's visit to their grandparents for Thanksgiving.

Rev: PBC, PW


Unhei has just moved from Korea. Being a new kid is hard enough but what happens when nobody knows how to pronounce your name?

Rev: RT, IRA, BL


An old woman who rescues Nativity scene figures from the hands of a thief is in turn helped by them when she collapses in the snow.

Rev: CBFC, PW, BL

A little girl tells the story of how she was adopted when she was a baby.

Rev: BTBVK, PW


Full-color photos and age-appropriate text combine to explain the events of being born from conception to birth.

Rev: PBC, BL, HBM


Full-color photos enhance this story of a child getting to know her new baby kitten.

Rev: PBC, BL, HBM


Simple text describes various bird beaks and how birds use them to eat, hunt, and gather food.

Rev: RT, IRA, SLJ


This is an overview of the many different roles animal fathers play.

Rev: IPBC, PW, BL, HBM
As a child Great-aunt Alice Rumphius resolved that when she grew up she would
go to faraway places, live by the sea in her old age, and do something to make the
world more beautiful—and she does all those things, the last being the most
difficult of all.

Rev: CBFC, BTBVK, SLJ, CE

This is a heart-warming tale about a boy who befriends the family's Thanksgiving
turkey.

Rev: CBFC, BL, PW

This frog found in the rain forest of Central America spends the night searching
for food while also being careful not to become dinner for some other animal.

Rev: ALA, 60, HBM, BL

An African American man recalls boyhood summers spent at his grandmother's
rural home in Florida.

Rev: 60, PW

A crow makes a journey to find out what happens to the winter snow.

Rev: PBC, PW

This is a book to help older siblings with the idea of a new baby. Grandma is sensitive to Darcy's feelings about the new baby in the house.

*Rev: BTBVK, PW, HBM*


In this counting book, first-grader Jessica worries about what to bring to school to celebrate the 100th day.

*Rev: RT, IRA, SLJ*


This story is a description of Maria's place in her family, house, street, town, state, country, etc, All the way to the Universe.

*Rev: IPBC, PW BL*


This is the story of a couple's journey to adopt a child from China.

*Rev: IPBC, BL*


This non-fiction picture book includes facts about the Blue Whale.

*Rev: RT, IRA, PW, HBM*

The story of the endangered loggerhead turtle and the journey one turtle makes throughout her life.

Rev: RT, IRA, BL


A family's faithful dog and the baby left in his charge share an adventure-filled Christmas Eve.

Rev: BTBVK, PW


How can Gilbert write a nice poem for the boy who tweaked his nose, or the girl who made fun of his glasses?

Rev: CBFC, PW, BL


This is the story of an emperor who announces a unique contest to choose his next heir and the little boy who is rewarded for telling the truth.

Rev: BTBVK, PW


This read aloud picture book tells the story about a clever village girl who outwits a selfish raja.

Rev: RT, IRA, BL, PW

It's Christmas Eve, and the Dumb Bunnies are celebrating the holidays in their own ridiculous way.

**Rev:** BTBVK, BL


This is an African version of the familiar story of a man who sets off to sell his hats, only to have them stolen by a treeful of mischievous monkeys.

**Rev:** RT, IRA, BL


This is the West African folktale about the Hunterman who runs afoul of Bamba the Crocodile and is helped by Rabbit.

**Rev:** CBFC, TPreK


Roasalba takes an imaginary journey to the Caribbean island where her grandmother grew up.

**Rev:** BTBVK, HBM, SLJ


This book contains poems for children about animals and where they sleep.

**Rev:** PBC, SLJ

This treasury focuses on nine Jewish holidays plus Shabbat, and includes explanations plus stories, games, and activities.

Rev: CBFC, HBM, SLJ


This simple picture book looks at the parts of a house and then puts them together to form a whole.

Rev: IPBC, SLJ, PW


This book contains greatly illustrated informational text that explains all that can be found out about an animal just in its name.

Rev: RT, IRA, SLJ


Petunia the goose gives out interesting advice to the other animals after deciding she is wise for having a book.

Rev: 20, PW


Children will cheer for Mbi, an orphan boy who lives in a Nigerian village, when he teaches the villagers a lesson they'll never forget.

Rev: ALA, SLJ, PW

This is an alphabetical tour of the world of fruits and vegetables, from apricot and artichoke to yam and zucchini.

*Rev:* CBC, SLJ, T


Fox and Mole set off on an adventure to the moon.

*Rev:* 60, HBM, SLJ


This is a creative twist on one of the favorite traditions of winter-building a snowman, or, in this case, a snow family, including pets.

*Rev:* BTBVK, HBM, SLJ


Bilingual text with simple phrases and bold, colorful images describes times in a child’s day.

*Rev:* BTBVK, SLJ


This is a collection of poems that celebrates the seasons and includes illustrations for each season completed by a different Minnesota artist.

*Rev:* RT, IRA, SLJ

Long before he became a world-famous dreamer, Martin Luther King Jr. was a little boy who played jokes and practiced the piano and made friends without considering race.

Rev: RT, IRA, HMB


This is a simple word book using pictures followed by labels in both English and French.

Rev: BTBVK, SLJ


This is a simple word book using pictures followed by labels in both English and Spanish.

Rev: BTBVK, SLJ


Clever Brer Rabbit finds a way to teach the greedy Brer Tiger a lesson.

Rev: BTBVK, HBM, SLJ


Text in English and Swahili presents a word, with English translation, for each of the twenty-four letters in the Swahili alphabet. Brief explanation of each word introduces an East African custom.

Rev: 60, BL, SLJ

The numbers one through 10 in Swahili accompany two-page illustrations of various aspects of East African life.

**Rev:** 60, ALA, SLJ


George the puppy's mother is in for a big surprise when she takes him to the veterinarian to find out why he does not bark.

**Rev:** ALA, BL


After a young Dutch girl writes to her new American friend in thanks for the care package sent after World War II, she begins to receive increasingly larger boxes.

**Rev:** RT, IRA, SLJ


A small boy tries to discover the meaning of memory so he can restore that of an elderly friend.

**Rev:** 60, SLJ


A child sees a saguaro cactus by day but there are no animals until after he leaves, when various creatures come out to play and prey.

**Rev:** RT, IRA, SLJ

A stuffed teddy bear in a department store, missing a button from his overalls, almost abandons hope of finding a real home until a small girl decides he is the bear for her.

**Rev:** CBFC, SLJ


A toy bear who wants a pocket for himself searches for one in a laundromat.

**Rev:** PBC, SLJ

Friedman, Ina. 1984. **How My Parents Learned to Eat.** Sagebrush Education Resources. $15.00. ISBN: 080859060X.

John, an American, and Aiko, a Japanese girl, learn each other's eating habits.

**Rev:** 60, SLJ, BL


Having slept past Easter, the Easter bunny tries to distribute his eggs on Mother's Day, the Fourth of July, and Halloween, but no one is interested until finally Santa Claus is able to get him back on track.

**Rev:** CBFC, SLJ, K


An enchanting tale of a very old man who went off in search of the prettiest cat in the world for his wife and returned instead with millions to choose from.

**Rev:** 100, HBM, SPC

In a backyard in southern New England, Bumblebee emerges from her winter hibernation and soon her nest is a flurry of activity.

Rev: RT, IRA, SLJ


Young Pierre spends the day with artists Rene Magritte and Salvador Dali.

Rev: BTBVK, SLJ, HBM


Dancing the lead in The Ugly Duckling gives Tanya the confidence she needs to turn from an awkward dancer into a graceful swan.

Rev: ALA, SLJ


Picture book narrates the development of three wolf cubs over the course of a year.

Rev: RT, IRA, PW


Traces the sun's journey across the earth and focuses on many different animals habits during the hours of the day.

Rev: IPBC, SLJ, PW

Short poems present a day in the life of a little dog and its owner.

Rev: 60, PW, BL, HBM


This book introduces penguins, their habitat, physical characteristics, and behavior.

Rev: IPBC, SLJ


An information text about how pumpkins grow, their traditional uses, and cultural significance.

Rev: RT, IRA, SLJ


This book shares information text that describes different kinds of rabbits, their behavior, where they live, and how to take care of them.

Rev: RT, IRA, SLJ


This story describes the characteristics, behavior, and life cycle of the bald eagle.

Rev: RT, IRA, BL

Provides information about the different parts of trees and how they grow, and offers instruction on how to identify various tree species.

Rev: RT, IRA, HBM


This story examines the family life and career of the first American president.

Rev: BTBVK, SLJ, HBM


A great flood, an earth woman and an eagle mate to produce a new people in this Lakota Indian tale.

Rev: CBFC, PW, SLJ


This book is an introduction to organic gardening.

Rev: BTBVK, SLJ


Every day, a small white dog goes to the hospital to visit sick children and help them recover.

Rev: RT, IRA, BL

When Mrs. Rose grows a prize crop of vegetables guaranteed to win all the blue ribbons at the County Fair, she is inspired to a generous act involving the gardens of her friends.

