

2013

Early Childhood Library Resources and Support

Lisa Catherine Riese
University of Northern Iowa

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Early Childhood Library Resources and Support

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Abstract

The increasing demands on teachers' time and the extra strain that small districts face in trying to meet the needs of all students, can mean that sometimes programming or certain groups may be overlooked. In the Colo-Nesco district, realignment of district buildings has caused a loss of library access and resources for the preschool program. This research project created an annotated list of library resources that align with the Iowa Early Learning Standards. Titles were found within the Children's Core database, have been published within the past ten years, and align with the seven content areas of the standards. This list is intended to be a recommendation of titles which would help to build the foundation for a preschool library that can be shared between two classrooms and support the curricular needs of both students and teachers.

EARLY CHILDHOOD LIBRARY RESOURCES AND SUPPORT

A Graduate Research Project
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

By
Lisa Catherine Riese
December 2013

This Research Project by: Lisa Riese

Titled: Early Childhood Library Resources and Support

has been approved as meeting the research requirement for the
Degree of Master of Arts.

Karla Krueger

12/19/2013
Date Approved

Graduate Faculty Reader

Jean Donham

12/19/2013
Date Approved

Graduate Faculty Reader

Jill Uhlenberg

12-20-13
Date Approved

Head, Department of Curriculum and Instruction

ABSTRACT

The increasing demands on teachers' time and the extra strain that small districts face in trying to meet the needs of all students, can mean that sometimes programming or certain groups may be overlooked. In the Colo-Nesco district, realignment of district buildings has caused a loss of library access and resources for the preschool program. This research project created an annotated list of library resources that align with the Iowa Early Learning Standards. Titles were found within the Children's Core database, have been published within the past ten years, and align with the seven content areas of the standards. This list is intended to be a recommendation of titles which would help to build the foundation for a preschool library that can be shared between two classrooms and support the curricular needs of both students and teachers.

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION	1
Problem Statement	1
Justification	2
Early Literacy is Important	2
Teacher Librarians Support the Needs of All Students	3
Significance.....	3
Purpose Statement.....	4
Research Questions.....	4
Assumptions and Limitations.....	4
CHAPTER 2. LITERATURE REVIEW	5
Introduction.....	5
Developmentally Appropriate Practice.....	5
Literacy Experiences.....	7
Influence of Teacher Librarian.....	9
Summary.....	11
CHAPTER 3. METHODOLOGY	12
Problem/Purpose.....	12
Project Description.....	12
Project Procedures.....	13
CHAPTER 4. PROJECT.....	19
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS.....	29
Problem/Purpose.....	29

Conclusions.....	29
Recommendations.....	30
REFERENCES	31

CHAPTER 1

INTRODUCTION

“Goodnight stars. Goodnight air. Goodnight noises everywhere.” Margaret Wise Brown’s familiar words are heard in nearly every home across America at some point in a child’s early life. The bedtime story ritual is an important part of a child’s development both in their learning and in their relationships with others. Many fairytales and adventures have been shared between a caretaker and a child, but for some children that critical learning and bonding do not take place in the home. This creates a deficiency in some children before they even begin their formal education. Teacher librarians must find ways to address this inequity, promote these experiences within the school setting, and give support to the early childhood personnel within their district.

Problem Statement

Upon review of the Iowa School Library Survey’s 2010 results, it was noted that more than half of Iowa school libraries with enrollments below 600 students were not staffed with a fulltime teacher librarian (Iowa Department of Education, 2011). This creates a difficult situation in nearly every district, but in consolidated districts where a teacher librarian must serve in more than one building or even town this creates a nearly impossible task in trying to meet the needs of all learners. Teacher librarians are responsible for teaching K-12; they have little time to attend to the needs of a very important group within some school communities: birth to Pre-K. The National Association for the Education of Young Children (NAEYC) states in their position statement *Learning to Read and Write: Developmentally Appropriate Practices for*

Young Children (1998) “Although reading and writing abilities continue to develop throughout the life span, the early childhood years – from birth through age eight – are the most important period for literacy development” (p. 1). Keeping this important fact in mind, what can teacher librarians do within their limitations of time and resources to help meet the needs of school-run daycare and pre-K students in their districts?

Justification

Early Literacy is Important

Our youngest children are at a critical time in their reading development. If schools cannot find a way to meet their needs, they are missing out on creating a foundation upon which all curriculum can build. According to the NAEYC,

Experiences throughout the early childhood years, birth through age eight, affect the development of literacy. These experiences constantly interact with characteristics of individual children to determine the level of literacy skills a child ultimately achieves. Failing to give children literacy experiences until they are school age can severely limit the reading and writing levels they ultimately attain. (NAEYC, n.d, 2)

The Iowa Early Learning Standards developed by the Iowa Department of Education and the Iowa Department of Human Services (2006) state, “Children are born ready to learn. As they interact with people, materials, and events, they gain skills and understandings that guide their later learning” (p. 1). Our mission is clear, if we have the youngest members of our community in our care, we must do what we can to fulfill their literacy needs.

Teacher Librarians Support the Needs of All Students

The American Association of School Librarians (AASL, 2011) advocates in their pamphlet *School Library Programs Improve Student Learning* that “The school librarian is actively engaged in supporting the school’s curriculum, state academic standards, and school-endorsed educational initiatives” (p. 3) and “The school library program provides equal access for all teachers and students to use library resources” (p. 2). The state of Iowa also reinforces the AASL national guidelines in support of the reading program, which sends a clear message about the role of the librarian in literacy education.

According to the Iowa School Library Guidelines: Libraries, Literacy and Learning for the 21st Century,

School libraries and teacher librarians have traditionally played an important role in supporting and enhancing the reading program of the school through support of classroom reading instruction and the provision of materials and activities that help students develop skills in reading for both information and pleasure. (State Library of Iowa, 2007, p. 3)

With these directives in mind, it is important for a school librarian to help develop the reading habits of its youngest members and support the teachers by providing resources and expertise to help carry this out.

Significance

Early childhood education has once again become a focus for government speculation and regulation in recent months with more emphasis placed on standards and quality, research-based curriculum. As leaders in the school, teacher librarians must take the initiative to support literacy at all ages and stages and lead the way in developing the best literacy experiences they can for the youngest learners. Most librarians, however, have few extra minutes in the day and have an unlimited number of responsibilities to the

K-12 students in a district, so the need for early childhood literacy may remain unmet without planning, appropriate resources, and creativity. A portable library that is furnished with age-appropriate books and activities could be a solution that meets the need and provides a resource to the teachers and caregivers who work with this population on a daily basis.

