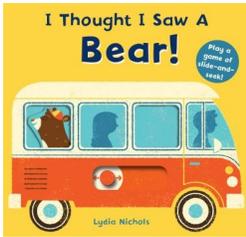
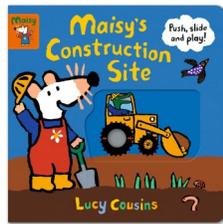




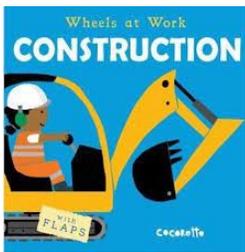
Books we shared today:



I Thought I Saw a Bear!
by
Lydia Nichols



Maisy's Construction Site
by
Lucy Cousins



Construction
by
Cocoretto

Reading Readiness Tips:

Giving babies and toddlers access to books signals that they are allowed to interact with them. You can model how to handle a book, turn a page, as well as identify the beginning and the ending. A basket of board books in the child's play space is one element you can incorporate to encourage book exploration.

Lift-the-flap elements not only provide print motivation for engaging with books, they also hone the fine motor skills of your student's finger muscles. These fine motor muscles are needed later on when they begin to grasp and utilize writing instruments.

Incorporating these 2 practices into your routine will help children be more prepared to read and succeed!

www.carnegielibrary.org
Resource Spotlight:



- PA One Book is a statewide program that focus on early literacy, This year's theme is "2021: Many Books, One Pennsylvania Community." Go to paonebook.powerlibrary.org to find curated booklists for children from birth to six years of age.

Bumping Up and Down in My Little Red Wagon

Bumping up and down in my little red wagon,
Bumping up and down in my little red wagon,
Bumping up and down in my little red wagon,
Won't you be my darlin'?
(One wheel's off and the axle's broken/
Raia's gonna fix it with her hammer/
Finn's gonna tighten it with his screwdriver)

Pennsylvania Core Standards— English Language Arts

Foundations Skills: CC.1.1.PK.A, B, C, D

Reading Informational Text: CC.1.2.PK.A, B, C, E, F, G, I, J, K, L

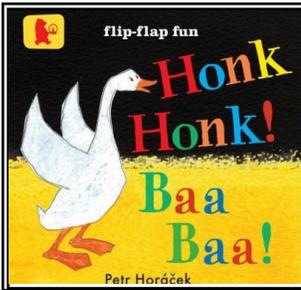
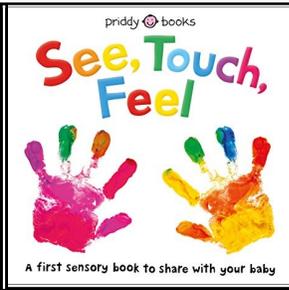
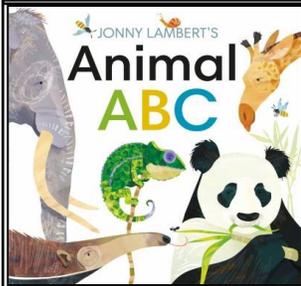
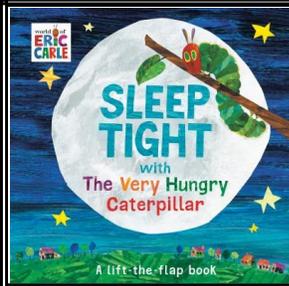
Reading Literature: CC.1.3.PK.A, B, C, F, G, H, I, J, K

Writing: CC.1.4.PK.M, O, P

Speaking & Listening: CC.1.5.PK.A, B, C, D, E, G

Lesson Extensions

Related Readings

	<p>Honk Honk! Baa Baa! by Petr Horáček</p> <p>This board book has die cut “stepped pages” which encourage page turning and book orientation, part of print handling.</p>		<p>See, Touch, Feel: A First Sensory Book to Share With Your Baby By Ellie Boulwood</p> <p>Tactile elements support learning in this sensory-friendly board book.</p>
	<p>Animal ABC by Jonny Lambert</p> <p>A lift-the-flap ABC book which provides lots of opportunity for vocabulary development.</p>		<p>Sleep Tight with The Very Hungry Caterpillar by Eric Carle</p> <p>If your students are Eric Carle fans, there are many lift-the-flap options featuring beloved characters.</p>

Additional Activities

<p><u>Conversation to have this month</u></p> <p>Environmental Print</p> <p>Now that the weather is warm, many families may be spending more time outdoors. This is a great time to encourage families to focus on environmental print, which is the text that we see, create and interact with in our surroundings. Playing games like “I Spy” with signs and symbols on the street can reinforce the idea that text has meaning. Print has the most impact for children when it is connected to their experiences and they are exposed to it often. Encourage family members to point out the store sign the next time they visit the grocery store. Another use of environmental print you can suggest to families is to label bins of toys at home with the word as well as a picture of what goes inside, such as “blocks”.</p>	<p><u>Print Awareness</u> My Favorite Book</p> <p>Environmental print in the classroom is most effective when children can make a direct connection with it. Celebrate reading in your classroom by creating a space to celebrate your student’s favorite books. You can take a picture of a student holding their favorite book that they’ve read in your center, and post a picture of it paired with a sentence containing their name and the title of the book such as “My name is Maya and my favorite book is <u>Peekaboo Morning.</u>” If you are able to create this sentence with them watching or dictating that can further reinforce knowledge surrounding environmental print.</p> 	<p><u>Dramatic Play</u> Culturally Relevant Pantry</p> <p>We know that environmental print is most effective when children can make a direct connection to it. Ask families to send in (clean) empty packages from foods that they eat at home, and make them into mini play food items. You can cut out larger boxes and glue the pictures onto cardboard and place in a kitchen dramatic play area. Children are more likely to interact with the items, and since they know the name of the item (for instance, Cheerios”) they will vocalize the printed text.</p> 
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