**Rev:** PBC, SLJ


A grandmother explains to her listeners why in their village on the side of a volcano the men live in square houses and the women in round ones.

**Rev:** 60, SLJ


After one look at Grandaddy's ramshackle house, Janetta's ready to head straight home again.

**Rev:** CBC, SLJ, EL


This is a collection of poems about the friendship between two little girls.

**Rev:** BTBVK, SLJ PBC


Tommy is mistaken for items in a grocery store until his mother comes to the rescue.

**Rev:** CBFC, HBM, BL, PW

When Mom is sick in bed, everyone must pitch in and work together to get everything done right.

Rev: PBC, BL, SLJ


An illustrated picture book about three children who raised money for their college fund by creating & selling Christmas wreaths and, in the summer, opening a food stand.

Rev: IPBC, SLJ, BL


A Korean folktale in English and Korean about the origin of using ginseng roots for medicinal purposes.

Rev: 60, PW, BL, SLJ


The sights and sounds of Cairo fill Ahmed's day as he rides his donkey cart through the crowded streets.

Rev: 60, SLJ, PW


This is an interactive concept book about colors.

Rev: BTBVK, PW

The boat that a boy has made at his beach washes out to sea and is eventually found by a girl on another beach.

*Rev*: PBC, PW, BL

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As he starts to grow, Billy thinks about becoming the biggest boy in the world.

*Rev*: BTBVK, BL, PW

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A mouse named Wemberly, who worries about everything, finds that she has a whole list of things to worry about when she faces the first day of nursery school.

*Rev*: RT, IRA, SLJ

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Two disobedient frogs decide to honor their mother's last wish in this Korean folktale.

*Rev*: CBFC, PW

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This tale set in the Ozarks, Lowell is afraid that rain will spoil his birthday party.

*Rev*: CBFC, SLJ, BL
Hest, Amy. 2004. **Mr. George Baker.** Candlewick Press. $17.00.

Harry sits on the porch with Mr. George Baker, an African American who is one hundred years old but can still dance and play the drums, waiting for the school bus that will take them both to the class where they are learning to read.

**Rev:** RT, IRA, PW

Hest, Amy. 2001. **Off to School, Baby Duck.** Sagebrush Education Resources.
$15.00. ISBN: 613438582.

Baby Duck is unhappy about starting school, but a talk with grandfather helps her make the transition.

**Rev:** ALA, PW, SLJ, BL


Gabrielle goes to her grandfather's tailoring shop to be fitted for her annual winter coat, but her mother wants it to be navy and she wants it to be purple.

**Rev:** CBFC, PW, BL, 60


A boy & his father dismantle a barn to save it from bulldozers & salvage its parts for new uses.

**Rev:** ALA, SLJ, BL


A young girl helps her grandfather tend his bees.

**Rev:** IPBC, BL

A little badger has trouble falling asleep at night because she sees so many things, real and imaginary.

**Rev:** 20, BL, SLJ

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Frances' little sister is the birthday girl, and Frances is jealous.

**Rev:** CBFC, TPreK

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Frances is a fussy eater, but Mother Badger comes up with a plan to get her to eat something besides bread and jam.

**Rev:** CBFC, PW

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Presents short retellings of familiar fairy tales, each told in two voices designed especially for young children and adults to read together.

**Rev:** RT, IRA, BL

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This is a book of children's poetry which encourages young children to listen to as a read aloud with adults.

**Rev:** RT, IRA, HBM

Hassan, has just arrived in the United States and is feeling homesick so he paints a picture at school that shows his old home in Somalia as well as the reason his family had to leave.

Rev: RT, IRA, SLJ


Forced to marry an ugly frog, the youngest son of the queen is astounded to learn that the frog is really a beautiful princess.

Rev: BTVK, PW, BL


Informative text and photos about what children around the world eat.

Rev: RT, IRA, SLJ


This non-fiction book includes informative text and photos that introduce the day in the life of children from all over the world.

Rev: RT, IRA, SLJ


A poor old Chinese farmer finds a magic brass pot that doubles or duplicates whatever is placed inside it, but his efforts to make himself wealthy lead to unexpected complications.

Rev: PBC, PW, BL

This is a book explaining why a rainbow comes out when there is sunshine and rain.

Rev: PBC, BL, PW


An Appalachian girl grows up to become a teacher who influences generations of school children.

Rev: 60, PW, BL


Horace, Morris, and Dolores are inseparable friends until they're persuaded to join separate boys-and girls-only clubs.

Rev: ALA, PW, BL


This is an excellent reprint that explains all the questions and fears of starting kindergarten.

Rev: BTBVK, PW, BL


Concepcion moves from the country to the city, she brings some seeds with her to start a garden in the barrio.

Rev: PBC, PW, SLJ

Two wooden dolls rearrange wooden building blocks to form various objects.

Rev: 60, BL


Owl is kept awake by different animal noises, as various animals perch on a branch of his tree; but when darkness falls, owl has his turn and wakes everyone with his screeches.

Rev: 60, PW


Along with other amazing feats, Angelica Longrider, also known as Swamp Angel, wrestles a huge bear, known as Thundering Tarnation, to save the winter supplies of the settlers in Tennessee.

Rev: 100, BL, HBM, CBFC


This book shares a lively portrayal of young children in a South African village eagerly awaiting their fathers' homecoming after ten months of working in the mines.

Rev: 60, SLJ, HBM


A beginning craft book that contains brief explanations of simple projects using everyday materials.

Rev: PBC, SLJ

This beginning craft book contains simple projects with brief explanations using everyday materials.

**Rev:** PBC, SLJ


This is a simple introduction to the emperor penguin that stresses the role played by the father in hatching the egg.

**Rev:** RT, IRA, PW


This book is an introduction to fourteen animals and their amazing special abilities.

**Rev:** PBC, BL


This is the story of a grandfather and grandson as they enjoy many activities together. The grandson relates how they will do these again when he is old with his grandfather.

**Rev:** BTBVK, PW, HBM


This is the story of a small boy, who with his magic crayon, draws himself in & out of a series of adventures.

**Rev:** CBFC, SLJ

When a young girl's dog gets lost in the desert, she never gives up hope and keeps something special in her pocket for the dog.

Rev: PBC, PW, BL


This wordless alphabet book is illustrated with stunningly imaginative, photo-realistic city-scapes.

Rev: BTBVK, PW, HBM


This book contains a selection of more than forty poems of racial injustice and celebrations of African-Americans.

Rev: 60, PW, SLJ


Two brothers fight when the older boy declares the younger one can't come to his birthday party.

Rev: ALA, BL, PW, SLJ


In this Japanese folktale, Sabu, a cook, wants to charge his neighbor, Yoshi, for inhaling the wonderful odors from his fragrant eels as they are broiling.

Rev: RT, IRA, BL

Ned has to contend with a new home on the bayou & Big Head Ed, the school bully.

Rev: CBFC, SLJ


Using her senses of taste, hearing, touch, and smell, a blind girl enjoys a special day on the farm.

Rev: PBC, SLJ


A lonely little bird named Choco goes in search of a mother.

Rev: BTBVK, HBM, SLJ


A hungry wolf's attempts to fatten a chicken for his stewpot have unexpected results.

Rev: 60, SLJ


The Vietnam war is over, and Grandfather and young Nam dream that the new dikes will restore the wetlands, bringing home the beautiful cranes that once filled the winter sky.

Rev: BTBVK, HBM, SLJ

At first, Jess is excited at having chicken pox and missing school. This is the story of the ups and downs of having the chicken pox.

Rev: PBC, SLJ


Chicken Little and his feathered friends are easy prey for hungry Foxy Loxy when he poses as a police officer.

Rev: CBFC, SLJ


May wants a dog more than anything else in the world, but her parents tell her she's too young.

Rev: 60, SLJ


A traveler rids a village synagogue of ghosts.

Rev: CBFC, SLJ, 60


This is the story of two friends, Henry and Amy and the opposites between them.

Rev: RT, IRA, BL

A story that tells where guinea pigs come from, shows how to take care of them, and gives information about some of the guinea pigs the author has owned.

**Rev:** CBFC, BL, SLJ, HBM


A grandmother and her granddaughter exchange cards and letters over the years in this scrapbook record of their lives.

**Rev:** RT, IRA, SLJ

Kraus, Robert. 1994. **Leo the Late Bloomer.** Sagebrush Education Resources. $16.00. ISBN: 808523503.

Leo's father is concerned that Leo can't read and write, but his mother insists it will just take time.

**Rev:** 100, SLJ, BL


When Milton the Panda is the first to wake up, he tries to wake up the rest of the animals.

**Rev:** 60, BL, PW


When a young mouse feels all alone in the world, he figures out how to surround himself with his loving family.

**Rev:** 20, PW, 60

This is a bilingual counting book that takes children through the Tanzanian plains as they count the wild animals.

