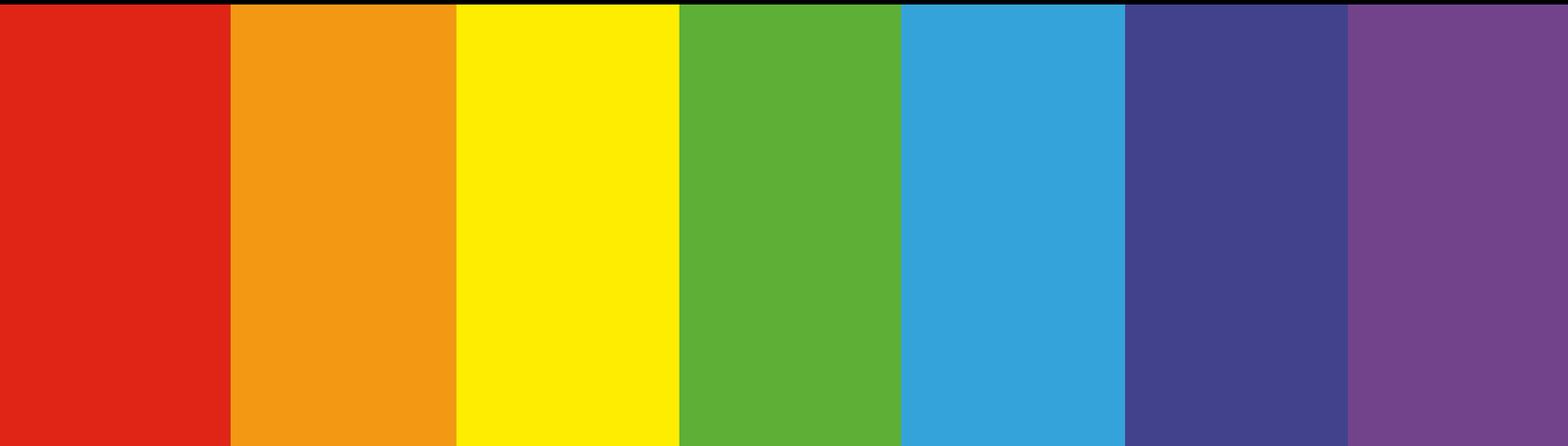




South Dakota
EARLY LEARNING GUIDELINES
APPENDIX



South Dakota Early Learning Guidelines Appendix A

Comparison of the South Dakota Early Learning Guidelines for Language and Literacy with the Head Start Child Outcomes and the SD Kindergarten Standards

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
READING Children use skills and strategies to get meaning from print.	Literacy Book Knowledge & Appreciation Print Awareness & Concepts	Reading
Benchmarks		
1. Demonstrates interest and enjoyment in books, reading, and acting out stories while engaged in play.	<u>Book Knowledge & Appreciation</u> •Shows growing interest in reading-related activities	
2. Demonstrates motivation and engagement in reading activities.	Book Knowledge & Appreciation •Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	
3. Demonstrates book handling skills, such as holding a book right side up, and turning pages from front to back.	<u>Book Knowledge & Appreciation</u> •Progresses in learning how to handle and care for books;	
5. Recognizes familiar environmental print, such as “STOP” signs, and realizes it has meaning.	<u>Print Awareness & Concepts</u> •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...	*K.R.1.3 (Reading) Students are able to demonstrate knowledge of print structures found in books, signs and other familiar uses of text. •Environmental Print.
6. Retells a story from a familiar book and relates it to real life experiences.	<u>Book Knowledge & Appreciation</u> •Demonstrates progress in abilities to retell and dictate stories from books and experiences; ... and to predict what will happen next in a story.	K.R.2.1 (Reading) Students are able to retell familiar stories using beginning, middle and end. K.R.1.2 (Reading) Students are able to comprehend and respond to text read aloud. •Connect personal experience to information found in text (for example: pictures, illustrations, personal knowledge). •Retell a familiar story.
7. Makes predictions of next steps in a story.		K.R.1.2. (Reading) Students are able to comprehend and respond to text read aloud. •Make predictions about

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
8. Demonstrates knowledge that a symbol can represent something else (e.g., a word can stand for an object, a name of a person, a picture for the real object.)		events in a story.
9. Recognizes own first name in print.		
10. Demonstrates knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.	<u>Alphabet Knowledge</u> Shows progress in associating the names of letters with their shapes and sounds.	K.R.1.1 (Reading) Students are able to relate letters and sounds, and identify patterns in words and phrases. •Name all upper and lower case letters and identify the representative sound.
11. Identifies 5-10 letters of the alphabet, especially those in own name.	<u>Alphabet Knowledge</u> •Identifies at least 10 letters of the alphabet, especially those in their own name.	
12. Demonstrates knowledge of the basic concepts of print, such as knowing the difference between pictures, letters, and words.	<u>Print Awareness & Concepts</u> •Demonstrates increasing awareness of concepts of print, such as 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.	K.R.1.3 (Reading) Students are able to demonstrate knowledge of print structures found in books, signs and other familiar uses of text. •Use print structures such as front cover, back and title page. •Track print left to right, top to bottom. •Turn pages.
WRITING Children use writing and drawing as a means of communication.	Literacy Early Writing Alphabet Knowledge	Writing
Benchmarks		
1. Incorporates drawing and writing during play.		
2. Experiments with writing tools, such as pencils, crayons, markers, chalk, and the computer keyboard.	<u>Early Writing</u> •Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	
3. Demonstrates understanding that their spoken words can be represented with written symbols as they dictate.	<u>Early Writing</u> • Begins to represent stories and experiences through pictures, dictation, and in play.	
4. Uses scribbling and drawing	<u>Early Writing</u>	

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
to represent their ideas, then begins to use letters and developmental/invented spelling of words to represent their ideas.	<ul style="list-style-type: none"> •Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. 	
5. Demonstrates the ability to communicate a message by drawing and writing.	<u>Early Writing</u> <ul style="list-style-type: none"> •Develops understanding that writing is a way of communicating for a variety of purposes. 	K.W.1.1 (Writing) Students are able to write a simple sentence using phonetic spelling. <ul style="list-style-type: none"> •Uses pictures and words to tell a story. K.W.2.1 (Writing) Students are able to put letters together to express thoughts. <ul style="list-style-type: none"> •Begin to use elements of the writing process. (Ex. Drawing).
6. Attempts to write own name using a variety of materials.		K.W.3.1 (Writing) Students are able to write upper and lower case letters as appropriate. <ul style="list-style-type: none"> • Write first and last name.
7. Demonstrates motivation, engagement, and desire to participate in writing activities.		
8. Uses environmental print (such as signs, labels on food, and general print around them) to help in their writing, and asks adults for help in writing messages, stories, etc.		
LISTENING AND PHONOLOGICAL AWARENESS Children listen, identify and respond to environmental sounds, directions and conversations, and have phonological awareness.	Language Development Listening & Understanding	Listening & Viewing
Benchmarks		
1. Listens and responds to conversations with adults and other children while playing. For children learning English as a new language, the child listens to peers and adults speaking in English to learn new information, and shows some understanding of the		K.L.1.2 (Listening & Viewing) Students are able to take turns in conversations and large group situations. K.L.1.3 (Listening & Viewing) Students are able to identify appropriate listening behaviors. <ul style="list-style-type: none"> •Ex. Eye contact, quiet bodies, not talking.

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
language.		
2. Identifies sounds in the environment. For children learning English as a new language this will include identifying names of objects and common phrases.		
3. Listens attentively to books and stories.	<u>Listening & Understanding</u> •Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	
4. Can repeat familiar songs, rhymes, and phrases from favorite storybooks.		
5. Demonstrates understanding of an increasingly rich vocabulary.	<u>Listening & Understanding</u> •Understands an increasingly complex and varied vocabulary.	
6. Follows simple directions with two or more steps.	<u>Listening & Understanding</u> •Shows progress in understanding and following simple and multiple-step directions.	K.L.1.1 (Listening & Viewing) Students are able to follow various one and two step directions.
7. Recognizes some rhyming sounds.		K.R.1.1 (Reading) Students are able to relate letters and sounds and identify patterns in words and phrases. •Identify rhyming words and repeated phrases in various texts.
8. Demonstrates the ability to hear sounds in words and can separate the sounds using clapping, finger snapping, or other movement (e.g. clapping out each syllable of pup-py, di-no-saur.)		
9. Identifies words that begin with the same sound from a small group of words.		K.R.1.1 (Reading) Students are able to relate letters and sounds, and identify patterns in words and phrases. •Recognize how changing the first letter of a word changes the sound and meaning of a word (for example: can/man).
10. Can repeat spoken word when requested.		
SPEAKING/	Language Development	Speaking

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
<p>COMMUNICATING and ORAL LANGUAGE DEVELOPMENT Children successfully communicate for multiple purposes.</p>	<p>Speaking & Communicating</p>	
<p>Benchmarks</p>		
<p>1. Plays with the sounds of language, repeating rhymes, songs, poems and finger plays. (For children who are learning English as a new language, the child will experiment with the sounds and intonation of the English language.)</p>		<p>K.S.1.1 (Speaking) Students are able to express experiences and ideas in an informational context.</p> <ul style="list-style-type: none"> •Participate in choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
<p>2. Uses language in play situations and everyday activities. (For children who are learning English as a new language, the child engages in nonverbal communication with those who speak a language other than his/her native language.)</p>	<p><u>Speaking & Communicating</u> •Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</p>	<p>K.S.1.1 (Speaking) Students are able to express experiences and ideas in an informational context.</p> <ul style="list-style-type: none"> •Retell an experience in logical sequence.
<p>3. Provides meaningful responses to questions.</p>		
<p>4. Uses an increasingly rich vocabulary.</p>	<p><u>Speaking & Communicating</u> •Uses an increasingly complex and varied spoken vocabulary.</p>	<p>K.S.1.2 (Speaking) Students are able to use words to describe/name numbers, colors, size, shape, location, people, places, things and actions.</p>
<p>5. Uses complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication.</p>	<p><u>Speaking & Communicating</u> •Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>	<p>K.S.2.1 (Speaking) Students are able to use complete sentences when speaking.</p>
<p>6. Poses questions to learn new information or clarify ideas.</p>		
<p>7. Initiates and engages in conversation and discussions with adults and other children. For children who are learning English as a new language, the child uses simple words and phrases to communicate in social settings.</p>	<p><u>Speaking & Communicating</u> •Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	<p>K.S.2.2 (Speaking) Students are able to follow simple rules of conversation by taking turns.</p>

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
8. Tells real or imaginary stories that have a recognizable beginning, middle, and end.		
9. Demonstrates motivation to actively participate in book reading activities by repeating familiar phrases, answering questions, and describing how the story relates to their own lives.		