Purpose Statement

The purpose of this research project is to develop an annotated bibliography of Pre-K books that can be used to furnish a traveling library cart and enhance the literacy development of children from birth to age six within the daily activities of our district early childhood center. Research will be conducted to determine the best types of books, activities, and technology needed to enhance early literacy. This research will then be used to aid in the development of an age-appropriate tool for teachers and caregivers to use when the teacher librarian is out of the building and not available to work with this special population.

Research Questions

1. What types of literacy experiences do children age birth to six years need?
2. How will materials be evaluated for appropriate content and quality?
3. How will the concept of developmentally appropriate practice be applied to the selection of materials?

Assumptions and Limitations

The researcher assumes that preschool staff will use the proposed resource collection in meaningful ways to support early literacy. Selection will be based on knowledge of the local community and resources will be limited to topics and formats that meet local selection policies and available technologies.

CHAPTER 2

LITERATURE REVIEW

Introduction

Learning to read is an essential skill for all people. For years, educators and researchers have studied the best methods, implementation, and curriculum for reading. They have studied the learning environment, home life, and other factors that can impact a student. The literature shows that developmentally appropriate practice, various types of literacy experiences, and the influence of the teacher librarian can have a positive impact on emergent literacy in children.

Developmentally Appropriate Practice

Children have a positive response to instruction when learning takes place at the appropriate developmental level. Research conducted by Elliott and Olliff (2008) tackled the problem of how educators can improve the pre-reading skills of young children before they enter kindergarten. Their study used the Alphabet Letter Recognition Inventory (ALRI) and anecdotal records to study the effects of the research-based curriculum called The Early Literacy and Learning Model (ELLM) on twenty children ranging in age from two to four.

Elliott and Olliff (2008) questioned whether teachers could adapt existing curriculum to meet the needs of various ages of students and see an increase in their letter recognition. Lessons that included concept of print, phonemic awareness, oral language, phonological awareness, independent reading, and read-alouds were modified for the research. They looked at the adaptations that teachers incorporated into the pre-made curriculum and how those changes affected the ALRI scores. Elliott and Olliff (2008)

found that most children saw gains in the number of letters they could recognize after participating in lessons that were tailored to meet their specific developmental needs.

What does this mean for early childhood educators, caregivers, and others who work with young children? Age-appropriate, meaningful literacy experiences must be a part of their every day practice. Elliott and Oliff (2008) specifically state, “as the increase in the expectation for children’s academic readiness for primary school continues, incorporating these types of activities into the preschool curriculum becomes imperative” (p. 555).

In looking at developmentally appropriate practice, one must also look at the discrepancies in prior knowledge and literacy exposure that young children bring to daycare and preschool. To meet the individual needs of each student, gaps must be filled and a print-rich environment must be created. Justice, Kaderavek, Fan, Sofka and Hunt (2009) conducted a randomized, controlled trial to look at the print referencing style of teaching and its impact on early literacy development. They wanted to see why there was such a large performance gap in children who received free and reduced lunch.

The study was conducted in 23 classrooms serving disadvantaged preschoolers over a 30-week period comparing the print referencing style and teachers’ normal style of reading storybooks. The same storybook titles were used, and the only significant difference between the two groups was the explicit focus on print both verbally and nonverbally.

Justice et al. (2009) analyzed the results and found that instruction with specific emphasis on print was effective. Students showed an increase in letter recognition, concepts of print, and writing their own name. With the growing number of children who

come from struggling home environments, this is an important finding for professionals in the early childhood to take notice of. They stated,

The implementation of instructional techniques within the preschool classroom that effectively accelerate the early literacy skills of children who have been reared in homes in which literacy supports are scarce may be an important mechanism for reducing the number of children who fail to achieve skilled reading in the elementary grades. (p. 76).

In these studies, the idea that giving young children meaningful literacy experiences even before they enter school is reinforced. All educators and support people should be made aware of the powerful significance that their interactions with children have on their future success. Care should be taken to ensure that literacy practices and lessons are frequent, meaningful, and appropriate for the age of the child.

Literacy Experiences

Educators know that it is important to present materials to students in a way that is appropriate for their age. Implementing the correct practices and determining the proper focus can be the most difficult part of teaching. The following studies lend some clarity to those tasks.

Keaton, Palmer, Nicholas and Lake (2007) conducted an action research project to look the affects of direct instruction and playful extension activities on literacy skill acquisition. Students had experiences that included centers, songs, writing activities and teacher-led reading practices in conjunction with the systematic Peer Assisted Learning Strategies (PALS) program. Pre and posttests were given to determine the amount of growth experienced by the participants.

Once these practices were implemented, tests were given, and results compiled, Keaton et al. (2007) found that the mix of strategy and literacy experiences had a positive

effect on language acquisition. Positive results were found in all the groups studied, but a mix of direct instruction combined with literacy choices provided the largest amount of growth in letter-sound identification and writing skills. Keaton et al. (207) state,

In summary, implementing literacy programs aligned with meaningful reading and writing experiences, providing opportunities for children to engage in a multitude of 'hands-on' literacy activities, and incorporating lessons that scaffold each student's knowledge and abilities in reading and writing will help to establish challenging and supportive literacy programs. (p. 248).

Both classroom and "specials" teachers can have an impact on student literacy by utilizing a variety of strategies and experiences.

Since the very youngest children don't spend as much time within the school as older students, it is also important to look at the types of literacy experiences they have outside the school building. For most children a trip to the public library is where their earliest exposure to literacy happens. Becker (2011) conducted a field study to see how children used their local library and how much the influence of caregivers played a role in their literacy development.

Becker (2011) observed during 12 two-hour visits to a public library that children and caregivers engaged in developmentally appropriate and beneficial practices that promoted positive literacy acquisition. Patrons were observed participating in a wide variety of activities that ranged from socializing to story time. Interaction occurred among children, on an individual basis, and between children and adults. Many opportunities for developmentally appropriate learning happened including dramatic play, independent reading, and practicing social skills.

