

<i>Placeholder for book cover image</i>	Title
	Author
	Illustrator

Early Learning State Guidelines: In (insert state), children are expected to meet this/these kindergarten readiness skills- (insert state standards).

Before reading, introduce the book:

Show the cover and read the title, author, and illustrator's names.

Discuss any:

- + Main ideas:
- + New or important vocabulary words:

Reading the book: an opportunity to discover and connect

Using the table below, try filling in the last column with your plan.

Strategy	Tips + Ideas	Plan
Use illustrations to discuss main ideas	Ask the children: What do you see in the picture? Consider what parts of the illustrations you will point out.	
Invite children to connect the story to their own experience	What are some questions you might ask the children? What do you know about the children and the ways they are the same/different from characters, or experiences they share with the book?	
Invite children to make predictions and/or choices	Consider where in the story you can pause and invite the children to think with you?	
Invite children to move	When might children imitate a character or part of a scene? Can they demonstrate a concept with their bodies? Can they touch parts of the book?	

And remember, it's OK if things don't go exactly as planned!



Some things to keep in mind:

Give directions in a clear, easy voice.

Go slow. Pause for 5-10 seconds after giving directions to give children time to think and discuss.

Routine is important. Include activity time regularly to establish a predictable routine and incorporate as much direct literacy work as possible!

Keep it manageable. Attention spans of the children will vary; it's okay for a child to lose focus for a bit. Designate a maximum of 15 minutes for the activity.

Create conversation. Use activity time to increase verbal interaction and build social skills.

HAVE FUN! The best way to engage all children is to show them you're engaged, too.

Remember, you're a LEAPR!:

-  **LISTEN** for responses
-  **ENCOURAGE** interaction
-  **ASK** open-ended questions
-  **PRAISE** children for trying
-  **RESPOND** to children's needs

	Babies (Birth to 1)	Toddler (1-3)	Preschoolers (3-5)
They will:	Respond to movements, sounds, and gestures Babble, imitate sounds, produce words Make gestures and sounds to communicate	Ask questions about names for things, cause and effect, etc. Desire independence Enjoy answering your questions, following simple directions, and discussing a lot!	Recognize vocabulary words and numbers Understand social-emotional cues like taking turns and helping others Ask questions about the meaning of words or concepts
You can:	Direct comments to them using their names, noises, and gestures Respond to and extend their attempts to communicate Point to and name objects in the activity	Help them make connections to their own experiences Provide opportunities to experiment with real and made-up words Encourage them to label what they see around them	Provide opportunities to hear and use songs, rhymes, conversation Ask them to be special helpers for the younger children Use complex language and provide explanations

For HBCC Use Only

This book targets the following section(s) in the FCCERS-R or CCIS:

FCCERS-R Section	CCIS Section



Ideas for more activities that build children's school readiness

Consider other ways to experience the book based on one developmental domain in addition to language + literacy. Some domains might be: gross motor, fine motor, science, math, social emotional, and visual art.

Here are some ideas:

Activity	Domain(s)
Take a picture walk	Visual art, Gross motor
Invite children to assist with the read aloud by turning pages	Fine motor
Invite children to pretend to be the characters	Social emotional
Invite children to count things they see on the page	Math
Prompt noticing similarities and differences	Science

What will you try?

Activity	Domain(s)