Rev: RT, IRA, SLJ


This is a biography picture book of President Abraham Lincoln's life.

Rev: IPBC, BL, PW


This is the story of James, who on a rainy day, goes outside and ends up playing games with many different animals.

Rev: BTBVK, PW, BL


The story about the Philharmonic Orchestra and the events that lead up to them getting ready for a performance.

Rev: 60, PW, SLJ


This is an easily read book that contains simple poems about a variety of everyday objects and experiences.

Rev: 60, SLJ, BL

Nicky is unhappy about spending the summer with his grandmother until she introduces him to the joy of rafting down the river and watching the animals.

Rev: RT, IRA, PW


A poor shoemaker becomes successful with the help of two elves who finish his shoes during the night.

Rev: RT, IRA, SLJ


A fictionalized account of the activities of Harriet Hemenway and Minna Hall, founders of the Massachusetts Audubon Society.

Rev: BTBVK, BL, PW, IPBC


This book contains non-fiction text and photographs that describe the physical characteristics, eating habits, reproduction, and infancy of the nine-banded armadillo.

Rev: 60, I


When a young girl wants a piece of silk she risks her life to get a length of fabric from a river.

Rev: RT, IRA, BL

A young bull named Ferdinand who would rather sit peacefully under a tree and smell the flowers than butt heads with the others is chosen for the bullfights in Madrid when a sting from a bee makes him stomp and snort like the fiercest bull of all.

Rev: SLJ, 20, CBFC


This book includes a collection of silly, nonsense poems for children.

Rev: CBFC, PW


This fun read aloud is also a math concept book in which Lisa uses her dog to complete a homework assignment on measurements.

Rev: IPBC, PW, BL


A book about the experiences children go through from age one to age seven.

Rev: PBC, PW, BL


In this picture book, Author Helen Lester describes her life as a young child.

Rev: CBFC, PW, BL

This is a true story of a Black cowboy who was accepted into a herd of horses which enables him to take them to the corral safely.

**Rev:** RT, IRA SLJ


This book retells the life of the legendary African American hero who raced against a steam drill to cut through a mountain.

**Rev:** 100, BL, PW


The story of Sam and the adventures he has while outwitting a group of tigers who want to eat him.

**Rev:** 60, BL, PW


A grandmother tells her granddaughter the story of a little girl and her brother who crossed the Atlantic and came to America.

**Rev:** 60, SLJ


When Amanda gets bored she decides to make a gooseberry pie which in turn creates success for her and those who have chosen to settle near her.

**Rev:** RT, IRA, HBM

This story is a fictional introduction to an important subject for some children--adoption.

Rev: BTBVK, BL, HBM


Based on fact, this is the story of volunteers who came South during the civil rights struggle in 1964 & set up "freedom schools".

Rev: RT, IRA, BL


In this narrative poem, the life and career of singer, Marian Anderson is told in verse.

Rev: PBC, SLJ


This book contains new and traditional poems for the Thanksgiving holiday.

Rev: CBFC, SLJ, PW


This poem describes the sights and sensations of flying in an airplane.

Rev: CBFC, PW, BL

Frog and Toad provide support and encouragement to each other while looking for a button, and waiting for a letter and signs of Spring.

**Rev**: 100, BL, CBFC, 20


Ming Lo tries to move the mountain because it overshadows the house where he and his wife live.

**Rev**: 60, PW, SLJ


This Valentines book explains that Froggy is in love with Frogilina but his first kiss proves to be a bit overwhelming for him.

**Rev**: CBFC, SLJ


The story of a Chinese American girl who comes to realize how hard her grandmother works to fulfill her dreams when they spend a day together at the grandmother's job cracking crabs.

**Rev**: ALA, HBM, PW


This is a retelling of the story the Shoemaker and the Elves put into a Western theme.

**Rev**: CBFC, BL, PW, SLJ

This picture book provides a look into a girl's experience when her home floods from Spring rain.

Rev: 60, PW, BL


Little Hippo is upset when he has to get glasses until he makes a surprising new friend who helps him accept his new look.

Rev: BTBVK, SLJ, BL


This unusual alphabet book includes each letter gradually changing into an object illustrating the letter.

Rev: 60, PW, SLJ


This book focuses on different animals' tails and how they are used.

Rev: BTBVK, BL, SLJ


This 5th edition resource provides a number of common words under broad headings.

Rev: BTBVK, SLJ, BL

Robert likes hippopotamuses and is delighted when one follows him home.

Rev: CBFC, PW, BL, 60


This rhyming book uses illustrations of cats to introduce the concept of opposites.

Rev: BTBVK, PW, SLJ


This is the story of a young Panamanian boy paints pictures on the walls of his family's home.

Rev: PBC, PW, BL


This adventure is about a certified letter follows its intended recipient all over the world as the postal service attempts to catch up to him.

Rev: PBC, PW, HBM


This is the first book in a collection of books about the friendship between to hippos.

Rev: CBFC, SLJ, PW, 60

This illustrated collection includes seven stories about different animals.

*Rev:* 60, SLJ


While walking down the road one night, a brother and a sister argue about who is more afraid of the ghost eye tree.

*Rev:* CBFC, PW, BL


Through her great capacity to love, a kind and beautiful house cleaner releases a handsome prince from the spell, which has made him an ugly beast.

*Rev:* CBFC, BL, PW


This wordless book shows a playful frog surprising some would-be captors.

*Rev:* 20, SLJ, BL


Based on a true story, a young girl's dream of attending school in her small Ugandan village is fulfilled after her family is given an income-producing goat.

*Rev:* RT, IRA, BL

This book is about the adventures of a girl and her mother and a bear cub and mother bear as they go blueberry hunting.

Rev: BTVK, FO, S


Mirette learns tightrope walking from Monsier Bellini, not knowing that he is a celebrated tightrope artist who has withdrawn from performing because of fear.

Rev: 60, CBFC, PW, SLJ


This is the story of a large and happy mouse family who travels to the lake for a picnic.

Rev: 60, CBC, PW, SLJ


In trying to determine which of his six sons to reward for saving his life, Anansi the Spider is responsible for placing the moon in the sky.

Rev: 60, PW


Brilliant colors effectively highlight this adaptation of a Pueblo myth-the search by a young Indian boy for his father, the Sun.

Rev: 60, BL

A fox, notorious for stealing eggs, meets his match when he encounters a bold little girl in the woods who insists upon proof that he is a fox before she will be frightened.

Rev: CBFC, PW, SLJ


A book that is a tribute to fisherman who tell stories of the big one that got away.

Rev: 20, BL, PW


A young man joins an ocean cruise on which some bad-mannered pigs create disaster while on board, and when he returns home, a great surprise awaits him.

Rev: BTBVK, BL, SLJ


This is the story of a pig who outsmarts a wolf.

Rev: BTBVK, PW, SLJ


When she wins a call-in radio contest, Martha the talking dog and her family go for a vacation and manage to change the "No dogs allowed" policy.

Rev: BTBVK, PW, BL

Problems arise when Martha, the family dog, learns to speak after eating alphabet soup.

*Rev*: CBFC, PW, BL, 60


An alphabet book that help celebrate a birthday from A to Z.

*Rev*: BTBVK, BL, SLJ


This book on art appreciation hides animals in reprints of famous paintings.

*Rev*: BTBVK, BL, SLJ


This non-fiction picture book presents a variety of facts about apples, including how they grow, crossbreeding and grafting techniques, harvesting practices, and the uses, varieties, and history.

*Rev*: 60, PW, BL


An introduction to trees that compares parts of a tree to parts of the human body, with illustrations and brief descriptions of trees found around the world.

*Rev*: RT, IRA, BL

Moses and his friends enjoy the first day of school at their special school for the deaf and hard of hearing, where they use sign language to talk to each other.

Rev: RT, IRA, BL


This is a reprint of the classic 1920's story of a young boy and his adventures with the animals of the Hundred-Acre-Wood.

Rev: 20, SLJ


The story of how a thank-you kiss from grandma bear travels to many others before reaching little bear.

Rev: CBFC, SLJ


Up on Granddaddy's farm in segregated Mississippi, a child learns about the value of education and the struggle for democracy.

Rev: RT, IRA, PW


Uncle Jed, an African American barber in the 1920s, hopes to open his own shop, but his generosity always prevents him from saving enough money.

Rev: PBC, 60, PW, BL

Little Oli wants to be big enough to go bird hunting with his brother Mbachu but has to take a nap instead.

**Rev:** PBC, SLJ, HBM


Saruni, a Tanzanian boy, scrimps & saves to buy a bicycle, so he can help his mother with her chores.

**Rev:** 60, SLJ, BL


Six-year-old An Mei tells the story of how she was born in China, and came to live in America.

**Rev:** IPBC, PW


This non-fiction text depicts different tools with photo illustrations.

**Rev:** BTBVK, SLJ, BL


These school days themed picture books contains small objects to find within a larger picture.

