

# **Early Literacy:**

  

## **A Bibliography of Resources**

**June 2018**



**Stewart Resources Centre**

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\*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

027.625 F688

Foote, Anna; Debrick, Bradley

**Six skills by age six : launching early literacy at the library**

Santa Barbara, CA: Libraries Unlimited, 2016.

*Subjects:* Children's libraries—Activity programs. Language arts (Preschool). Libraries and caregivers. Libraries and preschool children. Reading readiness. Storytelling.

*Summary:* This book simplifies the implementation of early literacy initiatives in your library and guides you in launching an early literacy program no matter the size of your library or budget.

027.625 M169

McNeil, Heather

**Read, rhyme, and romp : early literacy skills and activities for librarians, teachers, and parents**

Santa Barbara, CA: Libraries Unlimited, 2012.

*Subjects:* Literacy skills; Reading.

*Summary:* Encouraging a love of reading in young children can be a source of both great frustration and immense joy. This handy resource provides essential tips, techniques, and strategies for making early literacy development fun to inspire a lifelong love of reading.

302.2244 N277

**National strategy for early literacy : report and recommendations**

London, ON: Canadian Language and Literacy Research Network, 2009.

*Subjects:* Literacy—Canada.

*Summary:* This report gives specific recommendations regarding how current policies and practices can be modified to improve literacy outcomes, and how these can be monitored publicly.

370.117 P899

Pransky, Ken

**Beneath the surface : the hidden realities of teaching culturally and linguistically diverse young learners, K-6**

Portsmouth, NH: Heinemann, 2008.

*Subjects:* Critical pedagogy; Early childhood education; Multicultural education.

*Summary:* The author creates a framework for thinking and strategies for practice that will help you: learn who your culturally and linguistically diverse (CLD) students are on their terms; understand the process of learning in a deeper way, so that your teaching becomes more effective; explicitly support CLD students' acquisition of school-matched English; identify and teach underachieving CLD students the secret skills that are essential for academic success; and help underachieving CLD students succeed in math as well as reading.

370.78 D637 2014

Jemieff, Diana; Ludba, Barb

**Early education reading intervention for ELL students**

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2014.

*Subjects:* English language—Study and teaching as a second language; Teaching—Research; Reading—Research; Action research in education—Saskatchewan.

*Summary:* This study examines and attempts to develop the best practices in reading intervention for English language learners. As a group of three elementary teachers, we try to close the gap in literacy levels and to develop sets of skills that allow us to teach and educate our students better.

370.78 D637 2016

Lewry, Callie; Currie, Sharla

**Creating opportunities for using family funds of knowledge to support literacy skills**

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2016.

*Subjects:* Action research in education—Saskatchewan. Literacy—Study and teaching.

*Summary:* The overall purpose of the proposed research is to explore ways to engage families in using their family funds of knowledge to increase literacy skills in early childhood. Project #261; December 2016.

371.9 W373

Weber, Chris

**RTI in the early grades : intervention strategies for mathematics, literacy, behavior & finemotor challenges**

Bloomington, IN: Solution Tree Press, 2013.

*Subjects:* Remedial teaching; Response to intervention (Learning disabled children); Learning disabled children—Education; Education—Elementary.

*Summary:* Teachers and support personnel will discover how to implement RTI-based supports in the early grades and learn what this prevention looks like. Find practical, research-based strategies to seal the gaps in student learning in grades K-3, identify students who need intervention, and more.

372 I59

Levin, Joel R. (Ed.)

**Instructional strategies for improving students' learning : focus on early reading and mathematics**

Charlotte, NC: Information Age Pub., 2012.

*Subjects:* Reading (Elementary); Mathematics—Study and teaching (Elementary).

*Summary:* This volume contains two focal chapters, two sets of commentaries and two “final words” responses. Section one is about reading instructional strategies and section two is about mathematics instructional strategies.

372.21 A439

Allman, Barbara

**Everyday literacy. Listening and speaking. Grade PreK**

Monterey, CA: Evan Moor, 2010.

*Subjects:* Language arts (Preschool); Listening—Study and teaching (Preschool); Oral communication—Study and teaching (Preschool).

*Summary:* The 20 weekly units in this book cover four dimensions of reading: oral language, phonological awareness, comprehension, and motor skills.