The results of this study indicate that the library has an important role in exposing young children to a wide variety of literacy experiences. Becker (2011) states, "During

these visits, parents and caregivers often act as mentors in the learning process by modeling behaviors, sharing literacy experiences, and conversing with their children” (p. 113). This idea fits in well with the preschool/daycare environment and the daily opportunities for learning that can occur there.

When considering the types of literacy experiences that young children should participate in it should be noted that they benefit from a combination of direct instruction and learning choices. A natural environment for both of those concepts to develop in is the library. Whether they spend time in the public library or utilize the school library, young children can engage in positive interactions with print and language that can set them up for learning success in the future.

Influence of Teacher Librarian

With the changing role of the library and print media in today’s world of technology, it can be difficult for some to realize the importance and expertise that a teacher librarian can bring to the educational setting. Through collaboration, modeling, and professional development, teacher librarians serve an important role in the literacy development of children and the success of district-wide curriculum goals. Researchers have shown this important connection between the library and the classroom.

Bishop and Blazek (1994) set out to see what kind of relationship the teacher librarian had with teachers, administrators, and students. They conducted qualitative analysis using an ethnographic case study specifically focused on how a teacher librarian assists in a literature-based reading program. Using observation, interviews, and content analysis Bishop and Blazek (1994) found that “The instructional consultant role of the

school library media specialist is integral to the success of the literature-based reading program”(p. 145).

The various roles of the teacher librarian can enhance the quality of materials, lessons, and other literacy experiences that happen within the school environment. Bishop and Blazek (1994) found that the success of the reading program corresponded to the positive attitudes and environments that the teacher librarian created surrounding reading.

Specifically in the area of emergent literacy, Fehrenbach, Hurford, Fehrenbach, and Brannock (1998) looked at library outreach programs geared to young children. They observed emergent literacy behaviors, prereading skills, and reading in three preschool classrooms. They found that “children who have been exposed to library outreach literacy training in preschool demonstrate a greater number of emergent literacy behaviors and prereading skills and read significantly more words correctly than children in a control group” (p. 4). This reinforces the idea that interactions with books and other literacy experiences have a positive impact on future learning. The teacher librarian is uniquely qualified to support the classroom teacher and all students in these endeavors both by interacting with students while modeling best practices and providing appropriate materials for childcare teachers to use in the classroom.

In 2012, Maria Cahill conducted a study of childcare workers using a questionnaire to gain insight into their literacy knowledge and beliefs. The impact for teacher librarians is this: developing relationships with caregivers, sharing literacy expertise, and providing quality resources can make a positive impact on the future learning of little people.

The results of the study indicated four key areas for librarians to focus on: Repeated readings, Vocabulary development, the Reading/Writing connection, and Code-focused instruction. These areas can all be developed through professional development opportunities led by the teacher librarian or through modeling during read-aloud sessions within the classroom.

While the majority of caregivers believe in the importance of literacy experiences for young people, many don't have the training, resources, or time to develop the most effective lessons. The unique position of teacher librarian allows for support and expertise in this important area of education.

Summary

Many factors have an influence on the literacy skills of young children. Lessons, activities, and experiences that are developmentally appropriate have a positive effect on a child's involvement in reading and their success later in their learning career. In order to meet the individual needs of students, a mix of direct instruction and free choice gives students the chance to learn where they are currently at in their development and blossom from there. Teacher librarians are often an untapped resource, but they really are the perfect individuals to influence these practices and support the classroom in meeting the needs of each student. Research shows that they are qualified experts who can create a positive environment for literacy to grow.

CHAPTER 3

METHODOLOGY

Problem/Purpose

Teachers often struggle to find the time and resources to meet the needs of the children in their care. Research has shown that children who experience meaningful interactions with quality literature at a young age often go on to have better success with learning in elementary school and beyond. In many communities, early childhood literacy is valued, but is often overlooked as teachers are spread thin and quality literature may not be readily available for students. The purpose of this research project has been to develop an annotated bibliography of Pre-K books that can be used to furnish a traveling library cart and enhance the literacy development of children from birth to age six within the daily activities of the Colo-Nesco district early childhood center. The new center serves approximately 50 students and houses a room for daycare (starting at birth), two preschool classrooms, and one pre-K class in the afternoon.

Project Description

Due to realignment of district resources and facilities, students in this building do not have access to a formal library within the school building. Additionally, there is no public library within the small community in which the center is located. As the teacher librarian, I want to have resources available to teachers and students so that the needs of this population are also being met within the walls of the school.

The finished project has resulted in an annotated bibliography of Pre-K resources that meets the literacy needs of this special population and correlates to the Iowa Early Learning Standards. These standards are basically the “Common Core” for early learning

educators and proved to be an excellent source of direction when choosing the categories needed to create a well-rounded library for this age level. It is my hope that in the future, funds can be raised and the titles can be incorporated into a mobile library consisting of high quality, age-appropriate books and literacy activities gathered together and stored on a double-sided, two-shelf library cart. This will give teachers and caregivers a convenient access to materials that they can share between the various classrooms in the early childhood center within the Colo-Nesco district and help the teachers meet the needs of the early childhood learners in a building in which I do not have daily interactions with students or teachers.

Project Procedures

The researcher initially consulted the Iowa Early Learning Standards for Preschool, the early childhood curriculum that is currently in place at Colo-Nesco, literature reviews from *Booklist*, *School Library Journal*, *Kirkus Review*, and book lists of recommended titles from the NAEYC in order to compile a list of themes from which to develop a collection that can anchor the literacy experiences of children from birth to age six. In looking at the literature reviews and book lists, it was determined that the *Children's Core Collection* would include the recommended literature in each category, the most up-to-date titles, and that each of those titles would have positive reviews from at least two sources. All titles included in the bibliography come from that resource. Classic stories and other titles that are popular with students and teachers will be added at a later date to supplement this list, but at the present time this researcher decided that building a strong core selection was the most important need for the early learning center

at this time as they work to build a foundation in the early childhood literature that will help these children be successful later in their education.

Target subject areas were determined by collaborating with the early childhood staff. The following areas were identified in order to align with the Iowa Early Learning Standards for Preschool: Physical well-being; Approaches to learning; Social and emotional development; Communication, language, and literacy; Mathematics and science; Creative arts; and Social studies. After those areas were identified, the *Children's Core Collection* was consulted to find titles that would provide a broad spectrum of resources to begin an early learning library.