**Rev:** BTBVK, PW, BL

This picture book tells the true story of Ely the elephant as he struggles to survive during his first year of life.

Rev: IPBC, PW, BL


This is a vibrant picture book that introduces young children to the instruments of an orchestra.

Rev: BTBVK, SLJ PW, PBC


In 1931, seventeen-year-old Jackie Mitchell pitches against Babe Ruth and Lou Gehrig in an exhibition game, becoming the first professional female pitcher in baseball history.

Rev: RT, IRA, SLJ


This is a great pop-up book that introduces different kinds of ocean life.

Rev: BTBVK, SLJ, BL


This alphabet books explains Native American tribes and customs from A-Z.

Rev: 60, BL, SLJ

This is a collection of poems, accompanied by photographs, about African-American children living around the turn of the century.

Rev: PBC, PW, SLJ

Nash, Ogden. 1996. Custard the Dragon and the Wicked Knight. Sagebrush Education Resources. $16.00. 613213939.

In this humorous poem, Custard the cowardly dragon saves the fair maiden Belinda from the wicked Sir Garagoyle.

Rev: PBC, BL, SLJ


This rhyme is packed with rebus fun and follows a child who overpacks for a visit to grandmother's house.

Rev: BTBVK, HBM, BL


A picture book description of how a Jewish family observes the Sabbath.

Rev: IPBC, BL, SLJ


When Jimmy's class goes on a field trip to visit a farm, his boa constrictor causes problems.

Rev: 60, PW, BL

With the help of a full moon, a child learns how Harvey Potter raises balloons on his farm.

Rev: BTBVK, PW, BL, 60


While spending the summer in Chinatown with his great-aunt, a young boy finds an old ten-man dragon in a shop and gets a number of people to help him repair it.

Rev: PBC, BL, SLJ


Nneka, Chidi's older sister, teaches Chidi the colors seen in their village.

Rev: IPBC, BL, HBM, SLJ


This picture book describes various trees, their uses, and how they change during the seasons.

Rev: BTBVK, BL, SLJ


This new bedtime fairy tale tells the story of a young prince who refuses to go to sleep.

Rev: BTBVK, PW, BL, SLJ

With the help of his grandparents, six-year-old Nathan catches fireflies and keeps them in a jar by his bed.

**Rev:** PBC, PW, SLJ


This book of short poems and painted illustrations captures the beauty of each month through the year.

**Rev:** CBFC, SLJ, BL


This alphabet book captures the beauty of the caribou.

**Rev:** 60, PW, HBM


The story of a young girl's escape from North Korea, based on the life of the authors' mother.

**Rev:** RT, IRA, SLJ


In eighteenth-century Korea, after Sang-hee's father injures his ankle, Sang-hee attempts to take over the task of lighting the evening fire, which signals to the palace that all is well.

**Rev:** RT, IRA, SLJ

This original fairy tale tells the story of how children first came to leave their teeth under their pillows for the tooth fairy.

Rev: PBC, PW, BL


A young girl's pet dragon sneezes, & her experiences with the ensuing blaze teach fire safety to readers.

Rev: RT, IRA, SLJ


Reinforcing the idea of Hanukkah as a celebration of miracles, this story gives us a nice version of the holiday legend in which a small amount of oil for the menorah lasted for eight days.

Rev: PBC, BL, PW


Hoping for trees or a flower garden, Tiffany transplants and cares for some seedlings that she finds and is surprised by what they become.

Rev: CBFC, PW, BL


Oscar the dachshund's friends laugh at him when he dresses up as a hot dog at Halloween, but it's Oscar who has the last laugh.

Rev: BTBVK, PW, BL

In the quiet hour before dawn, a boy and his dog get out of their warm bed, have their breakfast, and deliver the newspapers.

Rev: PBC, PW, BL


Henry is a young African-American boy who wishes he could fly like his favorite superhero.

Rev: CBFC, PW


This is the story of an African American girl who travels by train from her home in the North to visit her relatives in Lumberton, North Carolina.

Rev: 60, BL, PW


An ugly duckling spends an unhappy year alienated by the other animals before he grows into a beautiful swan.

Rev: ALA, PW, BL


The story of four animals who run away and decide to become street musicians.

Rev: 60, BL, SLJ

A Russian American girl and her African American neighbors decide to buy Eula an Easter hat to thank her for her wonderful dinners.

Rev: 60, PW, BL


When Mr. Lincoln, the principal, discovers that Eugene, the school bully, knows a lot about birds, he uses this interest to help Eugene.

Rev: RT, IRA, BL


At first, Trisha loves school, but her difficulty learning to read makes her feel dumb, until, in the fifth grade, a new teacher helps her understand and overcome her problem.

Rev: RT, IRA, SLJ


Emeline goes to the circus with her class and becomes a part of the fun in the ring.

Rev: 60, PW, BL


This silly recipe picture book for apple pie takes readers around the globe to gather ingredients.

Rev: 60, CBFC, PW, BL

A poor fisherman's greedy wife is never satisfied with the wishes granted her by an enchanted fish.

Rev: BTBVK, BL, SLJ


Simple rhyming text and reproductions of paintings show young readers how certain artists saw the world.

Rev: RT, IRA, BL


Harry Hippo and his family take the car to the garage for servicing and learn how cars work and are repaired.

Rev: BTBVK, BL, SLJ


Salty the dog helps his master build a sailboat.

Rev: PBC, PW, BL


This book shows children how to count from one to twenty and twenty-five, fifty, seventy-five, and one hundred using American Sign Language.

Rev: IPBC, HBM, PW

Through a series of one- and two-word exchanges a friendship begins between two boys meeting on the street.

Rev: 60, PW, BL


A police dog named Gloria steals the show when Officer Buckle gives a presentation on safety to local school children.

Rev: 60, BL, HBM, 100


Mr. and Mrs. Pig's new babysitter is not what she seems, but their ten piglets prove masters of the situation.

Rev: 60, BL, HBM

Reiser, Lynn. 1996. *Margaret and Margarita.* Sagebrush Education Resources. $15.00. ISBN: 061300230X.

Margaret speaks English and not Spanish. Margarita speaks Spanish and not English. In this delightful bilingual book they meet and despite the language barrier they quickly become friends.

Rev: BTBVK, SLJ, BL


A little girl and the Queen of the Horses are unable to fall asleep because nearby animals are making too much noise, and peace is obtained only when the child and Horse Queen fly away.

Rev: BTBVK, PW, BL

A baby chicken accepts a young boy as her mother and later becomes a surrogate mother for some ducklings that she has hatched.

Rev: 60, BL, SLJ


Firefighters respond to an alarm and rescue a family from their burning house.

Rev: IPBC, BL, SLJ


This collection includes seven different stories of the adventures of the ingenious little monkey who left the jungle to live with the man in the yellow hat.

Rev: BTBVK, BL, PW, HBM


A deaf child helps pass information along the Underground Railroad using his paintbrush and a panoramic egg.

Rev: IPBC, SLJ, RT


A young girl dreams of flying above her Harlem home, claiming all she sees for herself and her family.

Rev: 60, PW. SLJ

Laura finds out that her new Australian pen pal, Malcolm, is blind, she learns to use a Braille machine to write to him.

Rev: RT, IRA, BL


A little girl notices all the sights, smells, and sounds along the way when her family takes a ferryboat to their summer island.

Rev: IPBC, PW, BL, SLJ


Background information about guide dogs is given in this story about a young boy who keeps a puppy for a year before it leaves to be trained as a guide dog.

Rev: IPBC, PW, SLJ


Determined to have a pet of her own, especially since her family and friends own a vast array of pets, Patty has no idea what to choose until one night she dreams of strange and exotic creatures, and when she wakes up, she realizes she has found the perfect pet for her.

Rev: IPBC, SLJ, BL

Rounds, Glen. 1996. Once We Had a Horse. Sagebrush Education Resources. $16.00. ISBN: 613897129.

Several children who live on a ranch in Montana spend the summer playing with a gentle old horse which had been left in their yard.

Rev: PBC, BL, SLJ

A fictionalized account of the night Amelia Earhart flew Eleanor Roosevelt over Washington, D.C. in an airplane.

Rev: PBC, BL, SLJ


In dog heaven, dogs run and play and wait for their absent friends.

Rev: BTBVK, PW, BL


A unique alphabet book that includes twenty-six paper sculptures of pure white that seem to leap off the page and celebrate the season of Christmas from A to Z.

Rev: CBFC, PBC, PW, SLJ


Unhappy with her life at home, Sukey receives kindness and wealth from Mama Jo the mermaid.

Rev: CBFC, PW, BL


Seeking someone to care for his motherless kittens, Sir Gatto, advisor to the Prince, hires a beautiful, but lazy girl, and then her plain, but loving stepsister.

Rev: PBC, SLJ, BL

This is an autobiographical story that chronicles the passages of generations of the author's family as they moved between Japan and the United States.

