

Reading a Class Made Book [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

Areas of Development: Social-Emotional

NAEYC

Areas of Development: Social-Emotional

2.B.01- Riviera has...opportunities to engage throughout the day with teaching staff who are attentive and responsive to her...

Riviera decides to look at a book her class made. As she begins to look at it, Ms. Koenigsberg reminds Riviera that the book is about a class field trip and encourages

her to look at the pictures. Riviera takes pride in the page that she made and Ms. Koenigsberg shares Riviera's enthusiasm.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02- In Ms. Koenigsberg's class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. The children share each other's pride and enthusiasm at seeing their work in a book.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.D.10- Ms. Koenigsberg **organizes time and space...to allow children to work or play individually and in pairs...or...to come together in small groups...**

During center time, Riviera chooses to look at a book her class made about a field trip. She sits on a bean bag chair to look at the book. Several of her friends gather around the bean bag chair and look at the book with her.

IELS

9.1-Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Riviera **expresses pride in...her...accomplishments.**

Riviera decides to look at a book her class made about a field trip they took. As she looks at the different pictures her friends drew, she finds the page that she made. She exclaims, "This one is mine!" after getting her teacher's attention.

9.5-Awareness of Community

Children have an increasing awareness of belonging to a family, community, culture, and program.

Children in Ms. Koenigsberg's class show **that they value others within the classroom/program.**

As Riviera looks at a book her class made about a field trip, she takes pride in seeing the page she made. A boy near her then starts to notice the names of his friends on each of their pages. He draws their attention to it by saying a child's name and excitedly stating, "There's your page!"

10.3-Early Writing

Children engage in early writing experiences.

A boy in Ms. Koenigsberg's class **tells others about intended meaning of drawings.**

Children look at a book they made about a field trip the class took. When one boy realizes that they are looking at his page, he points to his drawing and says, "That's a tree house."

IQPPS

Areas of Development: Social-Emotional

2.12- Riviera has...**opportunities to engage throughout the day with teaching staff who are attentive and responsive to her...**

Riviera decides to look at a book her class made. As she begins to look at it, Ms. Koenigsberg reminds Riviera that the book is about a class field trip and encourages her to look at the pictures. Riviera takes pride in the page that she made and Ms. Koenigsberg shares Riviera's enthusiasm.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37- In Ms. Koenigsberg's class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. The children share each other's pride and enthusiasm at seeing their work in a book.

Using Time, Grouping, and Routines to Achieve Learning Goals

3.10- Ms. Koenigsberg **organizes time and space...to allow children to work or play individually and in pairs...or...to come together in small groups...**

During center time, Riviera chooses to look at a book her class made about a field trip. She sits on a bean bag chair to look at the book. Several of her friends gather around the bean bag chair and look at the book with her.

HSPS

1304.21(a)(4)(iv) – The activity of looking through a class-made book helps to **support emerging literacy...development through materials and activities according to the developmental level of each child.**

Riviera begins to read a book her class made about a field trip they took. Several of her friends crowd around her to look at the book with her. After Riviera finds the page she made, another boy begins to point out to his nearby friends when their pages are being looked at. He is able to recognize his friends' names written at the top of each page.

1304.21(c)(1)(vi) – Contributing to a class-made book **provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.**

Riviera decides to look at a book her class made about a field trip they took. As she looks at the different pictures her friends drew, she finds the page that she made. She exclaims, "This one is mine!" after getting her teacher's attention.

HSCOF

Literacy

Book Knowledge and Appreciation

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children

- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
- Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.

Print Awareness and Concepts

- Shows increasing awareness of print in classroom, home and community settings.
- Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and memos
- Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

Early Writing

- Develops understanding that writing is a way of communicating for a variety of purposes.
- Begins to represent stories and experiences through pictures, dictation, and in play.
- Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Science

Scientific Knowledge

- Develops growing awareness of ideas and language related to attributes of time and temperature.

Social and Emotional Development

Self Concept

- Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments

Knowledge of Families and Communities

- Begins to express and understand concepts and language of geography in the context of their classroom, home, and community.