* Denotation on the Kindergarten Standards

K – Kindergarten

R – Reading; W-Writing; L-Listening; S-Speaking

Followed by numbers denoting Goals and Indicators

The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <http://doe.sd.gov/contentstandards/>

**Comparison of the South Dakota Early Learning Guidelines for Mathematics
with the Head Start Child Outcomes and the SD Kindergarten Standards**

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
NUMBER SENSE AND OPERATIONS Children demonstrate number sense by counting with understanding, using numbers to tell how many, describing order, and comparing.	Number and Operations	Number Sense
Benchmarks		
1. Counts by ones from 1 to 20.	<ul style="list-style-type: none"> •Develops increasing ability to count in sequence to 10 and beyond. 	K.N.1.1. (Number Sense) Students are able to read, write, count, and sequence numerals to 20. <ul style="list-style-type: none"> •Say the forward number word sequence to 20.
2. Counts the number of items in a group of up to 10 objects and knows that the last number tells how many.	<ul style="list-style-type: none"> •Begins to make use of one-to-one correspondence in counting objects and matching groups of objects 	K.N.1.1. (Number Sense) <ul style="list-style-type: none"> •Use one-to-one correspondence. •Keep track of what’s been counted.
3. Verbally counts backward from 5.		K.N.1.1. (Number Sense) <ul style="list-style-type: none"> •Say the backward number sequence from 10.
4. Looks at a group of up to 4 objects and can quickly see and say the number of objects.		
5. Recognizes and is able to name numbers 1 to 9.	<ul style="list-style-type: none"> •Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. 	K.N.1.1. (Number Sense) <ul style="list-style-type: none"> •Associate verbal names and standard numerals with whole numbers to 20.
6. Compares two groups (containing up to 5 objects each) and describes them using comparative words, such as: more, less, fewer, or equal.	<ul style="list-style-type: none"> •Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. 	K.A.2.1. (Algebra) Students are able to compare collections of objects to determine more, less, and equal (greater than and less than.) <ul style="list-style-type: none"> •Demonstrate mastery using collections of concrete objects.
7. Uses and understands the terms first, last, and first through fifth.		K.N.1.1. (Number Sense) <ul style="list-style-type: none"> •Identify ordinal positions using an ordered set of objects, 1st through 10th.
8. Shows non-verbally sums up	<ul style="list-style-type: none"> •Develops increased abilities to 	K.N.3.1. (Number Sense)

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
to 4 and subtraction involving 1 to 4 objects.	combine, separate, and name “how many” concrete objects.	Students are able to solve addition and subtraction problems up to 10 in context. <ul style="list-style-type: none"> •Represent problem situations and solve using concrete objects, pictures, or numbers. •Explain how to solve story problems using concrete objects and pictures.
9. Understands that adding or subtracting an item changes the total number of items in a group.		
10. Separates a collection of 10 items into 2 equal groups.		K.N.1.2. (Number Sense) Students are able to use fraction models to create one half of a whole. <ul style="list-style-type: none"> •Ex. Divide a cookie equally between two people.
11. Gives up to 5 items when requested.		
GEOMETRY Children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their position in relation to other objects.	Geometry & Spatial Sense	Geometry
Benchmarks		
1. Recognizes and names circle, triangle, and rectangle (which includes squares.)	•Begins to recognize, describe, compare, and name common shapes, their parts and attributes.	K.G.1.1. (Geometry) Students are able to identify basic two-dimensional (plane) figures. <ul style="list-style-type: none"> •Describe their likeness and differences and identify them in the environment. •Ex. Circle, Square, Triangle
2. Builds and describes two-dimensional shapes, such as making circles and triangles with blocks and playdough.		
3. Recognizes that a shape remains the same shape when it changes position.		
4. Sorts objects with the same shape from their environment.	•Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two	

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
	attributes such as color, shape, or size.	
5. Matches objects with the same shape and size from their environment, and can lay an object of the same shape and size on top of another to show they are the same.	•Begins to be able to determine whether or not two shapes are the same size and shape.	
6. Makes a picture by combining shapes.	•Progresses in ability to put together and take apart shapes.	
7. Can take a shape apart (decompose) to make new shapes, such as finding 2 triangles in a square.	•Progresses in ability to put together and take apart shapes.	
8. Demonstrates and begins to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.	•Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	K.G.2.1. (Geometry) Students are able to describe the position of two-dimensional (plane) figures. •Ex. Above, between, next to, below, beside
9. Informally plays with 3-dimensional objects.		
10. Creates 2-dimensional shapes and 3-dimensional buildings that have symmetry.		
MEASUREMENT Children will identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them.	Patterns & Measurement	Measurement
Benchmarks		
1. Compares characteristics/attributes of objects, using the terms bigger, longer, and taller.		K.M.1.5. (Measurement) Students are able to compare and order concrete objects by length, height, and weight. •Ex. Length – longer, shorter Height – taller, shorter Weight – heavier, lighter
2. Compares the length of two objects.		
3. Compares 2 objects by placing one on top of another and says which has more space.		

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
4. Arranges objects in order according to characteristics/attributes, such as height.		
5. Identifies and uses measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.	•Shows progress in using standard and non-standard measures for length and area of objects.	
6. Uses vocabulary related to time concepts and sequence, such as day and night.		K.M.1.1. (Measurement) Students are able to tell time to the nearest hour using digital and analog clocks.
7. Says that a penny equals 1 cent.		K.M.1.3. (Measurement) Students are able to identify pennies, nickels, dimes, and quarters using money models.
STATISTICS, PROBABILITY, AND DATA ANALYSIS Children classify, organize, represent, and use information to ask and answer questions.	Patterns & Measurement	Statistics & Probability
Benchmarks		
1. Compares and sorts objects in daily play.	•Begins to make comparisons between several objects based on a single attribute	
2. Sorts objects onto a large graph according to one attribute, such as size, shape, or color.		
3. Names the category that has the most, least, or the same on a large graph.		K.S.1.1. (Statistics & Probability) Students are able to describe data represented in simple graphs (using real objects) and pictographs. •Ex. Using a graph of favorite ice cream flavors, decide which flavor most people like.
4. Gathers information to answer questions of interest.		
ALGEBRA Children identify, repeat, and describe simple patterns using	Patterns & Measurement	Algebra

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
concrete objects		
Benchmarks		
1. Sorts objects according to one attribute, such as size, shape, or color.	•Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	K.A.4.2. (Algebra) Students are able to sort and classify objects according to one attribute. •Ex. Size, shape, or color
2. Identifies simple patterns in the context of play or daily activities (such as block, car, block, car.)	•Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	K.A.4.1. (Algebra) Students are able to identify and extend two-part repeating patterns using concrete objects. •Ex. Green triangle, orange square, green triangle, ___?
3. Predicts, repeats, and extends a simple pattern in the context of play or daily activities (dish, spoon, dish, spoon.)		
4. Uses patterns to describe relationships between objects, such as red follows blue.		

* Denotation on the Kindergarten Standards

K – Kindergarten

A - Algebra; N – Number Sense; G –Geometry; M – Measurement;

S – Statistics & Probability

Followed by numbers denoting Goals and Indicators

The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <http://doe.sd.gov/contentstandards/>

Comparison of the South Dakota Early Learning Guidelines for Social/Emotional Development and Approaches to Learning with the Head Start Child Outcomes

SD Early Learning Guidelines	Head Start Child Outcomes Framework
Social/Emotional Development	Social & Emotional Development
Children demonstrate a positive self-concept and self-confidence.	Self Concept Self Control Knowledge of Families and Communities
Benchmarks	
1. Identifies self by name.	
2. Describes self using several basic descriptors, such as gender and physical features.	<u>Self Concept</u> •Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. <u>Knowledge of Families and Communities</u> •Develops ability to identify personal characteristics including gender, and family composition.
3. Identifies self as a member of a family, group, or class.	<u>Knowledge of Families and Communities</u> •Develops ability to identify personal characteristics including gender, and family composition.
4. Takes pride in accomplishments.	<u>Self Concept</u> •Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
5. Adjusts to new situations.	
6. Separates easily from familiar caregiver.	
7. Demonstrates self-efficacy by exerting independence in play situations and during regular routines.	<u>Self Concept</u> •Develops growing capacity for independence in a range of activities, routines, and tasks.
Children demonstrate an ability to regulate their emotions.	Self Control
Benchmarks	
1. Uses words to express their needs, wants and feelings, as well as to identify the emotions of others.	<u>Self Control</u> •Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
2. Demonstrates knowledge that there are different ways of showing feelings.	
3. Recognizes they can do things to change the way they feel and how others feel.	<u>Self Control</u> •Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.

Children respect others and recognize and appreciate their similarities and differences.	Self Control Knowledge of Families and Communities Social Relationships
Benchmarks	
1. Can express ways in which others are similar and different, such as eye color, gender, and favorite activities.	<u>Knowledge of Families and Communities</u> •Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.
2. Plays with a variety of children, regardless of gender, race, or ability.	
3. Recognizes that everyone has emotions.	
4. Recognizes that other people may not feel the same way they do about everything.	<u>Social Relationships</u> •Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
5. Demonstrates caring and concern for others.	<u>Social Relationships</u> •Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
6. Respects the rights and property of others.	<u>Self Control</u> •Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
Children demonstrate pro-social behaviors, social competence, and participate cooperatively as members of a group.	Self Control Cooperation Social Relationships
Benchmarks	
1. Develops positive relationships with peers and trusted adults.	<u>Social Relationships</u> •Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. •Shows progress in developing friendships with peers.
2. Seeks help from adults and peers to solve problems.	<u>Social Relationships</u> •Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
3. Takes turns and shares with others.	<u>Cooperation</u> •Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.
4. Transitions smoothly from one activity to the	

next.	
5. Participates in cleaning up and putting materials away.	
6. Participates in group routines, demonstrating self-control and following rules.	<u>Self Control</u> •Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
7. Uses materials purposefully and respectfully.	
8. Defends self while respecting the rights of others.	
9. Identifies qualities that make a good friend.	<u>Social Relationships</u> •Shows progress in developing friendships with peers.
10. Plays independently, in pairs and in small groups.	
11. Initiates play and knows how to enter into a group of children who are already involved in play.	
12. Is courteous to others, using words such as “thank you,” “please,” and “excuse me.”	
Approaches to Learning	Approaches to Learning
Children demonstrate curiosity and eagerness in play and everyday tasks.	Initiative & Curiosity
Benchmarks	
1. Demonstrates willingness to try new experiences and activities.	
2. Asks questions to find answers and wonders why.	
3. Chooses to participate in a wide variety of experiences.	<u>Initiative & Curiosity</u> •Chooses to participate in an increasing variety of tasks and activities.
4. Demonstrates eagerness to find out more about other people and to discover new things in the environment.	<u>Initiative & Curiosity</u> •Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.
Children demonstrate initiative in play and everyday tasks.	Engagement & Persistence Initiative & Curiosity
Benchmarks	
1. Demonstrates persistence by working towards completing tasks, and accepting help when needed.	<u>Engagement & Persistence</u> •Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.
2. Selects and engages in activities, moving independently from one activity to another.	<u>Initiative & Curiosity</u> •Develops increased ability to make independent choices.
3. Demonstrates self-help skills, including selecting toys and materials to use in activities and returning them when finished.	
4. Demonstrates independence and self-direction when making choices.	

5. Sustains attention and focuses on activities.	<u>Engagement & Persistence</u> •Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.
Children use problem solving and reflection in play and everyday tasks.	Reasoning & Problem Solving
Benchmarks	
1. Seeks help when needed.	
2. Attempts several different strategies when encountering difficulty during daily routines or in the use of materials.	<u>Reasoning & Problem Solving</u> •Develops increasing ability to find more than one solution to a question, task or problem.
3. Demonstrates satisfaction or delight when solving a problem or completing a task.	
4. Demonstrates thinking skills and verbal problem-solving skills. (Uses self-talk and thinking aloud to solve problems.)	<u>Reasoning & Problem Solving</u> •Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
5. Demonstrates resiliency and coping skills when faced with challenges.	
Children use invention and imagination in play and everyday tasks.	Initiative & Curiosity
Benchmarks	
1. Explores and experiments with a wide variety of materials and activities.	
2. Makes independent decisions about materials to use in order to express individuality.	
3. Develops creative solutions to solve problems in play and daily situations.	
4. Engages in fantasy play, taking on pretend roles with real or imaginary objects.	
5. Tries new ways of doing things and uses materials in creative ways.	<u>Initiative & Curiosity</u> •Approaches tasks and activities with increased flexibility, imagination and inventiveness.
6. Uses imagination to create a variety of ideas.	