Rev: CBFC, HBM, BL


Describes how a variety of creatures, including a butterfly, a sea turtle, a caribou herd, and an Arctic tern, find their ways home.

Rev: IPBC, SLJ, BL


Hetty is very careful with the eggs she has bought on her very first trip to the store, but she runs into trouble when she stops to pick apples.

Rev: PBC, BL, SLJ, 60


Although some of the things her older sister taught her at home seem a little unusual at school, other lessons help make Annabelle's first day in kindergarten a success.

Rev: 60, BL, BTBVK


A fun read aloud that includes text and pictures to introduce the size of a million, a billion, and a trillion.

Rev: CBFC, HBM, BL, SLJ

This picture book discusses the concepts of ratio & proportion, using animal facts to explore topics such as relative strength.

Rev: RT, IRA, BL


This is a fun read aloud version of the classic fairy tale from the wolf's point of view.

Rev: 100, PW, 60


This is an alphabetically arranged list of words, each defined by a picture and an illustrative sentence.

Rev: BTBVK, BL


Mitzi and Jacob have two interesting excursions and a bout of coughs and sneezes in these imaginatively illustrated adventures.

Rev: CBFC, PW, FO


In this dream fantasy, a small boy falls through the dark, out of his clothes and into the bright night kitchen where he is stirred into a cake batter.

Rev: 60, SLJ, PW

When Max puts on his wolf suit, his imagination carries him to a land filled with lovable monsters.

Rev: 100, SLJ, CBFC, 20


Full-color photographs dress the story of little Allie's first venture into cooking, as she tries to make a dessert all by herself for a big reunion of her interracial family and becomes the hit of the occasion.

Rev: IPBC, BL, SLJ


When a lazy bird hatching an egg wants a vacation, she asks Horton, the elephant, to sit on her egg.

Rev: CBFC, PW


A child watches as more and more people join in the attempts to catch the family cow that has gotten loose.

Rev: 60, PW, BL


This is a picture-book story of Melville Murrell, who built the first human-powered airplane in 1876, years before the Wright brothers.

Rev: IPBC, BL, PW

Little David is back, and this time he has to deal with rules and regulations at school as he hears his teacher say, "No David," many times.

Rev: ALA, PW, BL


Sheep hunt for a birthday present and make a mess of the shop, only to discover they haven't the money to pay for things.

Rev: BTBVK, PW, BL


A young girl in a Thai refugee camp finds the story within herself to create her own Pandau, an embroidered story cloth

Rev: IPBC, PW, BL


This is a counting book that teaches small children how to count from one to ten by asking about how many elephants are needed to perform various tasks.

Rev: CBFC, PW, BL


A guide to calendar time introduces children to the months of the year using catchy rhymes and familiar themes of family and playtime to illustrate how every month brings something new and different to enjoy.

Rev: IPBC, BL, PW

Simpleton's generosity helps him gain a princess for his bride.

Rev: BTBVK, PW, BL


Japanese folktale about a princess who rescues babies who have been kidnapped by monsters.

Rev: 60, BL, SLJ


Duck and Goose compete to see who is champion of champions.

Rev: 60, PW, BL


This is a collection of poems on a wide variety of animals.

Rev: BTBVK, PW, BL


Thembi and her beloved great-grandmother go together to vote on the momentous day when Black South Africans are allowed to vote for the first time.

Rev: 60, PBC, BL, PW

A collection of forty-five well-known poems illustrated with thirty-five famous paintings.

Rev: PBC, BL, SLJ


Monkeys steal a peddler's caps while he is sleeping, and he tries to get them back.

Rev: 100, PW, SLJ, CBFC


Louise is disappointed in Nana's gift and prediction for her future, but later comes to understand just how special she is.

Rev: PBC, PW


When her Mennonite family moves to Upper Canada to avoid involvement in the Civil War, young Selina is given a special quilt to remember the grandmother she left behind.

Rev: PBC, BL, SLJ


A poor Japanese woman maneuvers events to change the lazy habits of her son.

Rev: 60, PW, SLJ

Chato the cat cannot believe his luck when a family of plump, tasty-looking mice moves in next door.

**Rev:** 60, PW, BL

Spalding, Andrea. 2001. **Me and Mr. Mah.** Sagebrush Education Resources. $17.00. ISBN: 061388504X.

After his parents' separation, Ian and his mother move to the city, where Ian makes friends with Mr. Mah, the elderly Chinese immigrant next door, who teaches him about gardening and Chinese culture.

**Rev:** RT, IRA, BL


Retells in pictures how a pair of every animal climbed on board Noah's ark and thereby survived the Flood.

**Rev:** 60, BL


This nonfiction book of remembrances describes growing up in America about 100 years ago.

**Rev:** RT, IRA, SLJ


In this version of the traditional tale, a young giant chases Jack down the beanstalk to rescue his beloved hen and meets other Jacks from various nursery rhymes along the way.

**Rev:** RT, IRA, SLJ

Sweetness, one of eight orphans living with a man who is sherriff, learns to read and writes an important letter to improve their situation.

Rev: 60, BL, PW, CBFC


The tale of a mouse who after being saved by a whale gets the chance to return the favor.

Rev: 60, BL


Dr. De Soto, a mouse dentist, copes with the toothaches of various animals except those with a taste for mice, until the day a fox comes to him in great pain.

Rev: 100, PW, SLJ


After finding a harmonica in the street, a young pig becomes an accomplished musician, but when his loving family falls asleep every time he plays, he runs away in search of a more appreciative audience.

Rev: BTBVK, PW, BL


Mufaro's two beautiful daughters, one bad-tempered, one kind and sweet, go before the king, who is choosing a wife.

Rev: 60, PW, BL

This story recounts the story of the thieving Coyote, the beautiful blanket that he steals, and the Hummingbird, who tries to save Coyote from the wrath of the spirit of the great desert.

Rev: CBFC, PW, BL


An African American folktale about how Hare takes unfair advantage of Bear in a garden project.

Rev: PBC, BL, SLJ


A series of letters relating what happens after her father loses his job and Lydia Grace goes to live with her Uncle Jim in the city, taking her love for gardening with her.

Rev: RT, IRA, SLJ


Minerva Louise, a snow-loving chicken, mistakes a pair of mittens for two hats to keep both ends warm.

Rev: 60, PW, SLJ


An old Eastern European folk song provides the basis for a tale about a peasant who devises clever uses for his worn-out overcoat.

Rev: 60, PW, HBM

This story consists of a funny version of the song about the old lady who swallowed a fly, a spider, a bird, a cat, a dog, and worse.

Rev: 60, BL, PW


A little African-American girl celebrates all the different ways she can wear her hair.

Rev: IPBC, PW, SLJ


Wendell Fultz, a young boy whose room is so messy that it becomes a pigsty, is horrified when some pigs decide that the place is just perfect and decide to move in.

Rev: BTBVK, PW, BL


Instructions for more than 100 craft projects from different cultures.

Rev: BTBVK, SLJ, BL


The alphabet is explored during a magical flight on an airplane where different objects are seen and heard.

Rev: IPBC, PW, BL

A candle given to Teresa by her Mexican grandmother becomes a symbol of hope and home during the lean, hard times her family faces as migrant laborers in America.

Rev: PBC, BL, PW


Jamie plants a pumpkin seed in the spring and watches it grow all summer into a big, orange pumpkin, perfect for Halloween.

Rev: CBFC, BL, PW


When she can not get her parents to pay any attention, Sophy shares her newfound ability to fly with her great aunt.

Rev: BTBVK, BL, SLJ


Little Fox tells her mother all the frightening things she'll see and do when she travels to the end of the world.

Rev: 60, BL


This story includes a group of both familiar and unfamiliar nursery rhymes.

Rev: 60, HBM

This is an altered retelling of the traditional tale about the conflict between pig and wolf.

Rev: CBFC, PW, BL


In 1914, because her family cannot afford a train ticket to her grandmother's town, May gets mailed and rides the mail car on the train to see her grandmother.

Rev: RT, IRA, PW


As they journey west, a family nurtures the red geranium they have carried with them from their old home.

Rev: RT, IRA, HBM


A little boy who has been adopted remembers how he had once had no parents and had lived in a far-off land until his new parents sent for him and brought him to their little white house with a green tree.

Rev: BTBVK, PW, BL


When his owner didn't come home one day, Hachiko the dog went to the train station and waited for him, every day, for ten years, becoming loved by all the passengers for his dedication and finding a new friend in a boy who understood his feelings.

Rev: RT, IRA, BL

In this Japanese folktale, the wisdom of an old lady, who has been condemned to die because of her age, saves the people of her village.

Rev: PBC, PW, BL


Suki is going to wear her kimono on her first day back to school-no matter what anyone says.

Rev: RT, IRA, SLJ


In this read aloud, a frightening jungle world is unleashed as Peter and Judy play the magical board game they brought home from the park.

Rev: 60, BL, HBM


A magical train ride on Christmas Eve takes a boy to the North Pole to receive a special gift from Santa Claus, in this fun read aloud.