In the area of physical well-being, books were chosen tried to meet both health and movement topics. Books like *Healthy Kids, Marvelous Meats and More, and No Ordinary Apple: A Story About Eating Mindfully* will help introduce little people to making good food choices and what it means to be healthy. Books like *Rap a Tap Tap: Here's Bojangles --- Think of That!, Shapes in Sports, Yes, Let's, You are a Lion!: And Other Fun Yoga Poses* that emphasize different types of movement in both large and small motor skills were chosen to expose students to different types of movement. These books also lend themselves to having movement experiences where the children try out the different activities described in the books. Finally, *Chicks Run Wild* was chosen because it is a delightful, engaging story that includes the chicken dance, which is a favorite dance activity for little people.

For approaches to learning, the researcher looked for titles that emphasized curiosity, initiative, engagement, persistence, problem solving, reasoning, and play. Books like *What Happens Next? and Which is Round? Which is Bigger?* are formatted in

a questioning way, which encourages curiosity in students. Books like *I am Blop!* and *Night Light* use perspective to guide readers into a new way of thinking and help readers practice reasoning abilities. Storybooks with a character/s who make choices and persist like *Otis and the Tornado*, or *Lemonade in Winter: A Book About Two Kids Counting Money* were chosen because they emphasize problem solving, initiative, and persistence. *Creepy Carrots!* was chosen because of it is in a graphic novel format, and that type of book lends itself naturally to making text/picture comparisons. The book is also suspenseful, which allows for plenty of prediction and a new approach to reading/thinking. Other mysteries like *Secret Agent Splat!* and *Nighttime Ninja* encourage inquiry, curiosity, and imagination because they are trying to solve a mystery and/or end in surprise for the reader.

In looking at titles for social and emotional development, books were chosen that included lessons in relationship building, self-esteem, identity, and understanding emotions. Books that have positive interactions between parents and grandparents like *My No, No, No Day!*, *Time-out for Sophie*, and *Mom, it's My First Day of Kindergarten* give children good examples of healthy relationships. *Crankee Doodle; Good News, Bad News; and No Fits, Nilson* were chosen to show characters learning to cope with their emotions. For self-esteem and identity, books with characters who stay true to themselves even when facing obstacles like *Busy-Busy Little Chick*, *Crafty Chloe*, and *The Monster Who Lost His Mean* were added to the list. Finally, books that teach lessons through friendship like *Bear Says Thanks*, *Exclamation Mark*, *Little Tug*, and *Oliver and His Alligator* were chosen because relationships with friends are an integral part of young people's lives and an important way for children to interact with others.

Communication, language, and literacy books focused on rhyme, repetition, and high quality literature to give students the foundational skills they need to be successful as they learn to read and interact with text. *Mary Wrightly, so Politely; Oh, No!; Forget-me-nots: Poems to Learn by Heart;* and *A Stick is an Excellent Thing: Poems Celebrating Outdoor Play* all give rhyming center stage and engage readers with language that helps to build vocabulary and other reading constructs. *Rocket Writes a Story, Extra Yarn, Open This Little Book, and Tiger in My Soup* introduce readers to the importance of story-telling and give examples of proper story structure. In order to help students focus on print/picture connection in stories, the titles *Listen to My Trumpet!, That is Not a Good Idea,* and *The Duckling Gets a Cookie!?* By Mo Willems were chosen. These books are highly engaging, and rely heavily on the expressions and punctuation in the story to help move the action along. To complete this category books like *Count the Monkeys; Click, Clack, Boo; Have you Seen my New Blue Socks? And Z is for Moose* were chosen because they are engaging and fun, which help to instill a love of reading in their audience.

For math and science, titles were chosen that could span a range of basic topics. Measurement, shapes, counting, and time are the focus for *How do You Measure Length and Distance?; Round is a Tortilla; 1-2-3 Peas; One Two That's My Shoe!;* and *How Do You Measure Time?* Fun and problem solving, as well as various math concepts are what makes *The Wing Wing Brothers: Carnival de Math* a great addition to this list. For science, animals and the seasons were the focus because health books had already been chosen for the physical well-being theme. *And Then it's Spring* and *Cold Snap* put the focus on the seasons, while *Puppies and Kittens* and *Can You Find These Birds?* add

some life science to the list. *Recycling is Fun* introduces little people to the idea of recycling and begins their awareness of taking care of the earth and resources that they have around them.

The creative arts category has a focus on music, art, and pretend play, so titles that highlighted these areas were chosen. *Jazz on a Saturday Night* combines history with exposure to a form of music to which some children may not have awareness. *Bats Around the Clock*, *The Ant and the Grasshopper*, and *Pete the Cat and His Four Groovy Buttons* are fun stories that lend themselves easily to acting out in the classroom. They also emphasize music for enjoyment, which promotes both music and pretend play. *Ruby, Violet, Lime: Looking for Color* and *Spotty, Stripy, Swirly: What are Patterns?* both focus on elements of design in a way that is accessible for young children. Finally, the ideas that art is all around you and everyone is creative are reinforced in the stories *Find a Face*, *Museum Shapes*, *Picture a Tree*, *Sky Color*, and *Green*.

The final category of social studies, looks at socialization, culture, diversity, and a sense of belonging to family and community. *On the Town: A Community Adventure*; *Clothesline Clues to Jobs People do*, *Albert The Fix-it Man*; and *Going to a Library* all focus on the different people that are part of a community and how the people interact with and help each other in a community. Culture and diversity are the emphasis of books like *Monday is One Day*, *Year of the Jungle*, *Up Above and Down Below*, and *All the World*. For sense of belonging, books that highlight positive family interactions were chosen because they are the most relatable to young children. Those titles include *Everyone Can Learn to Ride a Bicycle*, *The Relatives Came*, *Lola Reads to Leo*, and *More, More, More Said the Baby: 3 Love Stories*.

This annotated bibliography of books and their suggested categories has been compiled and distributed to all teachers and caregivers within the early learning center. The tool that has resulted is a custom-compiled list made specifically for the needs of our community, taking into consideration the fact that we are starting from a position of little to no book resources for this specific age group. In this case the researcher has compiled a broad list, trying to choose the best books from the *Children's Core Collection* that most closely fit the targeted curricular areas. This will serve as a starting point for an early learning library.