**Comparison of the South Dakota Early Learning Guidelines for Science
with the Head Start Child Outcomes and South Dakota Kindergarten Standards**

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
<p>SCIENCE AS INQUIRY As a result of their explorations and participation in simple investigations through play, children demonstrate their understanding of and ability to use scientific inquiry.</p>	<p>Science Scientific Skills & Methods</p>	<p>NATURE OF SCIENCE Indicator 1: Understand the nature and origin of scientific knowledge. Indicator 2: Apply the skills necessary to conduct scientific investigations.</p>
<p>Benchmarks</p>		
<p>1. Expresses wonder, asks questions, and makes simple predictions, such as whether an object will sink or float.</p>		<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating.</p>
<p>2. Observes and uses senses to explore materials and their environment both indoors and outdoors.</p>	<p><u>Scientific Skills & Methods</u> •Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p>	<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating. •Use their senses and simple instruments/tools to make observations. (Ex. Use hand lenses, balance scales)</p>
<p>3. Uses simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment.</p>	<p><u>Scientific Skills & Methods</u> •Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p>	<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating. •Use their senses and simple instruments/tools to make observations. (Ex. Use hand lenses, balance scales)</p>
<p>4. Tests predictions and records findings by participating in making graphs, charts, and drawings.</p>	<p><u>Scientific Skills & Methods</u> •Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts. <u>Scientific Skills & Methods</u> •Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations</p>	<p>Indicator 2. ✓ Students are able to use scientific thinking skills of observing and communicating. •Use non-standard units of measurement to compare objects. (Ex. Compare length of various leaves to determine which are longer/shorter than a given example)</p>

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
5. Reflects on predictions and findings, and makes generalizations based on observations and past experiences, “Those rocks sank, I think all rocks will sink.”	<u>Scientific Skills & Methods</u> •Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.	
<u>PHYSICAL SCIENCE</u> As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties, position, and motion of objects in the environment.	Science Scientific Skills & Methods Scientific Knowledge	<u>PHYSICAL SCIENCE</u> Indicator 1: Describe structures and properties of, and changes in, matter. Indicator 2: Analyze forces, their forms, and their effects on motions.
Benchmarks		
1. Observes and uses words to describe physical changes, such as a solid turning to a liquid.	<u>Scientific Knowledge</u> •Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	K.P.1.2.Students are able to identify water in its solid and liquid forms. •Observe ice in the environment. (Ex. Observe ice in/on ponds, icicles, frost on playground surfaces) •Observe water in the environment. (Ex. Observe rain, puddles, river, water fountain.) Indicator 1. ✓ Students are able to observe physical changes in matter. (Ex. Observe melting chocolate, freezing ice cubes, bending straws, tearing paper.)
2. Compares and sorts materials according to one or more properties.	<u>Scientific Skills & Methods</u> •Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	K.P.1.1.Students are able to use senses to describe solid objects in terms of physical attributes. •Explain how larger objects are made of smaller pieces. (Ex. Use hand lenses to observe particle board to conclude that it is made from sawdust and wood chips and to see that fabric is made from fibers.)
3. Identifies similarities and differences of objects.	<u>Scientific Skills & Methods</u> •Develops increased ability to observe and discuss common properties, differences and	K.P.1.1.Students are able to use senses to describe solid objects in terms of physical attributes. •Identify similarities/differences of various objects. (Ex. Given a

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
	comparisons among objects and materials.	collection of shoes, students can describe ways the shoes are alike and ways the shoes are different.)
4. Describes the position of an object in relationship to other objects or him/herself.		
5. Explores ways to move objects, such as pushing or pulling and can describe these motions.		Indicator 2. √ Students are able to identify things that move. (Ex. Wheels, swings, bicycles, bodies.)
6. Explores changes in sound and vibration, using their voice, instruments, and other objects.		Indicator 3. √ Students are able to explore vibration and sound. (Ex. Use musical instruments, voice box, rubber bands, to see/feel vibrations and hear different sound tones, pitches, etc.)
7. Explores magnets and their ability to attract and repel materials.		Indicator 2. √ Students are able to explore magnets. (Ex. Use a variety of magnets [horseshoe, donut, bar, ball/marble, wand magnets] to test attraction. Test on wood, paper, water, metals, etc.)
LIFE SCIENCE As a result of their explorations and participation in simple investigations through play, children develop an understanding of characteristics, life cycles, and environments of living things.	Science Scientific Knowledge	LIFE SCIENCE Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things. Indicator 2: Analyze various patterns and products of natural and induced biological change. Indicator 3: Analyze how organisms are linked to one another and the environment.
Benchmarks		
1. Observes and classifies living things as animals or plants and uses words to describe them.	<u>Scientific Knowledge</u> •Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	K.L.1.1.Students are able to sort living from non-living things. (Ex. Use concrete examples to sort living and non-living things. Have examples available and observable in the classroom [non-pollen plants, fish, snails, insects, worms, rocks/sand, sea shells, etc.]; Use magazines or pictures to group things into living and non-living.)
2. Demonstrates knowledge		Indicator 1. √ Students are able to

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
that living things have basic needs, such as food, water, and air.		discuss the basic needs of plants and animals. (Ex. Demonstrate what happens to plants after a week or two of not watering.)
3. Demonstrates knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water.		Indicator 3. √ Students are able to explore the local habitat. (Ex. Conduct nature walks around school yard and neighborhood looking for specific examples of a variety of living things [plants, evidence of animals.]
4. Recognizes that living things, including themselves, change and grow throughout their life cycles.	<u>Scientific Knowledge</u> •Expands knowledge of and respect for their body and the environment.	Indicator 1. √ Students are able to compare size and shape of living things. (Ex. Gather and sort a variety of leaves from local trees and plants; Order a variety of mammals from smallest to largest (mouse, coyote, buffalo.)
5. Recognizes and describes similarities between parents and their offspring. Can match pictures of animals and their babies.		Indicator 2. √ Recognize similarities and differences between animal offspring and their parents. (Ex. Matching adults to babies using pictures of animals or of students and families.)
6. Demonstrates respect for living things and their environments.	<u>Scientific Knowledge</u> •Expands knowledge of and respect for their body and the environment.	
EARTH AND SPACE SCIENCE As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties of earth materials, objects in the sky, and changes in the earth and sky.	Science Scientific Knowledge	<u>EARTH/SPACE SCIENCE</u> Indicator 1: Analyze the various structures and processes of the Earth system. Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.
Benchmarks		
1. Explores the properties of earth materials, such as sand and water through play.		Indicator 1. √ Explore rocks, sand, water, and soil. (Examples of tools and materials to use include sand and water table, sifters, screens.)
2. Names objects in the sky,		

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
including sun, moon, clouds, and stars.		
3. Describes differences between night and day.	<u>Scientific Knowledge</u> •Develops growing awareness of ideas and language related to attributes of time and temperature.	K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)
4. Recognizes and describes current conditions and changes in the weather.	<u>Scientific Knowledge</u> •Develops growing awareness of ideas and language related to attributes of time and temperature.	K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)
5. Observes and describes basic changes in the seasons.		K.E.1.1.Students are able to describe simple Earth patterns in daily life. (Ex. Weather observations, seasons, night and day.)
SCIENCE AND TECHNOLOGY As a result of their explorations and participation in simple investigations through play, children develop an understanding about science and technology, and the ability to distinguish between natural objects and objects made by humans.	Science Scientific Knowledge	SCIENCE, TECHNOLOGY, ENVIRONMENT, AND SOCIETY <u>Indicator 1:</u> Analyze various implications/effects of scientific advancement within the environment and society. <u>Indicator 2:</u> Analyze the relationship/interactions among science, technology, environment, and society.
Benchmarks		
1. Recognizes technology in school, home, and community		Indicator 1. √ Students are able to recognize technology in school, home, and community. (Ex. Recognize computers, pencils, refrigerators, Velcro, fire trucks as technology.)
2. Uses tools/objects in the environment to solve problems or complete tasks.		
3. Uses the computer and other technology, if available, to explore how their actions can cause an	<u>Scientific Knowledge</u> •Shows increased awareness and beginning understanding of changes in	

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
effect.	materials and cause-effect relationships.	
4. Can identify some objects as being found in nature and others as made by people.		
<p>SCIENCE, ENVIRONMENT, AND SOCIETY As a result of their explorations and participation in simple investigations through play, children demonstrate an awareness of and respect for the environment and how it can be changed. Children demonstrate an understanding that people use science to explore the world and answer questions.</p>	<p>Science Scientific Knowledge</p>	<p>SCIENCE, TECHNOLOGY, ENVIRONMENT, AND SOCIETY Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society. Indicator 2: Analyze the relationship/interactions among science, technology, environment, and society.</p>
Benchmarks		
1. Demonstrates care and respect for the environment.	<p><u>Scientific Knowledge</u> •Expands knowledge of and respect for their body and the environment.</p>	Indicator 1. √ Care for the environment around the school. (Ex. Pick up litter on the playground and around the school.)
2. Demonstrates knowledge that their actions and actions of others can change the environment.		
3. Recognizes ways to recycle and reuse materials.		Indicator 1. √ Recognize ways to reuse various materials. (Ex. Reuse materials in art projects like paper, milk cartons, egg cartons, newspapers, etc.; Use both sides of a sheet of paper.
4. Demonstrates understanding that everyone can use science to explore and solve problems.		

* Denotation on the Kindergarten Standards K – Kindergarten
N – Nature of Science; P – Physical Science; L – Life Science; E – Earth/Space Science
Followed by numbers denoting Goals and Indicators

The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <http://doe.sd.gov/contentstandards/>

Comparison of the South Dakota Early Learning Guidelines for Health and Physical Development with the Head Start Child Outcomes and the SD Kindergarten-Grade 2 Standards

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
Health Children demonstrate healthy habits and safe practices.	Physical Health and Development	Health
Benchmarks		
1. Recognizes and can identify nutritious foods.		
2. Independently practices personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating.	<u>Health Status and Practice</u> •Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	<u>S1.I1.Bb Identify good personal hygiene practices.</u> S1.I1.Bc Identify appropriate health practices that affect self and others. S1.I3.Bc Identify health practices which help prevent disease. S3.I2.Bb Understand the importance of achieving and maintaining good health
3. Knows how and when to alert adults to dangerous situations.		S3.I1.Ba Identify harmful behaviors.
4. Recognizes basic safety symbols, including stop signs, red lights, and poison symbols.		S1.I3.Bb Identify various health care requirements and policies that affect safety and well-being.
5. Follows street, vehicle, and bike safety rules, such as looking both ways before crossing and using car safety seats and bike helmets.	<u>Health Status and Practice</u> •Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	S3. I1.Bc Identify practices which promote personal well-being. S3.I3.Bc Choose age-appropriate healthy behaviors. S3. I3.Ba Identify personal choices that affect health.
6. Knows how to respond safely in emergency situations, such as fire, tornado, and in the presence of strangers and dangerous objects.	<u>Health Status and Practice</u> •Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	S3.I3.Bb Identify the attributes of personal responsibility.

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
<p>Gross Motor Children engage in play and movement to develop gross motor skills.</p>	<p><u>Physical Health and Development</u></p>	<p><u>Physical Education</u></p>
<p>Benchmarks</p>		
<p>1. Participates in play and movement activities that enhance physical development.</p>	<p><u>Health Status and Practices</u> •Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p>	<p>S2.I2.Bc Engage in training practices that promote skill acquisition. S3.I1.Ba Identify components used to determine health-related fitness. S5.I1.Ba Recognize that physical activity provides personal enjoyment.</p>
<p>2. Demonstrates locomotor skills by walking, running, hopping, galloping, marching, and climbing.</p>	<p><u>Gross Motor Skills</u> •Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p>	<p>S1.I1.Ba Perform fundamental locomotor skills within rudimentary movement patterns. S1.I1.Bb Transfer fundamental locomotor skills into simple activities and/or games. S1.I1.Bc Determine the appropriateness of fundamental locomotor skills transferred into activities and/or games.</p>
<p>3. Demonstrates stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.</p>	<p><u>Health Status and Practices</u> •Progresses in physical growth, strength, stamina, and flexibility.</p>	<p>S1.I3.Ba Maintain control in weight-bearing and balance activities. S1.I3.Bb Adjust body position to maintain equilibrium during simple physical activities and/or games. S1.I3.Bc Determine the appropriateness of kinesthetic adjustments made during simple movement patterns.</p>
<p>4. Demonstrates coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.</p>	<p><u>Gross Motor Skills</u> •Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p>S1.I2.Ba Perform fundamental manipulative skills within rudimentary movement patterns. S1.I2.Bb Transfer fundamental manipulative skills into simple activities and/or games. S1.I2.Bc Determine the appropriateness of fundamental manipulative skills transferred into activities and/or games.</p>

SD Early Learning Guidelines	Head Start Child Outcomes Framework	South Dakota Kindergarten Standards
5. Demonstrates increasing body strength and endurance in play and movement experiences.	<u>Health Status and Practices</u> •Progresses in physical growth, strength, stamina, and flexibility.	
<u>Fine Motor</u> Children engage in play to develop fine motor skills.	Physical Health and Development	
Benchmarks		
1. Participates in play and movement activities that enhance fine motor development.		
2. Demonstrates eye-hand coordination through activities such as stringing large beads and completing simple puzzles.	<u>Fine Motor Skills</u> •Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	
3. Uses tools, such as pencils, crayons and scissors for drawing, writing and creating.	<u>Fine Motor Skills</u> •Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	
4. Practices self-help skills, such as buttoning, zipping, and snapping.		
5. Displays strength and control while using a variety of sizes and types of manipulative materials, including scissors, small toys and connecting blocks.	<u>Fine Motor Skills</u> •Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	

*Denotation on Kindergarten Standards

S – Standard I – Indicator B – Benchmark

Followed by numbers detailing which Goal and Indicator contains the given benchmark.