Rev: 100, SLJ, CBC


Rain does not stop Ernest and Celestine from picnicking.

Rev: 60, SLJ, BL

Alexander wakes up to a bad day and things get progressively worse as the hours wear on.

Rev: 100, SLJ, BL


Alexander decides he is not going to leave his best friend, his baby-sitter, or his soccer team to move one thousand miles away with his family.

Rev: BTBVK, PW, HBM


When Gina moves into a new neighborhood, she takes up baseball to make new friends.

Rev: BTBVK, PW, BL


A colorful picture book, full of realistic details and interesting farmyard facts, features a boy explaining all about his energetic hen, telling how she eats, sleeps, cares for her chicks, and much more.

Rev: BTBVK, BL, SLJ


Text and illustrations discuss the characteristics and life cycle of the eel.

Rev: CBFC, BL, SLJ

This book is a version of Aesop's classic tale with the added story of all those watching the race.

Rev: 60, BL, SLJ


Johnny sets out to kill a big bear, but befriends him instead.

Rev: CBFC, BL, SLJ


A guide to counting uses examples from American folk art to illustrate numbers from one to twenty.

Rev: PBD, PW, BL


When his family comes to America, Jake brings special seeds that produce a wonderful reminder of his grandfather.

Rev: BTBVK, BL, SLJ


A young girl grows up on a farm to the sound of music from the radio her father plays in the barn.

Rev: PBC, SLJ, BL

Children put on a puppet show using the words to the song "What a Wonderful World," made famous by Louis Armstrong.

Rev: PBC, PW, SLJ


This book includes an hour by hour look at some night workers in a city that never sleeps.

Rev: IPBC, SLJ, BL


This story makes comparisons of things that move at very fast speeds.

Rev: IPBC, BL, SLJ


In enchanting drawings and prose, the author relates the dilemma of a boy raccoon who is forever being beat up by a girl raccoon.

Rev: CBFC, BL


Ruby tries to keep her brother Max from eating so many sweets by reading him an altered version of the story of King Midas.

Rev: BTBVK, SLJ, BL

When Ruby and Louise decide to play at being beauty shop employees, Ruby's brother Max soon becomes their client who receives their amusing treatments—from head to toe.

Rev: PW, SLJ, BL


With countless unwelcome pumpkins to deal with, Rebecca Estelle turns disaster into a celebration.

Rev: PBC, BL, SLJ


While her third-grade classmates are sprouting seeds in paper cups, Becky has a more ambitious, innovative science project in mind.

Rev: 60, BL, PW


Joe and John Henry are the best of friends, but being black in the South in 1964, John Henry is not allowed to do everything his friend can.

Rev: IRA, PW


When Albert complains of a toothache, no one in his family believes him, until his grandmother takes the time to really listen to him.

Rev: 60, PW, BL

Rosa plays her accordion with her friends in the Oak Street Band and earns money to help her mother with expenses while her grandmother is sick.

Rev: PBC, HBM, BL


When Joel’s uncle dies of AIDS, his dreams and thoughts of his uncle Michael keep his memory alive.

Rev: BTBVK, PW, BL


Discusses the childhood of Diego Rivera and how it influenced his art.

Rev: CBFC, PW, SLJ


The widow McDowell and her seven-year-old son Thomas ask the gruff Jonathan Toomey, the best woodcarver in the valley, to carve the figures for a Christmas creche.

Rev: 60, BL, PW


A troll tries to prevent Trigg from crossing the bridge on the way to school only to be outwitted by the boy’s riddles.

Rev: 60, BL, PW

Little Duck joins other animals in an Easter egg hunt for a special golden egg.

Rev: BTBVK, SLJ


This picture book tells the story of the contented King Bidgood who refuses to get out of his magnificent bathtub.

Rev: 60, BL, SLJ


Text and illustrations describe some of the special places that one can go to be quiet and alone and to imagine.

Rev: RT, IRA, SLJ


Tired of being ignored by his master, Micio the cat decides to leave home and makes his way through the streets of fifteenth-century Venice, until his hunger and loneliness lead him back home.

Rev: PBC, SLJ, BL


Two girls, one white and one black, gradually get to know each other as they sit on the fence that divides their town.

Rev: RT, IRA, SLJ

When a brother and sister are taken to stay with their mother's sister because their mother neglects them, they wonder if they will see their mother again.

Rev: RT, IRA, SLJ


Although she does not get to see her father very often, a girl enjoys the time she and her brothers spend with him one summer while they are visiting their grandparents' farm.

Rev: PBC, PW, SLJ


This book provides a look at the lives of Orville and Wilbur Wright, as seen through the eyes of their younger sister, Katharine, who provided support and encouragement while they worked on their many inventions.

Rev: RT, IRA, K


Old Dame Counterpane creates the world in a heavenly quilt, ensuring that each day is fresh and new.

Rev: PBC, BL, SLJ


Eight-year-old Matthew tells what happens when a fire destroys the barn on his family's farm and all the Amish neighbors come to see how they can help.

Rev: RT, IRA, SLJ

Goldie Locks and her three bear friends accompany young readers on a tour of the holidays throughout the year, introducing fifteen holidays and their fun traditions with descriptive, rhyming verse.

Rev: BTBVK, PW, BL


In a Chinese version of Tom Thumb, Little Plum, a tiny boy no bigger than a plum seed, proves his worth by helping his father farm his land and by defeating the wicked lord and his soldiers who attack their village.

Rev: PBC, BL, PW


Chronicles the train ride west taken by young Wellesley professor Katharine Lee Bates in 1893, during which she recorded her experiences in her journal and was inspired to write "America the Beautiful."

Rev: PBC, BL, PW


Eight stories and activities during each night of Chanukah introduce the holiday and its practices, and includes descriptions of related recipes, crafts, songs, and games.

Rev: IPBC, BL, PW

Unable to stand his overcrowded and noisy home any longer, a poor man goes to the Rabbi for advice.

Rev: 60, SLJ, PW


This is a word play book with flaps to lift to find reversed phrases with different meanings.

Rev: IPBC, PW, SLJ


Even though there is no money, Anna's mother finds a way to make Anna a much needed winter coat.

Rev: 60, PW, SLJ


Text and illustrations provide an introduction to the human skeleton.

Rev: RT, IRA, SLJ


When Harry runs away from his bath, he soon becomes so dirty that his family no longer recognizes him.

Rev: 100, SLJ, BL

William's grandmother is the only member of the family who understands why he wants a doll as well as a basketball and an electric train.

Rev: 60, HBM, PW


This story introduces young readers to the giant octopus, its physical characteristics, diet and life cycle.

Rev: RT, IRA
Magazines

Toddlers


This magazine is published monthly; except bimonthly July/August. The content is intended for young listeners to independent readers and includes stories, articles, crafts and projects, puzzles, hidden pictures, and word games. These are presented in a diversity of subject matter and various reading and interest levels.

Rev: BTBVK, MFC

*Ladybug.* (1990-). Peru, IL. Carus Corp. $24.97.

This magazine is published monthly. The content includes two sets of characters and a story to be read in each issue. Poetry also appear regularly. There are also tear out activity pages for children to complete. This publication includes quality content and illustrations. It is meant to be shared between adult and child.

Rev. MFC, BTBVK


This magazine is published quarterly and includes a section for parents and a section for children. The grown-ups portion provides ideas for family fun. The children’s portion includes colorful illustrations along with puzzles, activities, stories, and hidden pictures.

Rev: MFC, NYT


This colorful magazine is published monthly except February and August for a total of 10 issues. This magazine is filled with games, puzzles, activities, picture stories, and verses that will help build children’s skills in a variety of concepts.

Rev: BTBVK, MFC
Preschool


This magazine is published monthly except July and August for a total of 10 issues. This highly pictorial periodical is aimed to interest children in the world and environment around them. It features mainly non-fiction information and puzzles.

Rev: MFC, SLJ


This magazine prints eight issues a year. Regular features include read-to-me stories, full page color photos of animals, seasonal and holiday items, and reading games and puzzles.

Rev: MFC, CMG


This health-oriented magazine is published monthly except for bimonthly issues January-August for a total of eight issues. Regular features include stories, poems and activities with messages about good health, nutrition, exercise and good hygiene.

Rev: MFC, FL


This magazine is printed eight times a year and focuses on dinosaurs. Recurrent features include informational pieces and puzzles along with illustrations and drawings.

Rev: MFC, CMG

This magazine is published monthly except bimonthly May-August for a total of 10 issues. Monthly features include stories, articles, verses, and pictorial matter both informational and enjoyable.

Rev: MFC, CMG


Turtle Magazine for Preschool Kids (published bi-monthly) features colorful and entertaining stories, poems, and rebuses, perfect for reading aloud. Hidden pictures, dot-to-dots, mazes, and science experiments challenge young minds.

Rev: MFC, EL


This monthly publication is intended to help young children learn more about nature and the responsibilities in conserving it. Simple text and colorful photographs are presented as well as puzzles and games.