372.21 B162

Bainer, Claire; Hale, Lisa

**The bridge to school : aligning teaching with development for ages four to six**

New York, NY: Routledge, 2018.

*Subjects:* Early childhood development. Early childhood education. Play.

*Summary:* This book provides concise, targeted information for teachers who work in PreK, Transitional Kindergarten, or Kindergarten settings, covering both the why and the how of play in classrooms, along with insights into how the normal development of 4-to-6-year-olds is manifested and how teachers can harness and work with those typical needs and behaviors. This powerful professional resource includes theories of child development, brain development, and the value of play-based learning, but the majority of the content is practical classroom strategies that fall in line with ECERS and allow for appropriate academic skill building.

372.21 B471

Bennett-Armistead, V. Susan

**Literacy-building play in preschool : lit kits, prop boxes, and other easy-to-make tools to boost emergent reading and writing skills through dramatic play**

New York, NY: Scholastic, 2009.

*Subjects:* Language arts (Early childhood); Reading (Early childhood); Early childhood education—Activity programs.

*Summary:* The author covers traditional tools, such as puppets and flannel boards, and more innovative ones, such as literacy kits, prop boxes, and theme trunks.

372.21 B561

**The best of the Mailbox early literacy (Preschool)**

Greensboro, NC: Mailbox Books/Education Centre, 2012.

*Subjects:* Early childhood education; Language arts (Preschool).

*Summary:* This book is packed with engaging activities and practical tools for building your preschoolers' early literacy skills. You'll find a developmentally appropriate activity for every planning need: learning centre ideas, games, songs, seasonal ideas, literature suggestions, and lots more.

372.21 C561

Church, Ellen Booth

**Getting to the heart of learning : social-emotional skills across the early childhood curriculum**

Lewisville, NC: Gryphon House, Inc., 2015.

*Subjects:* Early childhood education—Activity programs. Education—Social aspects. Emotional intelligence. Social learning.

*Summary:* This book weaves social emotional learning into activities that support math, science, literacy and motor skills. Rather than adding in activities throughout the day, these explorations integrate social emotional learning across the curriculum through group involvement and building community.

372.21 D489

**Developmentally appropriate practice in early childhood programs : serving children from birth through age 8**

Washington, DC: National Association for the Education of Young Children, 2009.

*Subjects:* Child development; Early childhood education.

*Summary:* Based on what the research says about development, learning, and effective practices, as well as what experience tells us about teaching intentionally, DAP articulates the principles that should guide our decision making. Chapters describe children from birth through age 8 in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels.

372.21 D489 OVERSIZE

**Developmentally appropriate practice [kit]**

Washington, DC: NAEYC, 2013.

*Subjects:* Early childhood education; Child development.

*Summary:* Contents: Developmentally appropriate practice in early childhood programs : serving children from birth through age 8—Basics of developmentally appropriate practice : an introduction for teachers of children 3 to 6—Looking at the basics of developmentally appropriate practice (DVD).

372.21 E24

**Curriculum connections [DVD] : using music to help children learn**

Baldwin, NY: Educational Activities, 2004.

*Subjects:* Literacy—Study and teaching (Early childhood); Music, Influence of; Music in education.

*Summary:* This video workshop gives early childhood teachers easy and powerful strategies for using music in classes to increase understanding of important literacy skills like phonemic awareness, sequencing, math concepts, and science skills.

372.21 E24

**Integrating music and movement with literacy [DVD]**

Baldwin, NY: Educational Activities, 2004.

*Subjects:* Literacy—Study and teaching (Early childhood); Movement education; Language arts (Early childhood); Music in education.

*Summary:* This video workshop gives early childhood teachers strategies to use when teaching listening skills, vocabulary, speaking, storytelling, sequencing and phonemic awareness, alphabetic knowledge, and math concepts.

372.21 E24

**Springboard to literacy: integrating picture books with art and cooking [DVD]**

Baldwin, NY: Educational Activities, 2005.

*Subjects:* Language arts (Early childhood); Education, Preschool—Activity programs; Art—Study and teaching (Preschool).

*Summary:* This program illustrates easy-to-do activities that help develop literacy skills by integrating art and cooking with the use of picture books.

372.21 H647

Hill, Pamela K.

**Read, talk, & create! Picture book prompts & imaginative art projects for building literacy**

Minneapolis, MN: Key Education Publishing, 2011.