The Kindergarten Standards are part of the Kindergarten through 12th grade Standards, which can be found at <http://doe.sd.gov/contentstandards/>

Appendix B

Resources

Literacy Resources

Handbook of Early Literacy Research

Susan B. Neuman and David Dickinson, Editors
Guildford Press, New York, 2001

Learning to Read and Write: Developmentally Appropriate Practices for Young Children

Carol Copple, Sue Bredekamp, Susan B. Neuman
Washington, DC: NAEYC (2000)

Learning from Children who Read at an Early Age

Rhona Stainthorp and Diana Hughes
Rutledge, London, 1999

Preventing Reading Difficulties in Young Children

Catherine E. Snow, M. Susan Burns, and Peg Griffin, Editors
Committee on the Prevention of Reading Difficulties in Young Children,
National Research Council, 1998
Published by National Academies Press, www.nap.edu

National Head Start S.T.E.P. Teacher's Manual

UT Health Science Center at Houston
US Dept of Health and Human Services, 2002

Tools of the Mind

Deborah Leong and Elena Bodrova
Prentice Hall, 1995

Mathematics Resources

Engaging Young Children in Mathematics

Douglas Clements and Julie Sarama, Editors; Amm-Marie DiBiase, Associate Editor

Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds

Juanita Copely
Washington, DC: NAEYC (2004)

Spotlight on Young Children and Math

Derry Koralek
Washington, DC: NAEYC (2004)

The Young Child and Mathematics

Juanita Copely
Washington, DC: NAEYC (2004)

Mathematics Their Way

Mary Barata-Lorton
Addison-Wesley

Social/Emotional ResourcesSecure Base: Parent-Child Attachment and Healthy Human Development

John Bowlby
New York: Basic Books (1990).

Attachment.

John Bowlby
New York: Perseus Publishing (1989).

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum (2nd Edition)

Marilou Hyson
Washington, DC: NAEYC (2004).

From Neurons to Neighborhoods: The Science of Early Childhood Development

National Research Council: Institute of Medicine.
National Academy Press (2000).

Successful Kindergarten Transition: Your Guide to Connecting Children, Families and Schools

Robert Pianta, R. & Marcia Kraft-Sayre
Washington, DC: NAEYC (2003).

Science ResourcesDiscovering Nature with Young Children

Ingrid Chalufour & Karen Worth
St. Paul, NM: Redleaf Press (2003)

Health and Physical Development ResourcesActive for Life: Developmentally Appropriate Movement Programs for Young Children

Steven W. Sanders
Washington, DC: NAEYC (2002)

Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years

National Association for Sport and Physical Education
Reston, VA: NASPE/AAHPERD

Organizations and Web Resources

The National Association for the Education of Young Children (NAEYC)
 1509 16th Street, N.W. Phone: 202-232-8777 or 800-424-2460
 Washington, DC 20036-1426 Fax: 202-328-1846
www.naeyc.org

International Reading Association
 800 Barksdale Road Phone: 1-800-336-7323
 PO Box 8139 <http://marketplace.reading.org>
 Newark, Delaware 19714-8139

The National Council of Teachers of Mathematics (NCTM)
 1906 Association Drive Phone: 703-620-9840
 Reston, Virginia 20191 Fax: 703-476-2970
www.nctm.org

The National Academy of Science (NAS)
 500 Fifth Street, NW
 Washington, DC 20001
www.nasonline.org

The National Association for Sport and Physical Education (NASPE)
 An Association of the American Alliance for Health, Physical Education, Recreation and Dance
 1900 Association Drive Phone: 703-476-3410
 Reston, Virginia 20191 E-mail: naspe@aahperd.org
www.aahperd.org/naspe

The South Dakota Department of Education
 700 Governor's Drive Phone: 605-773-4689
 Pierre, SD 57501-2291 Fax: 605-773-378
www.state.sd.us/deca

The South Dakota Content Standards
<http://www.state.sd.us/deca/OCTA/contentstandards/index.htm>

The Center for the Improvement of Early Reading Achievement (CIERA)
 A national center for research on early reading www.ciera.org

Assistive Technology Resources <http://assistivetech.sf.k12.sd.us>

DakotaLink <http://dakotalink.tie.net/HomePgg.html>

DakotaLink can provide free assistance to individuals of all ages to help locate, acquire and use the latest available assistive device(s) that best meets an individual's need to improve or maintain their independence at home, work, in the classroom or in leisure activities.

Mayer-Johnson, Inc. <http://www.mayer-johnson.com/software/Boardmkr.html>

Provides user and ordering information for Boardmaker, a computer program used to make Picture Communication Boards.

The Gray Center for Social Learning and Understanding
4123 Embassy Dr. SE Phone: 616-954-9747
Kentwood, MI 49546 E-mail: info@thegraycenter.org
http://www.thegraycenter.org/Social_Stories.htm
Provides guidelines and resources for using Social Stories.

Bilingual Language Learners

The Young Child's Memory for Words: Developing First and Second Language and Literacy
Daniel R. Meier
Washington, DC: NAEYC (2004)

Reading and English Language Learners by Beth Antunez
<http://www.readingrockets.org/article.php?ID=409>

Research on Bilingual Reading Instruction
<http://www.ncela.gwu.edu/pathways/reading/>

Principles of Bilingual Education
<http://coe.sdsu.edu/people/jmora/TheoryBEMMdl/>

Bilingual References
<http://www.sasked.gov.sk.ca/docs/indlang/langcu11.html>

Teaching Indigenous Languages
<http://jan.ucc.nau.edu/~jar/TIL.html>
http://jan.ucc.nau.edu/~jarSIL_Appendix.html

Developmentally Appropriate Curriculum and Assessment Resources

The Creative Curriculum Developmental Continuum Assessment System and
The Creative Curriculum for Preschool

Teaching Strategies, Inc.

P.O. Box 42243, Washington, DC 20015

Phone: 800-637-3652

Fax: 202-364-7273

www.teachingstrategies.com

The Child Observation Record and The High/Scope Curriculum
High/Scope Educational Research Foundation

600 N. River St., Ypsilanti, MI 48198-2898

Phone: 734-485-2000; 800-407-7377

Fax: 734-485-0704.

E-mail: info@highscope.org

www.highscope.org

The Work Sampling System

Pearson Early Learning

800-435-3085

800-552-2259

www.pearsonearlylearning.com

Recommended Software for Children

Bailey's Book House (Edmark)

Sammy's Science House (Edmark)

Thinkin' Things (Edmark)

Stanley's Sticker Stories (Edmark)

Millie's Math House (Edmark)

KidPix

Children's Books

Children are never too young or too old to start visiting their local public library. There they will find a wealth of learning resources including books, magazines, videos, computers, and other resources, as well as story-time and craft programs. Listed below are fun and educational picture books and teacher resources that you may want to check out from your local library. Be sure to ask the children's librarian for some help finding these and other developmentally and age appropriate book titles. To find the library nearest you, check your local telephone directory.

List compiled by Pam Chamberlain Kringel
Children's Services Coordinator, South Dakota State Library

Alphabet & Letter Fun



26 Letters and 99 Cents by Tana Hoban

Letters of the alphabet are paired with color photographs of objects that begin with that letter.

A Is For--? A Photographer's Alphabet of Animals by Henry Horenstein

Can you guess which animals are pictured in the stunning black and white photographs by using the letters of the alphabet as clues?

A Is For Amos by Deborah Chandra

A young girl takes a ride around the farm on her horse and discovers lots of things starting with all the letters of the alphabet from A to Z.

A Is For Angry by Sandra Boynton

Zoo animals from an angry anteater to a playful pig to a zany zebra exhibit different emotions from A to Z.

A My Name Is Alice by Jane Bayer

Based on a playground game, this silly picture book equates each letter of the alphabet with an animal and a place.

A You're Adorable Illustrated by Martha Alexander

Illustrated by Martha Alexander, this darling version of the 1948 alphabet song by Buddy Kaye lets children know just how special and unique they are.

ABC, I Like Me! by Nancy Carlson

Three animal friends celebrate all the wonderful things they can do from A to Z.

ABC Kids by Laura Ellen Williams

Color photographs show kids demonstrating words that start with every letter of the alphabet.

ABC T-Rex by Bernard Most

A young dinosaur with a hearty appetite gobbles up the 26 letters of the alphabet.

Albert's Alphabet by Leslie Tryon

Albert, the school maintenance duck, is under orders to build an alphabet for the kids around the walking path by 3:00 p.m. Will he have enough time and materials to complete his task?

Alfie's ABC by Shirley Hughes

Alfie and his little sister, Annie Rose, joyfully work their way through the alphabet by finding everyday objects and people that start with every letter.

Alligator Arrived With Apples: A Potluck Alphabet Feast by Crescent Dragonwagon

Animals from A to Z arrive bearing appropriate food for a Thanksgiving Day feast.

Alphabet Book by Dave King & Dorling Kindersley Publishing

Bright photo collages and a simple text invite the young reader to search for objects that begin with each letter of the alphabet.

Alphabet Keeper by Mary Murphy

A grouchy old woman known as the "Alphabet Keeper" makes the mistake one day of letting the letters out of their cage. Once free, the letters have some fun with their keeper by mixing themselves up and turning old words into new ones.

Alphabet under Construction by Denise Fleming

Mouse, from *Lunch* fame, is back! This time he is busy constructing the letters of the alphabet out of any and all materials that he can find.

B Is For Bulldozer: A Construction ABC by June Sobel

A young boy watches with eager anticipation as construction machines from A to Z turn a vacant lot near his home into an amusement park.

Black and White Rabbit's ABC by Alan Baker

Black and White Rabbit's painting of a picture is explained using words that begin with the 26 letters of the alphabet.

Chicka Chicka Boom Boom by Bill Martin, Jr.

26 lively and brightly colored letters decide to scale the nearest coconut tree, but will there be enough room for all of them?

Chuck Murphy's Alphabet Magic by Chuck Murphy

This pull-the-tab book is full of interactive alphabet fun, such as jovial jaguars and sneaky snakes. Can you guess what is hiding behind each letter tab?

Curious George's ABCs by H.A. Rey

Learn the alphabet along with everyone's favorite monkey, Curious George.

Dr. Seuss's ABC by Dr. Seuss

Laughter and learning abound in this beginning alphabet book by Dr. Seuss.

Eating the Alphabet by Lois Ehlert

Did you know that it is possible to eat your way through the alphabet? This story highlights healthy fruits and vegetables that begin with the different letters of the alphabet.

Everything to Spend the Night from A to Z by Ann Whitford Paul

A young girl carefully packs her suitcase with everything she needs to spend the night at her grandfather's house.

Firefighters A to Z by Chris L. Demarest

Firefighters need everything from alarms to some restful "zzzzs" in order to carry out their jobs.

Flora McDonnell's ABC by Flora McDonnell

This book is a celebration of the animals that start with different letters of the alphabet.

From Anne to Zach by Mary Jane Martin

Twenty-six children joyfully celebrate their names which begin with different letters of the alphabet.

The Handmade Alphabet by Laura Rankin

Each letter of the alphabet is represented by its corresponding American Sign Language hand sign and everyday objects that begin with that letter.

Handsigns: A Sign Language Alphabet by Kathleen Fain

26 animals, from anteater through zebra, pose beside the American Sign Language hand signs representing the first letters of their names.

I Spy Little Letters by Jean Marzollo and Walter Wick

Can you find all the objects that start the 26 letters of the alphabet? This photographic treasure hunt is a fun feast for young eyes.

Into The A, B, Sea: An Ocean Alphabet by Deborah Lee Rose

From anemones to zooplankton, explore the alphabetical wonders of the sea.

K Is For Kiss Good Night by Jill Sardegna

From "all ready for bed" to "zzzzz," a cast of children eagerly participates in familiar bedtime rituals.