Rev: BTBVK, MFC
Software

Toddler


**Teaches:** early math and language, colors, shapes, numbers, and music.

**Rev:** CSR, USA


**Teaches:** songs, shapes, and colors.

**Rev:** CSR, PC


**Teaches:** letters, numbers, counting, shapes, colors, music, animals, cause and effect, visual differences/discrimination, mouse control, listening skills, beginning vocabulary, creativity, and imagination.

**Rev:** KF, PC


**Teaches:** colors, mouse control, songs, shapes, etc.

**Rev:** CSR, BL

*Sesame Street Baby and Me.* 1999. The Learning Company. $29.95.

**Teaches:** songs, cause and effect, colors, shapes, and seasons.

**Rev:** KF, CSR


**Teaches:** reading, math, letters, numbers, listening, and shapes.

**Rev:** ALSC, PC, CSR
Preschool


  Teaches: reading, letters, words, alphabet, and how to make letters.

  Rev: SLJ, BL, CSR


  Teaches: reading: language experience, words and sentences.

  Rev: BL, MW, CSR, CS


  Rev: BL, SLJ, CSR


  Teaches: how to care for pets.

  Rev: CSR, SLJ

* Clifford Reading. 2000. Scholastic Consumer Software. $19.95.

  Teaches: early reading, letter sounds, spelling, sounds, fluency, and vowels.

  Rev: CSR, MS, NYT


  Teaches: early reading, logic, sorting, classification, counting, and sequencing.

  Rev: CSR, APCU

* Create your Own Adventures with Curious George. 1995. Houghton Mifflin Interactive. $35.00.

  Teaches: sorting, matching, problem solving.

  Rev: BTBVK, CS, CSR

Teaches: early reading: letters, phonics.

Rev: BL, MS


Teaches: logic, problem solving, creativity.

Rev: CSR, PC

Kid Keys 2.0. 1999. Knowledge Adventure. $80.00.

Teaches: letters, typing, keyboarding.

Rev: BTBVK, MW


Teaches: early reading and math, music.

Rev: ALSC, PC

Disney's Animated Storybook: Winnie the Pooh and the Honey Tree. Disney Interactive. $30.00.

Teaches: early reading, music, creativity.

Rev: KF, PC


Teaches: creativity, art.

Rev: ALSC, PC


Teaches: math, counting, beginning addition and subtraction.

Rev: BL, CS, PC

Teaches: science, animal care.

Rev: CSR, NYT


Teaches: creativity, caring for animals, language, logic.

Rev: CSR, APCU

Eager to Learn. 1996. Sierra On-Line. $30.00.

Teaches: science, counting, word association, early math.

Rev: CSR, SLJ


Teaches: the alphabet, upper/lower case letters, and early spelling.

Rev: BL, PC, PW


Teaches: reading, phonics, word families, spelling, blends.

Rev: CSR, SLJ, MS


Teaches: strategy.

Rev: CSR, PC, PW


Teaches: deductive reasoning, memory.

Rev: CSR, PC
**I SPY Junior.** 1999. Scholastic Consumer Software. $20.00.

Teaches: logic, problem solving, reading, rhyming, classification.

Rev: KF, PC

**Jolly Post Office.** 1997. DK Multimedia. $25.00.

Teaches: geography, math, sorting, patterns.

Rev: BL, SLJ, CS

**Jumpstart Kindergarten.** 1994. Knowledge Adventure. $10.00.

Teaches: reading, letters, numbers, clocks, patterns, colors, shapes.

Rev: PC, BL


Teaches: recognizing letters, numbers, shapes, colors, music, counting.

Rev: CSR, KF, PC

**LeapPad.** 1999. LeapFrog. $80.00.

Teaches: reading, science, geography.

Rev: CSR, MS

**Leapster L-Max.** 2005. LeapFrog. $100.00.

Teaches: school skills.

Rev: CSR, PC


Teaches: early reading, math, creativity, thinking skills.

Rev: CSR, TL

Teaches: art, creativity, music.
Rev: CSR, NYT

Mighty Math Carnival Countdown. 1996. Edmark. $15.00.

Teaches: math: counting, comparing, sorting, patterns, place value.
Rev: CSR, SLJ, PC


Teaches: math, counting, sets, sequencing by size, shapes.
Rev: BTBVK, SLJ, MW


Teaches: memory, logic, problem solving, English, Spanish deductive reasoning.
Rev: ALSC, PC

My First Amazing World Explorer 2.0. 1998. DK Multimedia. $30.00.

Teaches: world geography, logic, map reading.
Rev: CSR, I, TL

My Personal Tutor: Preschool to First Grade. 1997. Microsoft Corp. $55.00.

Teaches: early reading, early math.
Rev: BL, TL

Oscar the Balloonist Discovers the Farm. 1997. Viva Media. $68.00.

Teaches: science: farms, animals, logic, classification.
Rev: CSR, SLJ, MS
*Pajama Sam in "No Need to Hide when It's Dark Outside.* 1996. *Humongous Entertainment.* $40.00.

**Teaches:** dealing with fear of the dark, problem solving.

**Rev:** CSR, PC, MS


**Teaches:** logic and problem solving.

**Rev:** CSR, PC


**Teaches:** history, dinosaurs, medieval times, old West, logic.

**Rev:** CSR, PC


**Teaches:** reading: 200 simple sight words, memory.

**Rev:** BL, PW


**Teaches:** early reading, early math, identifying patterns, music.

**Rev:** PC, BL, SLJ


**Teaches:** logic, identifying patterns, following directions.

**Rev:** CSR, PC


**Teaches:** language, stories, reading.

**Rev:** KF, CS
Stanley's Sticker Stories. 1996. Edmark. $36.00.

**Teaches:** creativity, writing, storytelling.

**Rev:** BL, PC, SLJ


**Teaches:** early reading, facts about bats.

**Rev:** CSR, PC, BL


**Teaches:** early reading, word recognition.

**Rev:** BL, LJ, PC

Word Hound. 1997. MindPlay. $70.00.

**Teaches:** reading skills: sight words, matching and grouping words.

**Rev:** BL, I
Videos

Toddler


  Twenty six independent, one-minute videos set to the melodies of some of history's greatest composers.

  Rev: BL, KF


  This is a lyrical music video exploring everyday experiences through toe-tapping, hand-clapping songs.

  Rev: BTBVK, KF


  Barney appears on stage in New York for an imaginative and lively musical extravaganza.

  Rev: KF, BTBVK


  This video makes it fun to learn safety lessons and includes a free 24-page safety guide developed by Johns Hopkins School of Public Health.

  Rev: BTBVK, KF

* Building Skyscrapers. Out of Biz. $20.00.

  This construction video visits busy building sites with giant jackhammers, flash welders and excavations.

  Rev: BTBVK, KF
**Chicka Chicka Boom Boom and Lots More Learning Fun.** New Video Group, Inc. $10.00. ISBN: 0-439-50233-0.

This is a video collection of four animated adaptations of children's books, including the title tale about a coconut tree that tries to hold all the letters of the alphabet. Also includes: "Trashy Town," the 1968 classic "Rosie's Walk," and "The Caterpillar and the Polliwog."

Rev: SLSC, KF

**Cleared for Takeoff.** Fred Levine Productions, DBA Little Hardhats. $15.00. ISBN: 963356283.

Follow a family through Chicago's O'Hare International airport as a pilot shows them the control tower, baggage handling, takeoffs and landings of giant jets.

Rev: BTBVK, KF

**Doing Things: Eating, Washing, In Motion.** Bo Peep Productions. $15.00.

Compares children and animals engaged in everyday activities of eating, washing and playing.

Rev: BTBVK, KF


Elmo, Big Bird, and the rest of Sesame Street Muppets take over Radio City Music Hall for an all-star show.

Rev: ALSC, KF

**I Stink.** Weston Woods. $60.00.

In this animated video, the roar of the garbage truck and Joel Goodman's jazzy music spring to life.

Rev: ALSC, BL

**International Baby: Let's Sing Together English and Spanish.** International Baby Company. $20.00.

This bilingual video introduces young children to the joys and rewards of language proficiency.

Rev: SLJ, KF
It's Potty Time. Learning Through Entertainment, Inc. $15.00.

This video makes toilet training something it's never been: FUN. It demonstrates ideal manners portrayed by boys and girls attending a birthday party, and uses songs to capture and keep children's attention.

Rev: BTBVK, KF


Model airplanes come to life in the storybook land of Tarrytown. In four short stories, Jay Jay discovers why it's always best to be "True Blue", and teaches respect for others.

Rev: BTBVK, KF


Shows how laughter can be used to strengthen family bonds and help parents develop their children's sense of humor. Demonstrations of things parents have found to delight and prompt laughter.

Rev: KF, BTBVK

Man Who Walked between the Towers (The). Weston Woods Studios/Scholastic.