CHAPTER 4

PROJECT

**Iowa Early Learning Standards –
Content Areas and Corresponding Literature**

Physical Well-Being (Health, Large and Small Motor Skills, Growth)

- Aimeria, M., Pon, C., & Dunning, V. (2012). *Healthy kids*. Charlesbridge.
This book highlights children from many different countries participating in various health-related activities giving students exposure to many cultures and positive examples of a healthy lifestyle. – Core collection - \$17.95 -**Health**
- Bardhan-Quallen, S., & Jenkins, W. I. (2011). *Chicks run wild*. Simon & Schuster Books for Young Readers
Mama wants the chicks to go to bed, but after multiple trips in to quiet the group, Mama gives up and joins the party. – Core collection - \$15.99. The chicken dance is part of the story and a literacy activity to accompany the story would be to do the chicken dance as a group, thus promoting movement. – **Large and Small Motor Skills**
- Burstein, J. (2010). *Marvelous meats and more*. Crabtree Pub.
Part of the Slim Goodbody's Nutrition Edition Series. Simplified text and realistic pictures give students a good introduction to why their body needs protein to grow. – Supplementary title in Core - \$15.95 -**Health**
- Davick, L., & Davick, L. I. (2013). *I love you, nose! I love you, toes! 1st ed.* Beach Lane Books.
Rhyming text that emphasizes parts of the body gives children practice identifying these parts and reinforces important literacy skills at the same time. – Most highly recommended Core title - \$17.99 - **Growth**
- Dillon, D., & Dillon, L. (2002). *Rap a tap tap: Here's Bojangles--think of that!* Blue Sky Press (NY).
This story describes the tap dancing of Bill "Bojangles" Robinson. A great book with rhyme that could introduce dance to little people. – Most Highly Recommended Core title - \$15.95 – **Large and Small Motor Skills**
- Marlowe, S., & Pascuzzo, P. I. (2013). *No ordinary apple: A story about eating mindfully*. Wisdom Publications.
While at a friend's house a little boy learns about how good healthy snacks can be. – Supplementary title in Core - \$16.95 - **Health**
- Minden, C. (2010). *Keep it clean: Germ free*. Cherry Lake Pub.
Nonfiction text that reinforces healthy hygiene habits for young children. Part of the 21st Century Basic Skills Library – Supplementary title in Core - \$21.36 – **Health**

- Rissman, R. (2009). *Shapes in sports*. Heinemann Library.
A cross-curricular title that will reinforce math concepts, but also open up a dialogue about the various types of sports available for children to try. – Most Highly Recommended Core title - \$14.50 – **Large and Small Motor Skills**
- Wicks, M. I., & Longstreth, G. (2013). *Yes, let's*. Tanglewood Publishing.
This book highlights the outdoors and the great things a family can do on a camping trip. – Core collection - \$15.95 – **Large and Small Motor Skills**
- Yoo, T. (2012). *You are a lion!: And other fun yoga poses*. Nancy Paulsen Books.
Children are taught yoga poses by asking them to act as different animals. The corresponding animal is then shown in its habitat. – Supplementary core title - \$16.99 – **Large and Small Motor Skills**

Approaches to Learning (Curiosity, Initiative, Engagement, Persistence, Problem solving, Reasoning, Play)

- Boutavant, M. I. (2012). *What happens next?* Candlewick Press.
Nonfiction. This book gives a picture and asks the question: What happens next?, to give readers a chance to make predictions about events in the animal world. – Core title - \$9.95 – **Curiosity, Problem solving**
- Becker, A., & Becker, A. I. (2013). *Journey*. Candlewick Press.
A little girl draws a magic door that takes her anywhere her imagination can create. – Most Highly Recommended Core title - \$15.99 – **Initiative, Engagement, Play**
- Blechman, N. (2013). *Night light*. Scholastic.
A rhyming, counting book with cars and trucks. What more could you want! The author asks readers to guess what vehicle it is, then challenges their thinking using die-cuts to change the perspective with a turn of the page – Core title - \$16.99 – **Reasoning, Engagement, Problem solving**
- Brown, P. I., & Reynolds, A. (2012). *Creepy carrots!* Simon & Schuster Books for Young Readers.
A suspense story complete with carrots running amuck! Graphic novel format gives students practice using picture clues to find meaning. -- Most Highly Recommended Core title - \$16.99 – **Engagement, Reasoning**
- Jenkins, E., & Karas, G. I. (2012). *Lemonade in winter: a book about two kids counting money*. Schwartz & Wade Books.
Siblings get the great idea to have a lemonade stand in the winter. Despite their parents' discouraging, they persevere and set out to market their goods. – Core title - \$16.99 – **Persistence, Problem solving**
- Logue, M., & Zagarenski, P. I. (2012). *Sleep like a tiger*. Houghton Mifflin Harcourt.
It's time for bed, but one little girl isn't ready and uses questions about how other animals sleep to delay her own sleep. Encourages inquiry. – Most Highly Recommended Core title - \$16.99 – **Reasoning, Curiosity**

- Long, L. (2012). *Otis and the tornado*. Philomel Books.
When a tornado comes to the farm and Otis is concerned, but perseveres to save all the animals. – Core title - \$17.99 – **Problem solving, Initiative**
- Mineko, M., & Mineko Mamada, i. l. (2013). *Which is round? Which is bigger?* Kids Can Press.
An inquiry book that asks readers to make comparisons and rewards their curiosity with a twist. – Core title - \$16.95 – **Curiosity, Problem solving**
- Scotton, R., & Scotton, R. l. (2012). *Secret agent Splat!* Harper.
Somebody stole the toy ducks! Splat needs to investigate and find the culprit. – Supplementary Core title - \$16.99 – **Reasoning, Engagement, Problem solving**
- Staake, B. (2012). *Look! another book!* Little, Brown.
A picture-puzzle book that encourages curiosity. – Most Highly Recommended Core title - \$16.99 – **Curiosity, Engagement**
- Tullet, H. (2013). *I am Blop!* Phaidon Inc Ltd.
Readers use their imaginations to follow Blop through this story. Invites readers to see things in a different way and use their creativity. – Most Highly Recommended Core title - \$19.99 – **Engagement, Curiosity, Reasoning**
- Watt, M. (2013). *Scaredy Squirrel prepares for Halloween: A safety guide for scaredies*. Kids Can Press.
A very cautious squirrel makes plans for a very safe Halloween. Takes readers through different scenarios and encourages problem solving– Core title - \$17.95 – **Engagement, Problem solving, Play**
- Young, E. l., & DaCosta, B. (2012). *Nighttime ninja*. Little, Brown.
Fun mystery story about an intruder at night who ends up being a boy sneaking down for some ice cream. Fosters imagination. – Most Highly Recommended Core title - \$16.99 – **Play, Curiosity, Engagement**