Kipper's A To Z by Mick Inkpen

Kipper and his friend Arnold have fun trying to come up with different items that start with each letter of the alphabet.

L Is For Loving: An ABC For The Way You Feel by Ken Wilson-Max

Each letter of the alphabet is gently represented by a different human emotion.

The Letters Are Lost! by Lisa Campbell Ernst

Once upon a time all 26 letter blocks were safely stored in their box until one by one they got lost. (For example, “A” took an airplane ride, and “B” tumbled into the bath). Can you find all the missing letter blocks?

Miss Bindergarten Gets Ready For Kindergarten by Joseph Slate

Miss Bindergarten and her twenty-six alphabetical students prepare for their first day.

Miss Spider’s ABC by David Kirk

From ants to a zebra butterfly, Miss Spider’s friends gather to help her celebrate her birthday.

Not Enough Beds! A Christmas Alphabet Book by Lisa Bullard

Young Zachary describes where everyone, from Aunt Allison to Dog Yancy, sleep in his very full house over the Christmas holiday.

On Market Street by Arnold & Anita Lobel

A young child discovers all the things from A to Z that can be bought on Market Street. Can you guess who will be the lucky recipient of all these newly bought alphabetic goodies?

Read Anything Good Lately? by Susan Allen & Jane Lindaman

From atlases at the airport to zodiacs at the zoo, the world is full of fun materials and places to read.

Word Wizard by Cathryn Falwell

A young girl and her brother discover all the fun they can have with words by changing letters around to make new words out of old ones.

Teacher & Parent Resources**Alphabet Art** by Judy Press

This nicely illustrated volume contains animal art ideas and fingerplays for every letter.

Alphabet Connections by Shirley Ross, Mary Ann Hawke and Cindy McCord

Turn each letter of the alphabet into a whole day’s lesson with this fun teaching guide. Included for each letter, are corresponding literature, science, math, and art lessons.

Kathy Ross Crafts Letter Shapes by Kathy Ross

Craft activities which develop a child’s understanding of letter *shapes* abound in this attractive activity volume.

Kathy Ross Crafts Letter Sounds by Kathy Ross

Craft activities which develop a child’s understanding of letter *sounds* abound in this attractive activity volume.

Library Story Hour From A To Z by Ellen K. Hasbrouck

This book contains over 100 reproducible alphabet sound and letter games, activities, and patterns.



Rollicking Good Reads



Bark, George! by Jules Feiffer

Children will delight in the silly antics of George, the dog, who just can't seem to bark. He can meow, moo and quack though.

Book! by Kristine O'Connell George

What can you do with a book? You can wear it as a hat, and you can read it with a cat. Join this enthusiastic boy as he learns just how special a book is.

Book! Book! Book! by Deborah Bruss

Looking for a good book to read, the barnyard animals make a trip to their local library. Will the librarian be able to find them the perfect story?

Boozhoo, Come Play With Us by Deanna Himango & Rocky Wilkinson (*Fond du Lac Head Start Program*)

Colorful photographs of Fond du Lac Head Start kids involved in a variety of everyday activities are paired with the traditional Ojibwe words describing the activities.

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.

A lyrically rhythmic and repetitive text and bright, vivid collage pictures introduce youngsters to the concepts of animals and colors.

Bunny Cakes by Rosemary Wells

Max is sent to the store for various cake ingredients, including milk, eggs and flour, but what he really wants is Red-Hot Marshmallow Squirters! How will Max be able to let the grocer know what he wants?

Bus For Us by Suzanne Bloom

A group of school children eagerly await their school bus. Will it ever come?

Busy Toes by C. W. Bowie

This gentle story explores all the wonderful things you can do with toes, including writing in the sand and digging in the mud.

Caps For Sale: A Tale of A Peddler, Some Monkeys and Their Monkey Business

by Esphyr Slobodkina

A tired hat peddler decides to take a nap in the shade of a nearby tree. When he awakes, he finds that all of his caps are gone. Can you and your young one help find them again?

Carlo Likes Reading by Jessica Spanyol

Carlo's mom helps Carlo learn to read by labeling all of the objects in the house.

Carrot Seed by Ruth Krauss

A young boy plants a carrot seed and tenderly cares for it while eagerly awaiting the grown plant.

Cock-A-Doodle Moo! by Bernard Most

The rooster's got a sore throat. Will the cow be able to help him wake the other farm animals?

Cold Little Duck, Duck, Duck by Lisa Westberg Peters

While a little duck waits for the ice to melt in her favorite frozen pond, she dreams of a warm springtime.

Con Mi Hermano/ With My Brother by Eileen Roe

A younger brother describes why he loves his big brother and what he enjoys doing with him. (Bilingual text).

Cows In The Kitchen by June Crebbin

The cows, pigs, sheep and other barnyard animals are making a mess of the farmer's kitchen.

Dear Zoo by Rod Campbell

A young child writes to the local zoo and asks for help in finding the perfect pet. Get ready for lots of laughs and lift-the-flap surprises.

Five Little Monkeys Jumping On The Bed by Eileen Christelow

Five rambunctious monkeys would rather jump on the bed than go to sleep. This hand clapping, foot stomping rhyme is sure to be a hit with your little one.

Flower Garden by Eve Bunting

A young girl, with her father's loving help, prepares a window box surprise for her mother.

Foot Book by Dr. Seuss

This story takes a look at all the wonderful and wacky things that you can do with your feet.

Foster Baby by Rhian Brynjolson

A young narrator describes all the things that her new foster brother is going to need including bottles, naps, and lots of love.

Freight Train by Donald Crews

Watch a brightly colored train zip down the pages of this award-winning book. This is a perfect book for those children learning their colors.

From Head To Toe by Eric Carle

Can you raise your shoulders like a buffalo? Can you wiggle your hips like a crocodile? Your preschooler will love taking part in this book's silly animal antics.

Froggy Gets Dressed by Jonathan London

Froggy gets dressed for a chilly & snowy day. But in his excitement to go outside, he forgets some vital clothing items, including his pants and even his underwear! Be prepared for serious giggles.

Giving Thanks: A Native American Good Morning Message by Chief Jake Swamp
Lyrical prose and colorful illustrations beautifully capture and celebrate the gifts of Mother Earth. (Based on a traditional Iroquois Thanksgiving Address).

Go Away Big Green Monster! by Ed Emberley
Children are invited to help get rid of the big green monster by telling it to go away and by turning the page. Each time a page is turned, the monster gets smaller until eventually it disappears completely.

Go to Sleep, Daisy! by Jane Simmons
Daisy Duck just can't seem to settle down and go to sleep. Both children and parents will respond to this charmingly familiar tale.

Good Night Gorilla by Peggy Rathmann
A mischievous gorilla takes the zookeeper's keys and silently lets the other zoo animals out. They then follow the man home to a laugh-out loud ending.

Good-night, Owl! by Pat Hutchins
It's daytime and owl is trying to sleep, without much success. (The other birds are making too much noise!) Owl gets the last word though come nightfall.

Happy Birthday, Moon by Frank Asch
A small bear searches for the perfect birthday gift to give to the moon.

Have You Seen My Duckling? by Nancy Tafuri
A mother duck has lost one of her ducklings. Can you and your young one find him?

How Are You Peeling? Food With Moods by Saxton Freymann and Joost Elffers
Can a tomato smile? Can a carrot pout? Take a look at this book and decide for yourself.

How Do Dinosaurs Say Goodnight? by Jane Yolen
Loving parents gently and carefully tuck their little dinosaurs into bed.

I Know An Old Lady Who Swallowed A Pie by Alison Jackson
This is a hilarious Thanksgiving twist of the traditional children's rhyme: "I Know An Old Lady Who Swallowed A Fly." (*An excellent version of the traditional rhyme was authored by Simms Taback*).

I Love You: A Rebus Poem by Jean Marzollo
A narrator equates her love with that shown by a farmer for a rake, a duck for a lake and a candle for a cake. This book's repetitive refrain and rhyming text will have young ones enthusiastically reading along with you!

I Read Signs by Tana Hoban
Common everyday signs are depicted in bright colorful photographs. After you are done looking at the book, take a walk around your neighborhood and see how many of the signs you and your young one can identify.

I Took My Frog To The Library by Eric Kimmel

Laughter and adventure abound when a young girl takes her frog to the library.

In The Small, Small Pond by Denise Fleming

A young boy observes nature first-hand at a local pond. (Companion book to In The Tall, Tall Grass).

Is Your Mama A Llama? by Deborah Guarino

Curious about mothers, a young llama asks his other animal friends what makes their mamas so special to them.

The Itsy-Bitsy Spider Retold and Illustrated by Iza Trapani

Think you know this rhyme? Take a look at this warmly illustrated book and learn the other five verses of the classic song.

It Looked Like Spilt Milk by Charles G. Shaw

A cloud takes on many shapes, including an ice cream cone, a bunny rabbit and a tree. Share this book with your young one, then take a walk outside and see what shapes you can see in the clouds.

The Jingle Dancer by Cynthia Leitich Smith

Jenna, a member of the Muscogee Creek Nation, dreams of being a Jingle Dancer.

Joseph Had A Little Overcoat by Simms Taback

Joseph starts out his story with a beloved overcoat. Over time, the coat wears out, so Joseph makes it into smaller and smaller clothing items. What will happen when all of the fabric is worn away?

King Bidgood's In The Bathtub by Audrey & Don Wood

A king, with a love of the bath, refuses one day to get out of the tub and rule his kingdom despite pleas from his fellow courtiers.

Leo The Late Bloomer by Robert Kraus

Leo, the lion, is a late bloomer who can't seem to do anything as quickly or as well as his peers. Yet with his parents love and support, and with a little bit of growing time, Leo quickly turns into a shining star.

The Little Engine That Could by Watty Piper

A little blue engine helps to pull a train full of "dolls, toys and good food" over a steep hill. This is a wonderful story about the power of positive thinking.

Lunch by Denise Fleming

Join a mouse as he seeks out a tasty lunch meal. This book would be perfect for children working on color recognition.

Mama Zooms by Jane Cowen-Fletcher

A boy celebrates all fun he and his mom have zooming around town in her wheelchair.

Max's Dragon Shirt by Rosemary Wells

Ruby takes her younger bunny brother, Max, to the mall on a mission to find the perfect pair of pants. Max however wants a colorful dragon shirt. Can a compromise be reached?

More, More, More! Said the Baby: 3 Love Stories by Vera B. Williams

This book contains three sweet stories about the love felt by a mother, father and grandmother for their children and grandchildren.

Mouse Mess by Linnea Riley

When a family goes to bed, a young mouse wakes up and makes a yummy mess in their clean kitchen.

Mouse Paint by Ellen Stoll Walsh

Three inquisitive mice mix up combinations of red, yellow and blue paints and end up with some exciting new colors.

My Brother Sammy by Becky Edwards & David Armitage

A young boy describes how he feels about having a brother who is autistic.

My Car by Byron Barton

In this simple story, Sam shares why his car is so special and how he cares for it.

Napping House by Audrey and Don Wood

A grandmother, her grandson and all the house pets are napping peacefully. Everyone is asleep, or are they? Watch the hilarious havoc a wakeful flea plays on the sleeping characters.

Old MacDonald by Amy Schwartz

This book is a beautifully illustrated version of the traditional children's song.

On Mother's Lap by Ann Herbert Scott

Michael, a young Alaska Native boy, discovers that there room on his mother's lap for everyone, including both him and his younger sibling.

Owl Babies by Martin Waddell

Three baby owls anxiously await the return of mama owl that has been out hunting for dinner.

Pete's A Pizza by William Steig

Pete is cheered up out of his grouchy mood when his mom and dad lovingly turn him into a pizza.

Rosie's Walk by Pat Hutchins

Who is following Rosie the chicken on her walk around the farmyard? This wordless picture book is a classic favorite of children.

Russ And The Firehouse by Janet Elizabeth Rickert

Russ, a boy with Down Syndrome, spends the day at a local firehouse helping his uncle Jerry, clean and inspect fire equipment.

Seals On The Bus by Lenny Hort

This funny parody of the traditional song: “Wheels On The Bus” will have your young ones rolling in the aisles.

Sheep On A Ship by Nancy Shaw

Join a bunch of loveable sheep on a pirate ship adventure.