*Subjects:* Literature—Study and teaching (Early childhood); Children—Books and reading; Kindergarten—Activity programs; Art—Study and teaching (Early childhood); Education, Preschool—Activity programs.

*Summary:* This book includes story summaries and related vocabulary, discussion questions for engaging thinking skills, art projects for creative expression, reproducible patterns and writing templates.

372.21 L438

**Learning about language and literacy in preschool**

Washington, DC: National Association for the Education of Young Children, 2015.

*Subjects:* Early childhood education; Language arts (Preschool); Reading (Preschool); Child development.

*Summary:* In this book you will find strategies that help children extend their language and literacy learning. Read about how to use show and tell to build children's confidence in speaking in front of others. Explore how real-life experiences inspire children to write. Think about how creating and learning raps can help children's oral language skills.

372.21 M145

McGree, Lea M.

**Transforming literacy practices in preschool : research-based practices that give all children the opportunity to reach their potential as learners**

New York, NY: Scholastic Inc., 2007.

*Subjects:* English language—Study and teaching (Preschool). Language arts (Preschool). Preschool teaching.

*Summary:* When preschool children receive high-quality literacy instruction, it benefits their emotional and cognitive development enormously. But what does "high-quality literacy instruction" look like? In this research-based, yet practical resource, the author answers this important question. She shares five guidelines that can help transform preschool programs: 1) develop a vision of standards and monthly goals; 2) use a mixture of embedded and direct instruction; 3) create a shared definition of systematic, direct instruction; 4) help all teachers become masters at delivering instruction; and 5) seek agreement on a plan for how to begin making changes. She also provides strategies and lessons to help teachers meet these guidelines.

372.21 M627

Middendorf, Cindy

**Building oral language skills in preK-K : dozens of easy, research-based ideas that develop children's listening, speaking, and vocabulary skills**

Toronto, ON: Scholastic; 2009.

*Subjects:* Oral communication—Study and teaching (Early childhood); Language arts (Early childhood); Children—Language.

*Summary:* This book will provide you with a plan, a focus, and a resource for making the most of those opportunities. It will also give you awareness, background, direction, activities and ideas for enriching oral language in your classroom.

372.21 M627

Middendorf, Cindy

**Early reading instruction and intervention : a sourcebook for PreK-2**

New York, NY: Scholastic, 2013.

*Subjects:* Reading (Primary); Reading (Kindergarten); Reading (Preschool).

*Summary:* This book teaches the mechanics of reading. Our focus in the early grades is primarily on oral language, phonological awareness, phonics and sight words.

372.21 P723

Walsh, Glenda (Ed.)

**Playful teaching and learning**

Los Angeles, CA: Sage, 2017.

*Subjects:* Early childhood education—Activity programs. Play.

*Summary:* Informed by international research along with contrasting perspectives on different forms of play, this book emphasizes the importance of play to children, and the opportunities that play provides for learning and development.

372.21 R788

Roskos, Kathleen; Lenhart, Lisa

**Early literacy materials selector ELMS : a tool for review of early literacy program materials**

Thousand Oaks, CA: Corwin, 2012.

*Subjects:* Teaching—Aids and devices—Evaluation; Language arts (Early childhood)—Curricula—Evaluation.

*Summary:* Early Literacy Materials Selector (ELMS) provides all the step-by-step guidance you need to : recognize the characteristics of high-quality literacy materials; work in teams or individually to evaluate your resources; understand the importance of the research base; and establish a baseline against which new literacy materials can be compared.

372.21 S765

**Spotlight on young children and the creative arts**

Washington, DC: NAEYC, 2005.

*Subjects:* Arts—Study and teaching (Primary); Arts and children; Early childhood education; Arts—Study and teaching (Early childhood).

*Summary:* The creative arts, including music, movement, dramatic play, puppetry, painting, sculpture, and drawing, are a crucial part of early childhood. Not only do the arts allow children



to express themselves, but creative activity can enhance development of children's skills in literacy, science, math, social studies, and more. This engaging collection of articles from *Young Children* also includes resources and carefully designed questions and activities to aid readers in reflecting on best practice.

372.21 S765

**Spotlight on young children. Exploring language and literacy**

Washington, DC: National Association for the Education of Young Children, 2014.