Social and Emotional Development (Relationship building, Self-esteem, Identity, Understanding emotions of self and peers)

- Bell, C. l., & Angleberger, T. (2013). *Crankee Doodle*. Clarion Books.
This Yankee woke up on the wrong side of the bed! He has a problem with any idea his pony suggests for the day. – Most Highly Recommended Core title - \$16.99 – **Understanding Emotions**
- Chapman, J. l., & Wilson, K. (2012). *Bear says thanks 1st ed.* Margaret K. McElderry Books.
Bear tries to have a get-together but he has nothing to share. His friends come to the rescue and he is grateful for their generosity. – Supplementary core title - \$16.99 - **Relationship building**

- Edmunds, K. I., & Haber, T. (2012). *The monster who lost his mean*. Henry Holt.
In this story, a monster has to learn who he is after he loses the M for mean. He makes new friends who help him figure things out. – Core title - \$16.99 - **Identity, Relationship building, Self esteem**
- Henkes, K. (2012). *Penny and her marble*. Greenwillow Books.
Finders-Keepers is the theme of this story. What will Penny do? – Most Highly Recommended Core title - \$12.99 – **Understanding Emotions**
- Lichtenheld, T., Lichtenheld, T. I., & Rosenthal, A. (2013). *Exclamation mark*. Scholastic Press.
The exclamation mark doesn't like being different. Finally, a friend helps him see what is great about being unique. – Most Highly Recommended Core title - \$17.99 – **Identity, Relationship building**
- Mack, J. (2012). *Good news, bad news*. Chronicle Books.
Two friends are on a picnic. Bad things keep happening to one of them and he gets a bad attitude, while the other looks for the bright side of things. A good lesson in how your attitude can affect your life. – Core title - \$16.99 – **Identity, Understanding emotions**
- O'Hora, Z. (2013). *No fits, Nilson!* Dial Books for Young Readers.
A 9-ft. blue gorilla learns how to deal with his disappointments the correct way. – Core title - \$16.99 – **Understanding emotions**
- Patterson, R. (2012). *My no, no, no day!* Viking Children's Books.
Bella is having a really bad day. Mom helps her in the end and says tomorrow will be a better day. – Supplementary Core title - \$16.99 – **Building relationships, Understanding emotions**
- Pinkney, B. I., & Harrington, J. N. (2013). *Busy-busy Little Chick*. Farrar Straus Giroux.
Little Chick needs a new nest, but nobody has time to help. That's fine; Little Chick will take care of it himself and share with the rest. – Core title \$15.99 – **Self esteem, Understanding emotions**
- Ross, H., & DiPucchio, K. S. (2012). *Crafty Chloe*. Atheneum Books for Young Readers.
Chloe is a very creative girl who works hard and is kind to those who treat her badly. – Most Highly Recommended Core title - \$16.99 – **Self esteem, Understanding emotions, Building relationships**
- Savage, S. (2012). *Little Tug*. Roaring Book Press.
The story of a little boat that enjoys helping others. – Most Highly Recommended Core title - \$12.99 – **Building relationships, Understanding emotions**
- Schmid, P., & Schmid, P. I. (2013). *Oliver and his alligator*. Disney-Hyperion Books.
Oliver finds an alligator to help him with his fear of first grade. – Most Highly Recommended Core title - \$15.99 – **Understanding emotions, Building relationships, Identity**

- Wells, R. (2013). *Time-out for Sophie*. Viking Childrens books.
After having a rough day in the behavior department, Sophie meets her match in Granny. – Most Highly Recommended Core title - \$15.99 – **Understanding emotions, Building relationships**
- Yum, H. (2012). *Mom, it's my first day of kindergarten!* Frances Foster Books.
A little boy is nervous for school, but Mom helps him through it and he ends up having a great time. – Most Highly Recommended Core title - \$16.99 – **Building relationships, Understanding emotions**

Communication, Language, and Literacy

- Bridges, S., & Monescillo, M. I. (2013). *Mary Wrightly, so politely*. Houghton Mifflin Harcourt.
Rhyme and repetition are the highlight of this little story about etiquette. – Most Highly Recommended Core title - \$16.99 – **Language, Literacy**
- Cornell, K., Cornell, K. I., & Barnett, M. (2013). *Count the monkeys. 1st ed.* Disney Hyperion.
In this counting book, the reader counts the monkeys. The only problem is the monkeys were scared off on the first page! See what happens next in this silly book. Fun illustrations and a silly story encourage reading and engagement with text and pictures. – Supplementary Core title - \$16.99 - **Literacy**
- Cronin, D. (2014). *Click, clack, boo*. Atheneum Books for Young Readers.
Farmer Brown is having trouble with the farm animals again. This time it's a Halloween Party that causes the commotion. – Core title - \$16.99 - **Literacy**
- Emberley, M. I., Hoberman, M., & Hoberman, M. d. (2012). *Forget-me-nots: Poems to learn by heart*. Megan Tingley Books.
A collection of poetry that allows for ease of memorization. A great way to reinforce the rhyme and repetition helpful to emergent readers. –Core title - \$19.99 - **Language, Literacy**
- Fleming, C., & Rohmann, E. I. (2012). *Oh, no!* Schwartz & Wade Books.
After frog falls down into a hole, all of his friends try to help him out. Rhyme and repetition reinforce literacy skills– Most Highly Recommended Core title - \$17.99 – **Language, Literacy**
- Hills, T. (2012). *Rocket writes a story*. Schwartz & Wade.
This little puppy wrote a story. Take readers through the process of writing. – Most Highly Recommended Core title - \$17.99 – **Communication, Literacy**
- Klassen, J. J., & Barnett, M. (2012). *Extra yarn*. Balzer & Bray.
Annabelle has a magic box of yarn. She conquers the bad guy, regains her box, and shares her knitting with the whole village. –Most highly Recommended Core title - \$16.99 – **Communication, Literacy**
- Lee, S. I., & Klausmeier, J. (2013). *Open this little book*. Chronicle Books.
A book, within a book, within a book, etc. Animals share the joy of reading. – Most Highly Recommended Core title - \$16.99 - **Literacy**