Snowballs by Lois Ehlert

What do you do with a bunch of snow and a paper bag overflowing with craft materials? Why, you make a snow family of course, complete with a snow dog and a snow cat.

Snowy Day by Ezra Jack Keats

Peter rushes outside to explore a familiar neighborhood that has been magically transformed by snow.

Taking A Walk: Caminando by Rebecca Emberley

A young person takes a walk through town and points out all of the buildings and objects that make the town special. (*Bilingual text*).

The Three Bears Retold and Illustrated by Byron Barton

This bold and brightly illustrated retelling of this classic tale is bound to be a hit with your young ones.

Very Busy Spider by Eric Carle

A very busy and determined spider quietly weaves her web while the other farm animals repeatedly question her about what she is doing.

We'll Paint The Octopus Red by Stephanie Stuve-Bodeen

Emma and her father celebrate all the fun things that they will be able to do with her new baby brother, Issac who has Down Syndrome.

The Wheels On The Bus (Raffi Songs to Read) by Raffi

Join Raffi for a rousing rendition of every youngster's favorite song.

Where's My Teddy? by Jez Alborough

Eddie, a bright-eyed little boy, is off to the woods to find his misplaced teddy bear. Little does Eddie know though, that a gigantic bear is also looking for *his* own lost teddy bear.

Where's Spot? by Eric Hill

Lift the flaps and search the house for a rambunctious and darling dog, named Spot.

Who Sank The Boat? by Pamela Allen

Several farm animals try to squeeze into a rowboat that is quickly sinking. Can you and your young one guess which animal will be the final straw that sinks the boat?

Wolf! by Becky Bloom

A wolf learns to read and impresses his farmyard friends.

Teacher & Parent Resources

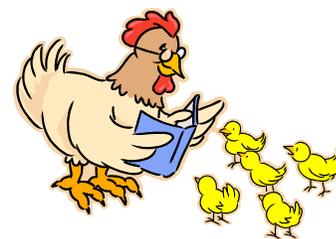
A To Zoo: Subject Access To Children's Picture Books by Carolyn W. Lima & John A. Lima
This index is perfect for those looking for picture books dealing with particular subjects, i.e. dinosaurs, trucks, family problems, etc...

Crafts From Your Favorite Children's Songs by Kathy Ross
This resource is full of craft activity ideas for perennial favorite children's songs, including the Itsy Bitsy Spider, Baa Baa Black Sheep and Old MacDonald Had A Farm.

Learning To Read and Write by Susan B. Neuman, Carol Copple and Sue Bredekamp
This book describes the research behind early childhood literacy and provides ideas for creating a literate rich classroom environment.

My Very First Books To Make And Read by Kathy Dunlavy
Help your preschooler to learn the value of a book by having them create their very own. This resource is rich with simple book templates and content ideas.

Storytime Crafts by Kathryn Totten
Do your storytimes lack zip? If so, then try this resource which is filled with storytime theme ideas, booklists, fingerplays and craft activities. (For even more storytime ideas, try **52 Programs for Preschoolers** by Diane Briggs).



Counting & Number Fun

1, 2, 3 To The Zoo by Eric Carle
Come take a ride on a zoo train and have some math fun by counting all the animals you see.

26 Letters and 99 Cents by Tana Hoban
Numerals from 1 to 99 are paired with color photographs of coins totaling that value.

Arlene Alda's 1, 2, 3 by Arlene Alda
Can you and your young one see the number shapes created by the careful and artistic arrangement of everyday objects, like a banana peel and a kite in the sky?

Bears On Wheels by Stan & Jan Berenstain
Bears on bicycles?! Count the bears as they go speeding by in this hilarious Beginning Reader book.

Big Fat Hen by Keith Baker
1, 2, Buckle My Shoe. 3, 4, Shut the Door.... This simple nursery rhyme is accompanied by fun and brilliantly illustrated full-page art.

Cock-A-Doodle Doo: A Farmyard Counting Book by Steve Lavis

One noisy rooster wakes everyone on the farm, including 2 hungry horses, 3 cows waiting to be milked, 4 frisky dogs and many other barnyard animals from 1 to 10.

Count! by Denise Fleming

Colorful and playful animals from 1 gnu to 50 bees introduce the numbers 1-10, 20, 30, 40 & 50.

Count On Clifford by Norman Bridwell

Clifford has fun counting from 1 to 10 at his birthday party. Not even a little rain can dampen his math fun.

Counting Crocodiles by Judy Sierra

A clever monkey devises a way to safely cross the Sillabobble Sea to a banana tree by conning the hungry crocodiles into forming a bridge under the ploy of counting them.

Counting Kisses by Karen Katz

This play rhyme invites parents to share kisses, hugs and love with their young ones.

Counting On The Woods by George Ella Lyon

Stunning color photographs and a simple poem describe the beautiful animals and objects that can be counted while on a nature walk.

Eight Animals On The Town by Susan Middleton Elya

Eight animals share a delicious repast and a fun night out on the town. (*Included in the text are Spanish words and numbers*).

Farm Life by Elizabeth Spurr

Come tour Farmer Dan's farm with his children and count the things you see there from 1 rumbling tractor to 10 tiny piglets.

Feast For Ten by Cathryn Falwell

Join a loving family as they prepare a delicious family meal for 10 people.

Fiesta! By Ginger Foglesong Guy

A group of children spend the day at an outdoor market buying supplies for a birthday party. (*Bilingual text: Spanish and English*)

Fish Eyes by Lois Ehlert

A narrator wishes to be a fish so that he would be able to count all of the beautiful and colorful fish in the sea.

Five Little Monkeys Jumping On The Bed by Eileen Christelow

Five rambunctious monkeys would rather jump on the bed than go to sleep. This hand clapping, foot stomping rhyme is sure to be a hit with your little one.

Five Trucks by Brian Floca

To get an airplane ready to fly, you need the help of five very special trucks. (*Ordinal numbers are highlighted*).

Frogs Jump by Alan Brooks

One frog jumps, two ducks dive... Join some lively animals for some counting fun from 1 to 12 and back again.

Gray Rabbit's 1, 2, 3 by Alan Baker

One little rabbit moulds a multitude of friends out of colorful clay, including 1 wiggly worm, 4 yappy dogs and 10 squeaking mice.

How Many, How Many, How Many by Rick Walton

Questions about holidays, sports and nursery rhymes are paired with answers that include the numbers 1 to 12.

How Many Feet In The Bed? by Diane Johnston Hamm

A loving family of five spends a lazy Saturday morning getting in and out of bed. How well can *you* keep track of how many feet are in the bed?

How Much Is That Doggie In The Window? by Iza Trapani

A young boy longs to have a dog that he sees in a pet store window. Will he ever save enough money to buy the dog?

Let's Count by Tana Hoban

Stunning color photographs of everyday objects are paired with textual dots that introduce the numbers from 1 to 100.

Let's Count It Out, Jesse Bear by Nancy White Carlstrom

A series of ten poems celebrate all the fun counting activities Jesse Bear enjoys doing, including counting stars with his dad and counting his rock collection.

Maisy Drives The Bus by Lucy Cousins

Maisy has a busy day driving a bus around town and picking up passengers.

My Signing Book Of Numbers by Patricia Bellan Gillen

This attractively illustrated volume introduces the American Sign Language signs for the numbers 1-20 consecutively and 30-100 by tens.

Miss Bindergarten Celebrates The 100th Day Of Kindergarten by Joseph Slate

Miss Bindergarten and her kindergarten class celebrate the 100th day of school by bringing to class different objects numbering a 100.

Miss Spider's Tea Party by David Kirk

A parade of bugs, from 2 to 10, decline Miss Spider's invitation to a tea party for fear of being eaten. What is friendly Miss Spider to do?

My Arctic 1, 2, 3 by Michael Arvaarluk Kusugak & Vladyana Langer Krykorka

Join the author as he counts the Arctic wildlife of his childhood home from 1 to 10. (Bilingual text: Inuktitut and English).

One Cow, Moo, Moo! By David Bennett

A young boy watches with interest as a series of barnyard animals from 1 cow to 10 mice go racing by. Can you guess what they are running from?

One Duck Stuck by Phyllis Root

A duck gets one foot stuck in the mud and muck of a swamp. Which one of her ten animal friends will be the one to get her out?

One Good Horse by Ann Herbert Scott

A boy and his dad spend the day checking on cattle and counting what they see on their ranch.

One Guinea Pig Is Not Enough by Kate Duke

One lonely guinea pig plus another lonely guinea pig makes two happy guinea pigs. But is there such a thing as too many guinea pigs?

One Hole In The Road by W. Nikola-Lisa

Your young machine enthusiast is sure to be enthralled by this fun introduction to the numbers 1 to 10 and the machinery used to repair a hole in the road.

One Horse Waiting For Me by Patricia Mullins

Beautifully rendered collage horses introduce the numbers 1 to 12.

One Is A Snail, Ten Is A Crab by April Pulley Sayre & Jeff Sayre

Join some festive crabs for some counting fun on the beach. (*Numbers are presented from 1-10 consecutively and 20-100 by 10s*).

One Moose, Twenty Mice by Clare Beaton

Count the animals from 1 to 20, but be sure to keep your eye on that sneaky cat!

One More Bunny by Rick Walton

One bunny joins another at the park until there is a total of 10.

Over In The Meadow by Ezra Jack Keats

This traditional counting rhyme focuses on animals and their babies in their natural habitats.

Paddington's 123 by Michael Bond

Join the one and only Paddington Bear for some counting fun from 2 red boots to 20 marmalade sandwiches.

Quack And Count by Keith Baker

How many different ways can you make the number seven using addition? Count the ducks as they play in a pond to find out.

Roar! A Noisy Counting Book by Pamela Duncan Edwards

One lonely lion cub sets out to find some friends, but his “friendly” roar sends progressively more animals fleeing in fear. Will he ever find some friends?

Roll Over! A Counting Song by Merle Peek

Feeling crowded, a young boy makes the 10 animals in his bed roll over one by one.

Splash! by Ann Jonas

Various animals jump in and out of a young girl's fish pond thus constantly changing the answer to her question: “How many are in my pond?”

Spot Can Count by Eric Hill

Spot and his dad have fun counting farm animals from 1 to 10.

Surprise! by Sally Noll

One beribboned, bright present wrapped with 4 shiny ribbons, holds a furry birthday surprise for Rose. Can you and your young one guess what the surprise is before it is unwrapped?

Ten Black Dots by Donald Crews

What kind of pictures would *you* make from 10 black dots? The book's illustrator, Donald Crews, uses one dot to make a sun, two dots to make the eyes of a fox and three dots to make a snowman's face.

Ten Dirty Pigs/ Ten Clean Pigs by Carol Roth

This upside-down, turn-around bathtime counting book is sure to have even your most reluctant bather giggling, as pigs from 1 to 10 splash up some fun in the tub.

Ten Dogs In The Window by Claire Masurel

Ten dogs patiently wait in a pet store window for new homes. Can you guess which dog will go home with which family?

Ten Friends by Bruce Goldstone

If you could invite 10 friends to tea, who would they be? Would you invite 10 alligator fireman? How about 9 grizzly bears and 1 giraffe? Be prepared for some serious giggles and math fun!

Ten Little Hippos by Bobette McCarthy

Ten talented hippos take to the stage where a series of silly mishaps has the reader counting down from 10 to 1.

Ten Minutes Till Bedtime by Peggy Rathmann

Join ten rowdy hamsters for some hilarious bedtime antics.

Ten, Nine, Eight by Molly Bang

A young girl and her loving father turn bedtime into a game with a lyrical rhyme.

Ten Terrible Dinosaurs by Paul Stickland

Count these “terrible” dinosaurs as they joyfully go about their day playing.

Thirteen Moons On Turtle’s Back by Joseph Bruchac & Jonathan London

A series of lyrical poems, based on Native American calendar traditions, celebrate the four seasons and thirteen moon cycles of the year.

Turtle Splash! Countdown At The Pond by Cathryn Falwell

Ten tired turtles rest upon a log. One by one they slip into the mud of the river for a little nap.

Twenty Is Too Many by Kate Duke

The fun-loving, sea-faring guinea pigs from *One Guinea Pig Is Not Enough* (Duke) fame are back! This time they are in for some subtraction fun from 20 to 1.