*Subjects:* Language arts (Primary); Language arts (Early childhood); Early childhood education.

*Summary:* One feature of this compilation is that it helps us think about promoting children's language and literacy skills early. The articles focus on oral language, reading and writing. The articles cover different kinds of text, including stories, informational texts and poetry.

372.21 S888

**Storytime from A to Z : activities that build early literacy skills through the sharing of popular children's books**

Greensboro, NC: Education Center, 2005.

*Subjects:* Children's literature; Kindergarten—Activity programs; Education, Preschool—Activity programs; Early childhood education—Activity programs.

*Summary:* Each unit is based on a popular children's book and a letter of the alphabet, helping to develop phonemic awareness, letter recognition, letter-sound relationships, listening and reading comprehension, and writing.

372.218 B495

Bergen, Randee

**Teaching reading in kindergarten : a structured approach to daily reading that helps every child become a confident, capable reader**

New York, NY: Scholastic, 2013.

*Subjects:* Reading (Primary); Early childhood education.

*Summary:* The author outlines her systematic, research-based, and developmentally appropriate approach to teaching reading in kindergarten. From developing phonemic awareness and introducing concepts of print to teaching sight words and building self-monitoring and decoding strategies, the author shows teachers how to give their students the tools they need to read independently. Companion emergent reading materials developed just for kindergartners are available for download. For use with Grade K.

372.218 C561

Church, Ellen Booth

**25 literacy-building art activities : easy art projects with companion poems and lessons that build skills in phonemic awareness, oral language, early writing, and more**

New York, NY: Scholastic, 2003.

*Subjects:* Art—Study and teaching (Preschool); Language arts (Preschool).

*Summary:* Help kids build language skills and make beautiful art with these 25 creative activities. Each activity has a companion poem or piggyback song that kicks off literacy learning. Developmentally appropriate projects help kids with self-expression, receptive and

expressive language, and storytelling skills. These projects include conversation starters, extension activities, ideas for recyclable materials, and more.

372.218 D617

Ditzel, Resi J.

**Great beginnings : creating a literacy-rich kindergarten**

Portland, ME: Stenhouse Publishers, 2009.

*Subjects:* Kindergarten—Curricula; Early childhood education—Parent participation; Curriculum planning.

*Summary:* Beginning with the portrait of a typical day, teachers will find step-by-step suggestions for planning and organizing a kindergarten curriculum, with a special emphasis on literacy instruction. This book contains ideas to enhance both the academic and social elements of their program. Parental involvement is illustrated and put into practice through orientation, weekend bags, and fresh ideas for read-a-loud workshops. The book also includes “Reading and Writing at Home,” a simple guide, ready to reproduce and distribute to parents.

372.218 G921

Guckian, Mara Ellen

**Literacy through dramatic play centers**

Westminster, CA: Teacher Created Materials, 2004.

*Subjects:* Early childhood education—Activity programs; Language arts—Correlations with content subjects.

*Summary:* This book offers educators and their students many exciting opportunities to explore the world from their very own rooms. Dramatic play offers educators a method of challenging children to learn through practical experience. Dramatic play is esteem-building, educational and fun.

372.218 W872

**Wonder, draw, tell! Grade K : 77 storytelling opportunities for kindergartners**

Greensboro, NC: Education Centre, 2010.

*Subjects:* Kindergarten—Activity programs; Language arts (Kindergarten).

*Summary:* Age-appropriate practice for beginning writers. Builds early literacy skills. Engaging art and fun characters.

372.35044 T355

Texley, Juliana; Ruud, Ruth M.

**Teaching STEM literacy : a constructivist approach for ages 3 to 8**

St. Paul, MN: Redleaf Press, 2018.

*Subjects:* Science—Study and teaching (Early childhood). Science—Study and teaching (Early childhood)—Methodology.

*Summary:* The three-dimensional STEM learning—content, concepts, and practices—comes in twelve, ready-made open-ended teaching units that make it easy to teach science and inquiry to young children. This book uses the 5E framework (engagement, exploration, explanation, elaboration, and evaluation) to cultivate children's skills of observation, questioning, and data

collection by combining discovery, problem solving, and engineering solutions to authentic questions that young children might ask.

372.4 G339

Gentry, J. Richard

**Step-by-step assessment guide to code breaking : pinpoint young students' reading development and provide just-right instruction**

New York, NY: Scholastic, 2008.