- Pham, L., & Singer, M. (2012). *A stick is an excellent thing: Poems celebrating outdoor play*. Clarion Books.
Rhyming poetry and artwork depicting various outdoor activities are the focus of this title. Also meets needs in the physical well-being and creative arts areas. –Most Highly recommended core title - \$16.99 - **Literacy**
- Ruzzier, S. I. (2013). *Have you seen my new blue socks?* Clarion Books.
Poor duck has lost his socks? He sings the blues around the countryside asking for help to solve the mystery. – Most Highly Recommended Core title - \$16.99 – **Literacy, Language**
- Sheth, K., & Ebbeler, J. I. (2013). *Tiger in my soup*. Peachtree Publishers.
A young boy wants to be read to, but his older sister couldn't be bothered. Adventures ensue after she fixes him some alphabet soup and the imagination begins. – Most Highly Recommended Core Title - \$15.95 – **Language, Literacy**
- Ward, H. n. (2012). *The town mouse and the country mouse: An Aesop fable*. Candlewick Press.
Retelling of the fable set in the 1930's. Aesop's fables are a part of the Common Core, so this is a good introduction – Most Highly Recommended Core title – \$16.99 - **Literacy**
- Willems, M., & Willems, M. I. (2013). *That Is Not a Good Idea!* Harpercollins Childrens Books.
A cautionary tale about a fox and a goose, this book pulls the readers in with an interesting movie-like format and rising climax. – Most Highly Recommended Core title - \$17.99 - **Literacy**
- Willems, M. I. (2012). *The duckling gets a cookie!?* Hyperion Books for Children.
Pigeon can't deal with little duckling's tactics for getting a cookie: being polite! Readers enjoy a story while learning to read picture and punctuation cues. –Core title - \$15.99 - **Literacy**
- Willems, M. (2012). *Listen to my trumpet!* Hyperion Books for Children.
Elephant and Piggy teach about how words work in this title. Popular characters that entertains and educate at the same time. – Supplementary Core title - \$8.99 – **Communication, Literacy**
- Zelinsky, P. I., & Bingham, K. (2012). *Z is for moose*. Greenwillow Books.
A mixed up moose wreaks havoc on an alphabet pageant. – Most Highly Recommended Core title - \$16.99 – **Literacy**

Mathematics and Science

- Adamson, H., & Adamson, T. K. (2011). *How do you measure length and distance?* Capstone Press.
Non-fiction. This title uses photography in a large format to introduce the concept of measurement. Part of a series that also looks at time, weight, liquids. –Core title – \$25.99 - **Math**

- Arlon, P., & Gordon-Harris, T. (2013). *Puppies and kittens*. Scholastic.
Nonfiction. Compares the lives of puppies and kittens to the lives of young children.
Fun facts about each group also. – Core title - \$7.99 - **Science**
- Baker, K. (2012). *1-2-3 peas*. Beach Lane Books.
A rhyming, counting book that follows the antics of busy peas. – Supplementary
core title - \$16.99 - **Math**
- Bredeson, C., & Cousins, L. (2012). *Can you find these birds?* Enslow Publishers,
Inc.
Part of the All About Nature series. Other books include Rocks, Flowers, and
Seashells. – Supplementary Core title - \$21.26 - **Science**
- Ghigna, C., & Jatkowska, A. I. (2012). *Recycling is fun*. Picture Window Books.
Teaches little ones about using old things in new ways. It even has a craft! –
Supplementary Core title - \$6.95 - **Science**
- Long, E., & Long, E. I. (2013). *The Wing Wing brothers: Carnival de math*.
Holiday House.
The five duck brothers have quite an act to share. Many math concepts are
introduced in this funny book. – Most Highly Recommended Core title - \$15.95
-**Math**
- Murray, A. (2012). *One two that's my shoe!* Disney-Hyperion Books.
Counting book that follows the antics of a naughty, little puppy. – Core title - \$16.99 -
Math
- Parra, J. I., & Thong, R. (2013). *Round is a tortilla*. Chronicle Books.
Finding shapes in everyday objects. – Most Highly Recommended Core title - \$16.99
- **Math**
- Spinelli, E., & Priceman, M. I. (2012). *Cold snap*. Alfred A. Knopf.
It's terribly cold in town. The statue of the founding father gets more covered with
ice by the day, but the mayor's wife has other plans. In the end, with cooperation,
the cold is forgotten! – Core title - \$17.99 - **Science**
- Stead, E. I., & Fogliano, J. (2012). *And then it's spring*. Roaring Brook Press.
Follows a young boy and his garden through trials until the spring comes and things
sprout. – Most Highly Recommended Core title - \$16.99 - **Science**
- Steffora, T. (2012). *What is time?: Measuring time*. Heinemann Library.
Supplementary core title - \$24.95 - **Math**

Creative Arts (Music, Pretend Play, Art)

- Appelt, K., & Sweet, M. (2000). *Bats around the clock*. HarperCollins Pubs.
A rhyming book that teaches time and engages readers in a fun story – Most Highly
Recommended Core title - \$15.99 – **Music, Pretend Play**