Uno, Dos, Tres by Pat Mora

With the help of their father, two girls prepare a birthday surprise for their mama. (*Numbers presented in both Spanish and English*).

Up To Ten And Down Again by Lisa Campbell Ernst

Two families make a trip to the park for a picnic. Will a little rain spoil all their counting fun?

What’s Cookin’? A Happy Birthday Counting Book by Nancy Coffelt

Ten cooks arrive to help bake a birthday cake. But will too many cooks spoil the kitchen?

What Comes In 2’s, 3’s & 4’s? by Suzanne Aker

This clever concept book looks at what objects in nature come in 2’s, 3’s & 4’s.

Willy Can Count by Anne F. Rockwell

Willy and his mother take a walk and count all the objects they see from 1 to 10.

Zin! Zin! Zin! A Violin by Lloyd Moss

One by one the musicians take the stage until they are an orchestra of ten.

Teacher & Parent Resources

Eenie Meenie Miney Math! by Linda Allison & Martha Weston

This volume introduces parents to some simple play activities steeped in math principles and concepts that they can share with their preschooler.

Kathy Ross Crafts Numbers by Kathy Ross

Craft activities which develop a child's understanding of numbers abound in this attractive activity volume.

Numbers! Colors! Alphabet! by Melanie Axel-Lute

This resource guide for parents and educators lists picture book titles dealing with preschool learning concepts, including the alphabet; math; and color.



Other Math Fun



Anno's Counting Book by Mitsumasa Anno

You and your young one will enjoy watching a town grow and develop over the course of a year. (*Time Sequences; Counting*)

The Apple Pie Tree by Zoe Hall

A young girl excitedly describes how the apple tree in her yard grows and changes throughout the four seasons of a year. (*Time Sequences; Patterns/Sequences*)

Baby High, Baby Low by Stella Blackstone

Groups of loving parents and their darling babies demonstrate opposites like high/low, happy/sad and hot/cold. (*Patterns/Sequences*)

Bear About Town by Stella Blackstone

Each week a friendly bear makes his way around town visiting the neighborhood businesses. For some more math fun with "Bear", check out **Bear In A Square** also by Stella Blackstone. (*Spatial Sense*)

Beep Beep, Vroom Vroom! By Stuart J. Murphy

Molly is cautioned to put her brother's yellow, red and blue cars back in order after playing with them. Will she ever remember how the pattern goes? (*Patterns/Sequences*)

Bein' With You This Way by W. Nikola-Lisa

A group of children at a playground has fun noticing the differences and similarities between themselves. (*Patterns/Sequences*)

Big And Little by Margaret Miller

The concept of big and little is explained through colorful photographs of children at play with toys of different sizes. (*Measurement*)

Blue Sea by Robert Kalan

Four colorful fish of different sizes demonstrate the concept of big and little. (*Measurement*)

Brown Rabbit's Shape Book by Alan Baker

Brown Rabbit has fun opening his square present and blowing up his five differently shaped balloons. (*Geometry*)

Bunny Money by Rosemary Wells

Max and Ruby save some money and use it buy their grandmother a special birthday surprise. (*Money Management*)

The Button Box by Margarete S. Reid

A young boy has fun sorting his grandmother's button collection. (*Patterns/Sequences*)

By The Sea by Michelle Koch

This fun look at all the opposites you will find at the seaside is sure to have your young one asking to go to the beach. (*Patterns/Sequences*)

Charlie Needs A Cloak by Tomie de Paola

Charlie, a shepard, needs a new cloak. Can you guess how he'll get one? (*Problem Solving*)

Circles And Squares Everywhere! by Max Grover

If you look closely enough, you will see circles and squares everywhere in the world around you. For more circle and square fun, check out **So Many Circles, So Many Squares** by Tana Hoban. (*Geometry*)

Circle Dogs by Kevin Henkes

Two circle dogs with triangle ears live in a square house where they spend fun-filled days barking at doorbells, dreaming about bones and digging circle holes. (*Geometry*)

Circus Shapes by Stuart J. Murphy

Circus performers entertain the crowds by forming a variety of geometric shapes including, circles, triangles, squares and rectangles. (*Geometry*)

Color Zoo by Lois Ehlert

Various cut paper shapes combine to create magnificent, colorful zoo animals. For more shape fun, check out **Color Farm** also by Lois Ehlert. (*Geometry*)

Did You Hear Wind Sing Your Name? by Sandra De Coteau Orié

Based on Oneida tradition, this lyrical song is a celebration of spring and the circle of life. (*Patterns/Sequences*)

The Doorbell Rang by Pat Hutchins

The doorbell doesn't stop ringing once the neighborhood kids catch a whiff of Sam and Victoria's homemade cookies. Will there be enough cookies for everyone? (*Division; Patterns/Sequences*)

Dots, Spots, Speckles And Stripes by Tana Hoban

Colorful photographs of everyday objects invite children to explore the shapes that they see in their own worlds. (*Geometry*)

Earth, Sky, Wet, Dry by Durga Bernhard

Have you and your young one ever noticed how many pairs of opposites there are in nature? (*Patterns/Sequences*)

Eating Fractions by Bruce McMillan

Two children share a meal by dividing their food into halves, thirds and fourths. (*Fractions*)

Exactly The Opposite by Tana Hoban

Colorful photographs of everyday objects are paired with their opposites. (*Patterns/Sequences*)

Give Me Half! by Stuart J. Murphy

A brother and sister learn about the concept of halves when they share a pizza meal. (*Fractions*)

Gotcha! by Gail Jorgensen

Will a pesky fly ruin the bears' birthday picnic? (*Spatial Sense; Patterns/Sequences*)

Hannah's Collections by Marthe Jocelyn

One day, Hannah's teacher asks her to bring in a collection to show the class. Hannah is excited but worried. How will she ever decide which one of her many wonderful collections to bring. (*Patterns/Sequences; Problem Solving*)

A High, Low, Near, Far, Loud, Quiet Story by Nina Crews

A brother and sister demonstrate all the pairs of opposites that they encounter during a busy day. (*Patterns/Sequences*)

How Big Is A Pig? By Clare Beaton

A plump pig explores the barnyard and all the animal opposites he finds there in a quest to answer the question: "How Big Is A Pig?" (*Patterns/Sequences*)

I Swapped My Dog by Harriet Ziefert

A fussy farmer decides to swap his dog for an animal he can ride, a horse. When that stubborn horse doesn't work out, the farmer continues swapping animals until he ends up right back where he started, with his trusty old dog by his side. (*Patterns/Sequences*)

Inch By Inch by Leo Lionni

A clever inchworm devises a way to escape from a hungry bird by claiming to be able to measure the bird's song. (*Measurement*)

Inside, Outside, Upside Down by Stan & Jan Berenstain

Brother Bear, of Berenstain Bears' fame, gets more than he bargained for when he decides to play in an empty cardboard box. (*Spatial Sense*)

Is It Larger? Is It Smaller? By Tana Hoban

Colorful photographs of everyday objects invite children to explore the concept of size. (*Measurement*)

Jonathan And His Mommy by Irene Smalls-Hector

Jonathan and his mommy take a joyful walk down busy city streets. (*Patterns/Sequences*)

Just A Little Bit by Ann Tompert

Elephant and his pal mouse need “*just a little bit*” of help to balance the see-saw. (*Measurement*)

King Bidgood's In The Bathtub by Audrey & Don Wood

Fun loving, King Bidgood is in the bathtub and doesn't show any signs of wanting to get out as the day turns in to night. What is a young page to do?! (*Time Sequences; Problem Solving*)

Lottie's New Beach Towel by Petra Mathers

Lottie uses her new beach towel to solve a wide variety of problems which she encounters during a trip to the beach. (*Problem Solving*)

The Marvelous Toy by Tom Paxton

A young boy has been given a very special toy by his father. Can you and your young one figure out what it is? (*Problem Solving*)

Max Found Two Sticks by Brian Pinkney

Max uses two sticks and anything around him, like the stairs and garbage can tops, to tap out the rhythms of the city. (*Patterns/Sequences*)

Missing Mittens by Stuart J. Murphy

Farmer Bill and his farm animals are in a pickle with so many of their mittens missing. Can you guess who the culprit is? (*Even & Odd Numbers; Patterns/Sequences*)

The Monster At The End Of This Book by Jon Stone

Grover, of Sesame Street fame, tries to devise a way to prevent the reader from turning the pages of the story so he won't be faced with seeing the “*scary*” monster at the book's end. (*Problem Solving*)

More, Fewer, Less by Tana Hoban

The concept of quantity is explored through stunning color photographs of everyday objects arranged in groups of differing size. (*Measurement*)

My Little Red Car by Chris L. Demarest

A young boy tells about all the places around the world he is going to travel to in his little red car when he grows up. (*Spatial Sense*)

My Opposites/Mis Opuestos by Rebecca Emberley

This bilingual (Spanish/English) board book shows animals demonstrating many pairs of opposites from up/down to large/small. (*Patterns/Sequences*)

My Shapes/Mis Formas by Rebecca Emberley

This bilingual board book pairs bright paper collage shapes with their Spanish and English terms. (*Geometry*)

Now, Soon, Later by Lisa Grunwald

A young girl relates her busy day to the time concepts of “*now, soon and later.*” (*Time Sequences*)

Ollie All Over by Denis Roche

This sturdy board book features a darling puppy hiding from his mother all over the house. Will she ever find him? (*Spatial Sense*)

Our Journey by Lyz Jaakola & Karen Savage-Blue (*Fond du Lac Head Start Program*)

This brightly illustrated board book invites young readers to greet and thank the six directions every day. (*Spatial Sense*)

Paddington's Opposites by Michael Bond

Paddington has fun exploring the concept of opposites. (*Patterns/Sequences*)

A Pair Of Socks by Stuart J. Murphy

A lost sock goes on a hunt to find his match. (*Patterns/Sequences*)

Pattern Fish by Trudy Harris

Will a shark scare away all of the beautifully patterned fish in the sea? (*Patterns/Sequences*)

Peter's Pockets by Eve Rice

While out on a walk with his Uncle Nick, Peter discovers lots of neat new “treasures” to bring home and show his mom. Unfortunately, his new pants don't have any pockets in them! Will Peter ever find a way to get his “treasures” home? (*Problem Solving*)

Rabbit's Pajama Party by Stuart J. Murphy

Rabbit and his three animal friends have a ball at their first sleepover party. (*Time Sequences*)

Sea Shapes by Suse MacDonald

This book is an interesting look at how some basic shapes can turn into some elaborate sea creatures. (*Geometry*)

Sergeant Hippo's Busy Week by Wong Herbert Yee

Join a busy policeman for a week of chasing bad guys, directing traffic and solving crimes. (*Time Sequences*)

Shapes, Shapes, Shapes by Tana Hoban

This photographic treasure hunt will have children searching for some basic shapes in their everyday worlds. (*Geometry*)

The Shape Of Things by Dayle Ann Dodds

This innovative concept book looks at how the objects that we see in nature are made up of a few basic shapes. (*Geometry*)

Shape Space by Cathryn Falwell

A young girl has fun digging through a box and playing with the shapes she finds there. (*Geometry*)

Spunky Monkeys On Parade by Stuart J. Murphy

Join in the counting fun of a monkey parade. (*Skip Counting*)

Tail, Toes, Eyes, Ears, Nose by Marilee Robin Burton

Can your young one guess what animal is being depicted by looking only at its tail, toes, eyes, ears and nose? For more animal guessing fun, be sure to check out **Flappy, Waggy, Wiggly** by Amanda Leslie. (*Problem Solving*)

Talking A Walk: Caminando by Rebecca Emberley

A young person takes a walk through town and points out all of the buildings and objects that make the town special. (*Spatial Sense*)

Tracks In The Snow by Wong Herbert Yee

A young girl has fun investigating some tracks she finds in the snow. Can you guess who made them? (*Spatial Sense; Problem Solving*)

Traffic: A Book Of Opposites by Betsy & Giulio Maestro

Follow a little car home along some busy city streets and quiet country roads. (*Patterns/Sequences*)

Two Pairs Of Shoes by Esther Sanderson

Maggie receives two very special pairs of shoes for her birthday, moccasins and patent leather. (*Patterns/Sequences*)

Where Are You Going, Manyoni? by Catherine Stock

Manyoni, a young Zimbabwe girl, wakes early each morning to walk two hours to the nearest village school house. (*Spatial Sense*)

Where Did You Get Your Moccasins? by Bernelda Wheeler

This rhythmic picture book with a repetitive refrain tells the story of a young boy who has brought his new moccasins to school for show and tell. (*Patterns/Sequences*)

Where's Spot? by Eric Hill

Lift the flaps and search the house for a rambunctious and darling dog, named Spot. (*Spatial Sense*)

The Wing On A Flea: A Book About Shapes by Ed Emberley

Using triangles, squares, rectangles and circles, Ed Emberley shows how everyday objects are made up of a combination of shapes. (*Geometry*)

You'll Soon Grow Into Them, Titch by Pat Hutchins

Titch is too big for his own clothes but too small for his older siblings' clothes. What is a growing boy to do? (*Measurement*)

Teacher & Parent Resources

Count On Math by Pam Schiller and Lynne Peterson

This extensive math activity book is filled with lesson ideas for children ages 3-7 years.