Inspired by the true story of Philippe Petit, a young French aerialist, and his daring 1974 high wire walk between the twin towers of the World Trade Center.

Rev: BL, KF


New to the island of Sodor are three new engine friends and mighty construction vehicles.

Rev: BL, KF
Pocket Snails: Letter Adventure. Soaring Star Productions, LLC. $13.00.

Join Jake and the Pocket Snails on a magical adventure learning the letters of the alphabet.

Rev: SLJ, KF


While searching for Lowly Worm, Huckle meets lots of new friends.

Rev: BTBVK, KF


Sharon, Lois and Bram, along with their fuzzy elephant friend, sing and dance, teaching every letter of the alphabet.

Rev: BTBVK, KF


Spot the curious puppy and his friends prepare for the first day of school. They learn how to play safe at the playground, decorate a cake and put on hats and mittens for a cold day.

Rev: BTBVK, KF


Five of Eric Carle's most popular stories bring the world into focus for young viewers. The stories will show them how to count, learn the phases of the moon, watch a cricket learn to speak, visit the zoo and wonder if you can really see a song.

Rev: BTBVK, KF
Wheels on the Bus (The). Studioworks Entertainment. $22.50.

Based on the world famous song, this bright musical, CGI animated program provides an entertaining introduction to nursery rhymes, music and songs.

Rev: ALSC, BL


Roger Daltrey of "The Who" sings the voice of Argon the Dragon, the driver of the bus, in this colorful musical journey based on the classic children's song. Includes three new songs.

Rev: BL, KF


This series includes storybook classics and sing-alongs.

Rev: BTBVK, KF

Preschool

All About John Deere for Kids, Part 2. TM Books and Video. $15.00.

Learn fun and fascinating facts about farming and see how grapes and pumpkins are harvested.

Rev: SLJ, KF

Animals and Me "Eating." Small World Productions. $15.00.


Rev: BTBVK, KF
Badger's Parting Gifts. GPN. $46.00.

After Badger dies, his friends comfort themselves by remembering personal moments and the good times they shared with their beloved pal.

Rev: ALSC, KF

Berenstain Bears: Bears out and About. Sony Pictures Home Entertainment. $15.00.

Join the Berenstain Bears as they take to the outdoors. Includes the adventures: The Summer Job, The Haunted Lighthouse, Don't Pollute, White Water Mystery, Hug and Make Up, and That Stump Must Go.

Rev: SLJ, KF

Berenstain Bears: Bears Take a Car Trip. Sony Pictures Home Entertainment. $15.00. ISBN: 1-4049-6589-0.

Join the Berenstain Bears as they take to the road and learn about the wonders of the outside world. Includes The Car Trip, The Wishing Star, House of Mirrors, By the Sea, The Stinky Milk Mystery and The Big Road Race.

Rev: SLJ, KF


Two other Kevin Henkes favorite mouse stories are featured along with Chrysanthemum, narrated by Meryl Streep. "Owen" is narrated by Sarah Jessica Parker and "A Weekend with Wendell" is narrated by Mary Beth Hurt.

Rev: ALSC, KF

Click, Clack, Moo: Cows That Type and More Fun on the Farm. New Video Group, Inc. $15.00. ISBN: 0-439582946.

Country superstar, Randy Travis, narrates the title tale about a barnyard mutiny on Farmer Brown's farm. Cows that type? Hens that strike?.
Everybody's in the Band. Ivy Classics, Inc.

Ten musical segments invite viewers of all ages to sing, dance and move with the beat.

Rev: SLJ, KF

Food Safari: Breakfast. Yum Yum Studios. 15.00. ISBN: b0000dykmo.

Fly with Chef Beary Good and Sprinkle as they gather groceries by hot air balloon for their big breakfast party. Discover how wheat fields turn into cereal, how maple syrup is tapped and much more.

Rev: SLJ, BL, KF


Laugh with Chef Beary Good as he meets adventure in the forest and while Sprinkles shows us how bread, peanut butter, apple juice, cheese and baby carrots are grown and processed for their fabulous picnic lunch.

Rev: SLJ, BL, KF


Frog and Toad star in five claymation short stories of friendship that are faithful to the book in letter, appearance and wit.

Rev: BTBVK, KF


Randy Travis narrates this animated down-home version of Doreen Cronin’s and Betsy Lewin’s picture book. Watch out for duck! He’s trouble!

Rev: ALSC, BL

Good Night, Gorilla and more bedtime stories. New Video Group, Inc. $15.00. ISBN: 0-439582938.


Rev: ALSC, KF

This true to the original, animated adaptation introduces Harold to a brand new audience with three highly entertaining tales.

Rev: BTBVK, KF


This video is a warm, straightforward talk to preschoolers about adjusting to new siblings, and teaches games, lullabies and rhymes.

Rev: BTBVK, KF


A family learning adventure uncovers 300 million-year-old fossils close to home. As nine-year-old Scott and his dad embark on a real-life adventure, Scott explains how fossils are formed as they hunt for treasures.

Rev: BTBVK, KF

I Gotta Go. Vickilew, Inc. $13.00.

Make potty training fun, easy and successful. Master the potty training process easily and with confidence. Pediatrician approved and recommended.

Rev: SLJ, KF

I Love Toy Trains: The Final Show. TM Books and Video. $15.00.

Upholds the I Love Toy Trains tradition of award-winning music, interesting educational segments, a sweet spirit, intelligent scripts, and funny toy train bloopers.

Rev: BL, KF

I Want a Dog. National Film Board of Canada.

May wants a dog but her serious parents say NO! Her inspired solution to their objections provides a hilarious pastime for the neighborhood kids.

Rev: ALSC, BL
James Marshall Library. Scholastic/Children’s Circle. $15.00.

Contains four fully animated titles: "Wings: A Tale of Two Chickens," "Goldilocks and the Three Bears," "The Three Little Pigs" and "Red Riding Hood."

Rev: BTBVK, KF

Joseph Had a Little Overcoat. Scholastic Entertainment.

Joseph, the tailor, is very resourceful. When his overcoat becomes old and worn, he makes it into a jacket, then his jacket into a vest. And so on until he has nothing left.

Rev: ALSC, KF


In this light-hearted Caribbean folktale a city cockroach falls in love with a country cricket.

Rev: SLJ, BL

Linnea in Monet’s Garden. First Run Features. $15.00.

Based on the book, blends imagination and education while teaching about the art and life of one of the 20th century’s most important painters, Claude Monet. Story of a young girl and an old man, her neighbor, who visit Monet's garden.

Rev: BTBVK, KF

Miss Nelson Has a Field Day. Scholastic Entertainment. $13.50.

Harry Allard’s Miss Nelson tales, illustrated by James Marshall, are sure to bring a chuckle as they explore every day kid adventures.

Rev: ALSC, KF


How to create a party, based on the kids book series.

Rev: BTBVK, KF

Debra Frasier's award-winning book comes alive with bold three-dimensional animation and sights and sounds of the world-class Minnesota Symphony Orchestra.

*Rev: ALSC, KF*


How to button, buckle, zip, wash hands, put on jackets, tidy rooms, make snacks and pour without spilling a drop.

*Rev: BTBVK, KF*


All the Richard Scarry Busytown characters take turns answering every child's favorite question: "What do you want to be when you grow up?" Shows children what it's like to be a farmer, a firefighter, a teacher or a truck driver.

*Rev: BTBVK, KF*

*Strega Nona.* Scholastic Entertainment. $15.00.

Strega Nona's meddling assistant Big Anthony is determined to prove to the townspeople his knowledge of the magic secrets contained in the pasta pot of Strega Nona.

*Rev: BTBVK, KF*

*Tale of Peter Rabbit and Benjamin Bunny (The).* Goodtimes Entertainment. $15.00.

Peter was very lucky to escape from Mr. MacGregor's garden without getting caught. When his cousin Benjamin suggests that they visit the garden again, Peter is more than a little nervous.

*Rev: BTBVK, KF*

Includes: There Was an Old Lady Who Swallowed a Fly, Antarctic Antics, Musical Max, Keeping House, and Waiting for Wings.

Rev: ALSC, KF


Explores the rainforests of Central and South America with the greatest variety of plants and animals than anywhere else on earth, including spotted jaguars and poison-arrow frogs. Filmed by National Geographic's filmmakers. Narrated by Dudley Moore.

Rev: BTBVK, KF

Velveteen Rabbit (The). Billy Budd Films. $15.00. ISBN: 1563647397.

Margery Williams' touching classic about a child's beloved toy bunny that becomes real is presented in claymation.

Rev: ALSC, BTBVK

Wai Lana's Little Yogis. Wai Lana Productions. $15.00.

This is a series of videos that introduces the whole family to yoga.

Rev: SLJ, KF

William Steig Library. Weston Woods Studios/Scholastic. $20.00.

This video anthology includes: "Sylvester and the Magic Pebble"; "The Amazing Bone"; "Doctor De Soto," and more.

Rev: BTBVK, KF