- Brocket, J. (2012). *Ruby, violet, lime: Looking for color*. Millbrook Press.
This title presents both primary and secondary colors to readers. – Core title - \$25.26 - **Art**
- Brocket, J. I. (2012). *Spotty, stripy, swirly: What are patterns?* Millbrook Press.
Patterns are all around us. The illustrator shows us everyday objects from a new perspective and the results teach us more about patterns. – Core title - \$26.25 - **Art**
- Dillon, D., & Dillon, L. (2007). *Jazz on a Saturday night*. United States of America: Blue Sky Press.
A storybook of jazz complete with CD teaches young readers about the legends of jazz during an imaginary Saturday night concert. – Most Highly Recommended Core title - \$16.99 - **Music**
- Emberley, E. I., & Emberley, R. (2012). *The ant and the grasshopper*. Roaring Brook Press.
Music is the main distraction in this retelling of this fable. – Most Highly Recommended Core title - \$16.99 - **Music**
- Gittings, J., Robert, J., & Robert, F. (2004). *Find a face*. Chronicle Books.
Using rhyming text and photographs of everyday objects, this book shows readers to see faces in the world around them. – Most Highly Recommended Core title - \$15.95 - **Art**
- Litwin, E., & Dean, J. I. (2012). *Pete the cat and his four groovy buttons*. Harper.
Pete's just doing his thing and enjoying his buttons when they start falling off. Does he get upset? Goodness, no! Fun counting book with a groovy rhythm. – Supplementary Core title - \$16.99 – **Music, Pretend Play**
- Metropolitan Museum of Art (New York, N. (New York, N.Y.). (2005). *Museum shapes*. Little, Brown.
Actual artwork from the Metropolitan Museum of Art is used to teach young readers about the concept of shape. – Most Highly Recommended Core title - \$16.99 - **Art**
- Reid, B. (2013). *Picture a tree*. Albert Whitman.
Nonfiction. In this title, the author challenges readers to see the world in a different way. – Most Highly Recommended Core title - \$16.99 – **Art**
- Reynolds, P. H., & Reynolds, P. I. (2012). *Sky color*. Candlewick.
Marisol get to work on a mural in the library, but the blue is missing and she needs to paint the sky. What can she do? Creativity solves the day and the results are fantastic. – Most Highly Recommended Core title - \$14.00 - **Art**
- Seeger, L. (2012). *Green*. Roaring Brook Press.
Rich colors, unique perspectives, and cutouts help children explore shades of color and the many options/types of colors there are in the world. – Most Highly Recommended Core title - \$16.99 – **Art**

Social Studies (Sense of belonging in family and community, Socialization, Culture, Diversity)

- Caseley, J. (2002). *On the town: A community adventure*. Greenwillow Bks.
Charlie learns about the people of his community on a walk with his mom. – Most Highly Recommended Core title - \$15.95 – **Community, Socialization**
- Hector, J., & Levine, A. A. (2011). *Monday is one day*. Scholastic Press.
A countdown to the weekend features family activities on each day of the week. – Most Highly Recommended Core title - \$16.99 – **Sense of belonging, Culture**
- Heling, K., Hembrook, D., & Davies, A. I. (2012). *Clothesline clues to jobs people do*. Charlesbridge.
Rhyming clues ask readers to guess different occupations. – Supplementary Core title - \$14.95 – **Community, Diversity**
- Ouriou, S. r., & Valdivia, P. (2012). *Up above and down below*. Owlkids Books, Inc.
This title highlights the similarities that children have all around the world. – Core title - \$15.95 – **Socialization, Culture, Diversity**
- Lord, J., & Paschkis, J. (2008). *Albert the Fix-it Man*. United States of America: Peachtree.
Albert takes care of the neighborhood odd jobs until he is sick and the neighborhood takes care of him! – Most Highly Recommended Core title - \$15.95 – **Community, Socialization, Sense of Belonging**
- Proimos, J. I. (2013). *Year of the jungle*. Scholastic Press.
A young girl recounts her father's tour of duty in Vietnam. – Supplementary Core title - \$17.99 – **Sense of Belonging, Culture**
- Raschka, C., & Raschka, C. I. (2013). *Everyone can learn to ride a bicycle*. Schwartz & Wade Books.
This story takes the reader through all of the ups and downs of a dad teaching his daughter to ride a bike. – Most Highly Recommended Core title - \$16.99 – **Sense of Belonging**
- Rissman, R. (2012). *Going to a library*. Heinemann Library.
Non-fiction title that teaches about what can be found at the library. – Supplementary Core title - \$21.99 - **Community**
- Rylant, C., & Gammell, S. (2001). *The relatives came. (rev. format ed.)*. Atheneum Books for Young Readers.
Celebrates all of the special things that come to your home when the relatives come. – Most Highly Recommended Core title \$16.95 – **Sense of Belonging, Culture**
- Scanlon, L., & Frazee, M. (2009). *All the world*. United States of America: Beach Lane Books.
Rhyming verse takes the reader on a day-in-the-life of a multicultural family. – Most Highly Recommended Core title - \$17.99 – **Culture, Diversity**

- Vending, J. (2012). *Lola reads to Leo*. Charlesbridge.
Lola is a wonderful big sister, taking care of her little brother. Mom and Dad are so thankful! – Supplementary Core title - \$15.95 – **Sense of Belonging**
- Williams, V. B. (1990). *More more more said the baby: 3 love stories*. Greenwillow Bks.
3 babies are given love to them by family members in this rhythmic story. – Most Highly Recommended Core title - \$17.99 – **Sense of Belonging, Diversity, Socialization**

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Problem/Purpose

With the constant change in educational philosophies and strategies, it can be a struggle for teachers to keep up and make the adjustments to curriculum that are needed to stay current. Small districts often require their teachers to take on extra duties and responsibilities in order to meet the demands of a limited budget and that takes even more time away from planning, collaboration, and instruction. The Colo-Nesco district is no different. Building realignment has resulted in an early learning center without access to a library in their building or community. The purpose of this research project has been to develop an annotated bibliography of Pre-K books that can be used to furnish a traveling library cart and enhance the literacy development of children from birth to age six within the daily activities of the Colo-Nesco district early childhood center.

Conclusions

This project is a well-conceived and well-researched way to begin a library for an early learning center that has very limited access to quality library resources. It also meets the needs of the curriculum and can serve as a springboard for lessons and activities. The early childhood teachers are very excited about the titles that were chosen. They already have a few of the titles, and know some of the other titles from classes that they have taken, so they are eager to work toward using these titles as a starting point in building a preschool library and in their current units. It is the hope of the researcher that funds can be raised to purchase the books on the list and they can be housed in a cart that can be wheeled between the two preschool rooms giving the students the experience of

choosing books for free reading and organizing the items in such a way that the teachers can have ready access to a useful resource in their teaching.

Recommendations

I was pleased to get more acquainted with the Iowa Early Learning Standards as I worked on this project. In the future, I can use these categories to help me make decisions when purchasing books for the library and I can also begin to gather books that would work well for toddlers and babies. I am inspired to try a similar project with the Iowa Core and use the skills for each grade level to create an annotated list of books that would be helpful in teaching those essential skills.

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