Janice VanCleave's Play And Find Out About Math by Janice VanCleave

This resource book is full of some fun and simple play activity ideas that promote an understanding of mathematics.

Kathy Ross Crafts Triangles, Rectangles, Circles And Squares by Kathy Ross

Craft activities which develop a child's understanding of shapes abound in this attractive activity volume.

Lessons From Turtle Island: Native Curriculum In Early Childhood Classrooms

by Guy W. Jones and Sally Moomaw

This resource volume for early childhood professionals is filled with culturally sensitive math, science and literacy lesson ideas.

The Scholastic Book Of Early Childhood Learning Centers by Deborah Diffily, Elizabeth Donaldson and Charlotte Sassman

Check out this book if you are looking for ideas about how to set up classroom learning centers that promote early reading, writing, and math learning.

You Can Count On Mother Goose Created by Vermont Center For The Book

This combination literacy/activity guide provides parents and educators of preschoolers with picture book titles and activities focused on math concepts, including numbers, geometry, measurement and patterns.



Social-Emotional Development Booklist

Kids Books That Explore Diversity & Inclusion

All The Colors Of The Earth by Sheila Hamanaka

This book is a celebration of the all different and wonderful shapes, sizes and colors that children come in.

Apple Pie Fourth Of July by Janet S. Wong

A young girl worries that no one will want to buy and eat the Chinese food her parents have prepared on the Fourth of July.

Back To School by Maya Ajmera

Stunning color photographs and a brief text show children around the world in school.

Bein' With You This Way by W. Nikola-Lisa

A group of children at a playground has fun noticing the differences and similarities between themselves.

Bread, Bread, Bread by Ann Morris

People the world over enjoy eating bread in many different forms. What kind of bread do you and your young one enjoy?

The Colors Of Us by Karen Katz

Lena and her mother celebrate all the different variations of skin color that they and their friends have.

Hello World! By Manya Stojic

Learn how to say "hello" in 42 different languages!

How To Make An Apple Pie And See The World by Marjorie Priceman

A young girl travels the world in search of the ingredients needed for an apple pie.

My Nose, Your Nose by Melanie Walsh

A brief text and warmly painted illustrations gently introduce young readers to the differences and similarities between people.

A Rainbow All Around Me by Sandra L. Pinkney

A multiethnic cast of children represent every color of the rainbow.

We All Sing With The Same Voice by J. Philip Miller & Sheppard M. Greene

This joyful Sesame Street song makes the point that no matter where we live or what we look like on the outside, we are all the same at heart.

We Are All Alike...We Are All Different by Cheltenham Elementary School Kindergarteners

Written by kindergarteners, this book is a touching look from a child's perspective of how people are alike and different.

We're Different, We're The Same by Bobbi Jane Kates

Featuring Jim Henson’s Sesame Street characters, this book is a gentle look at the ways in which we are both different from and the same as one another.

Whoever You Are by Mem Fox

While children around the world differ, they are the same in that they all experience joy, sorrow and love.

Yoko by Rosemary Wells

Yoko’s classmates make fun of her Sushi lunch. Will her teacher’s plan for an “International Food Day” help to make the kids more comfortable with Yoko’s Japanese culture? Or will it only make things worse?

Kids Books That Explore Feelings

Glad Monster, Sad Monster by Ed Emberley & Anne Miranda

Join in the fun as some colorful monsters describe how different events make them feel. (The different emotions explored include: glad; sad; loving; scared; silly; angry; and worried).

How Are You Peeling? Food With Moods By Saxton Freymann and Joost Elffers

Can a tomato smile? Can a carrot pout? Take a look at this book and decide for yourself.

L Is For Loving: An ABC For The Way You Feel by Ken Wilson-Max

Each letter of the alphabet is gently represented by a different human emotion.

My Many Colored Days by Dr. Seuss

The narrator daily experiences a range of emotions, which he then equates with different colors of the rainbow.

Sometimes by Keith Baker

An alligator experiences a range of emotions from happy to sad.

Sometimes I’m Bombaloo by Rachel Vail

A young girl explains what it is like to lose control of her emotions, and how her mother helps her through the experience.

Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis

A young girl describes the wide range of emotions that she experiences every day from silly to lonely.

Wemberly Worried by Kevin Henkes

Wemberly is a mouse who likes to worry. Her biggest worry at the moment concerns the first day of nursery school.

When Sophie Gets Angry—Really, Really Angry... by Molly Bang

Angry about having to share her toys with her younger sister, Sophie decides to take a walk and cool off.

Kids Books That Explore Friendship & Families

Clifford Makes A Friend by Norman Bridwell

In this easy reader, Clifford and a boy become friends and do all sorts of things together including running, jumping and making silly faces.

Do You Want To Be My Friend? By Eric Carle

A lonely mouse searches everywhere for a friend. Will he ever find one among the numerous animals he encounters?

Gossie & Gertie by Olivier Dunrea

Goslings, Gossie & Gertie are best friends who do *everything* together. Will their friendship survive Gertie's decision to do some things on her own?

Families by Ann Morris

Stunning color photographs and a brief text highlight how families are the same and different all over the world.

Families Are Different by Nina Pellegrini

As the young narrator finds out, family members may look different from one another, but they all share a common bond of love.

Friends by Helme Heine

A rooster, a pig and a mouse strike up an unusual barnyard friendship.

Friends by Rachel Isadora

Bright pictures with simple labels show children engaged in a variety of friendly activities from hugging to reading.

Full, Full, Full Of Love by Trish Cooke

Jay Jay enjoys spending the afternoon at his grandmother's house helping her prepare a family feast.

I Love You The Purplest by Barbara M. Jooisse

A mother gently reassures her two young sons that she loves them equally but in different ways.

Making Friends by Fred Rogers

This book is a gentle story for children about friendship and how to be a good friend.

More, More, More! Said the Baby: 3 Love Stories by Vera B. Williams

This book contains three sweet stories about the love felt by a mother, father and grandmother for their children and grandchildren.

New Friends, True Friends, Stuck-Like-Glue Friends by Virginia Kroll

A simple rhyming text and colorful characters describe all different types of friendships.

This Is My Family by Gina & Mercer Mayer

Little Critter describes his family and the role each person plays in it.

Titch & Daisy by Pat Hutchins

When Titch can't find his friend Daisy at a party, he hides rather than participate in the fun and games.

What Grandmas Do Best/ What Grandpas Do Best By Laura Joffe Numeroff

Two books in one, this story celebrates the many fun activities grandparents and grandchildren can do together. (For more family fun, be sure to check out **What Mommies Do Best/What Daddies Do Best** by Laura Joffe Numeroff)

Yo! Yes? By Chris Raschka

Two lonely boys meet up in the street and form a friendship.

*Kids Books That Explore Self-Esteem & Independence***ABC, I Like Me!** by Nancy Carlson

Three animal friends celebrate all the wonderful things they can do from A to Z.

All By Myself by Alik

A young boy takes us through his busy day and shows us all the things he has learned to do for himself from getting dressed to going to school.

Arthur's Nose by Marc Brown

Arthur, an aardvark, is unhappy with his long nose. Will a rhinologist be able to help him find a new one? (For more Arthur fun check out **Arthur's Eyes** by Marc Brown).

Barney Is Big by Nicki Weiss

Barney is a big boy who can dress and bathe himself, but worries that he is not big enough for nursery school yet.

Career Day by Anne Rockwell

A group of preschool children explore the numerous career choices available to them when they grow up.

The Cat Barked? By Lydia Monks

An unhappy cat wishes she were a dog living a fun-filled life, but after some consideration she realizes that being a cat is a wonderful thing too!

A Color Of His Own by Leo Lionni

A young chameleon is distressed by his constantly changing color. Will he ever find a color of his own?

Ella Sarah Gets Dressed by Margaret Chodos-Irvine

Ella Sarah has a mind of her own when it comes to selecting her outfit for the day.

I Am Me! by Alexa Brandenburg

A group of children dream about what they will be when they grow up.

I Can Do It Too! by Karen Baicker

A young girl celebrates all the “big girl” things she can do from pouring a glass of juice to riding her tricycle.

I Like It When... by Mary Murphy

A young penguin tells his mom what activities he enjoys doing with her, from holding hands to eating something new.

I Like Me! by Nancy Carlson

A young pig describes everything that she likes about herself from her round little tummy to her curly pig tail.

Just Like Daddy by Frank Asch

A young bear describes all the “big boy” things he does during the day just like his dad.

Leo The Late Bloomer by Robert Kraus

Leo, the lion, is a late bloomer who can't seem to do anything as quickly or as well as his peers. Yet with his parents love and support, and with a little bit of growing time, Leo quickly turns into a shining star.

The Mixed-Up Chameleon by Eric Carle

A young chameleon wishes that he could be as exciting and big as the other animals he sees in a zoo.

Now I'm Big by Margaret Miller

A group of children proudly talks about all the things they can do for themselves now that they are big.

Quick As A Cricket by Audrey & Don Wood

A young boy celebrates all the different and wonderful character traits he possesses from the strength of an ox to the gentleness of a lamb.

Tacky The Penguin by Helen Lester

Tacky is not your ordinary penguin. He loves to sing funny songs, wear Hawaiian shirts and make splashy cannonballs into the ocean. Will the other penguins accept Tacky for who he is?

When I Was Little by Jamie Lee Curtis

A young girl celebrates all the “big girl” things that she can do from brushing her teeth to attending nursery school now that she is four.

You Are Special, Little One by Nancy Tafuri

A series of baby animals pose the following question to their parents, “How am I special?” and receive loving answers in response.

Kids Books That Explore Sharing, Cooperation & Conflict Resolution

The Doorbell Rang by Pat Hutchins

The doorbell doesn't stop ringing once the neighborhood kids catch a whiff of Sam and Victoria's homemade cookies. Will there be enough cookies for everyone?

I'm Sorry by Sam McBratney

Two friends, a young boy and girl, get into an argument and must decide on a way to peacefully resolve it.

Just A Little Bit by Ann Tompert

Elephant and his pal mouse need "just a little bit" of help to balance the see-saw.

Maisy Cleans Up by Lucy Cousins

Charley helps his friend Maisy clean her house in exchange for a cupcake reward.

Max Cleans Up by Rosemary Wells

Ruby helps her younger brother Max clean up his messy room.

On Mother's Lap by Ann Herbert Scott

Michael, a young Alaska Native boy, discovers that there is room on his mother's lap for everyone, including both him and his younger sibling.

Peter's Chair by Ezra Jack Keats

While watching all of his baby furniture being painted pink for his new sister, Peter experiences a moment of sibling rivalry.

Rabbit & Hare Divide An Apple by Harriet Ziefert

Rabbit and Hare fight over who has the bigger piece of apple until a crafty raccoon comes along and settles the argument for them.

She Did It! by Jennifer A. Ericsson

Four sisters are unwilling to take the blame for their individual naughty behaviors and instead try to blame it on each other when their mom gets mad.

Sheila Rae's Peppermint Stick by Kevin Henkes

Sheila Rae has a delicious peppermint stick. Will she share any of it with her baby sister Louise?

This Is Our House by Michael Rosen

George finds a cardboard house and declares it to be his and his alone! When the other kids on the playground try to play in it, George excludes them.