*Subjects:* Educational tests and measurements; Reading, Psychology of; Reading (Primary).

*Summary:* The author has translated a pivotal body of research on early literacy into a practical assessment/teaching resource that guides you as you learn the five phases of reading development each child goes through, from first scribbles to code breaking. It describes how you can observe everyday classroom activities and within minutes determine a child's literacy phase.

372.4 S331

Schickedanz, Judith A.; Collins, Molly F.

**So much more than the ABCs : the early phases of reading and writing**

Washington, DC: NAEYC, 2013.

*Subjects:* Reading (Preschool); Children—Writing; Infants—Books and reading; Language arts (Early childhood); Language arts (Preschool); Infants—Education; Reading (Early childhood).

*Summary:* This book addresses what children need to learn in the early years, the strategies that teachers can use to help children acquire these foundations, the features of emergent literacy and language understandings and skills, and how to design the physical environment to support language and literacy learning.

372.4 S898

Algozzine, Bob (Ed.)

**Strategies and lessons for improving basic early literacy skills**

Thousand Oaks, CA: Corwin Press, 2008.

*Subjects:* Learning strategies; Reading—Remedial teaching.

*Summary:* This guide shows teachers how to use research-based strategies and structured lessons to teach essential skills for literacy success. The activities are designed by literacy specialists and teachers to build proficiency in four key areas: recognizing and naming letters, hearing and manipulating sounds in words, associating sounds with letters and using them to form words, and reading words in connected text effortlessly. Addressing the needs of a diverse classroom, this book offers: assessment guidelines and tools that inform instruction and help adjust teaching to support individual learning needs; an array of ready-to-use strategies, tips, and reproducibles; and research on teaching early literacy skills to all students.

372.4049 C621

Clay, Marie M.

**Copymasters for the observation survey**

Portsmouth, NH: Heinemann, 2007.

*Subjects:* Observation (Educational method); English language—Composition and exercises—Study and teaching (Primary); Reading (Primary)—Ability testing—New Zealand; Reading (Primary)—New Zealand.

*Summary:* Reproducible scoring sheets to accompany Marie Clay's *An Observation Survey of Early Literacy Achievement*.

372.4049 C621

Clay, Marie M.

**Observation survey of early literacy achievement**

Portsmouth, NH: Heinemann, 2007.

*Subjects:* Observation (Educational method); English language—Composition and exercises—Study and teaching (Primary); Reading (Primary)—Ability testing—New Zealand; Reading (Primary)—New Zealand.

*Summary:* *An Observation Survey* has been used in educational systems worldwide. It has introduced thousands of teachers to ways of observing children's progress in the early years of learning about literacy. It has also helped them determine which children need supplementary teaching.

372.4081 Z24

Zambo, Debby

**Bright beginnings for boys : engaging young boys in active literacy**

Newark, DE: International Reading Association, 2008.

*Subjects:* Boys—Education (Early childhood); Reading (Early childhood).

*Summary:* With this book, you'll learn how boys develop cognitively and emotionally, find ways to structure your classroom to meet the boys' needs, and discover ideas for using books to capture the attention and interests of boys. In addition, you'll find ideas for getting family and community members involved in boys' literacy development. Additional resources include "Learning From a Character" segments that give suggestions of books with positive values you can use to get boys excited about reading.

372.412 S255

Sauerteig, Judy

**Teaching emergent readers : collaborative library lesson plans**

Westport, CT: Libraries Unlimited, 2005.

*Subjects:* Reading (Primary); School libraries—Activity programs; Children—Books and reading; Children's literature—Study and teaching (Primary).

*Summary:* Providing media specialists, teachers, teacher helpers, and parents with guidance on using beginning chapter books to encourage first and second graders to read independently, this book contains in-depth lesson plans for 35 early chapter books. Providing complete bibliographic information, each lesson also features complete overviews of setting, characters, plot, solution, and book summary. This book includes such valuable tools as: activities for the media specialist to provide schema, prediction, fluency, and information literacy skill instruction; teacher activities designed to address phonics, phonemic awareness, decoding, fluency, and the comprehension strategies of recall, inference, and synthesis; and take-home pages of extension and enrichment ideas for parents. Some of the books discussed include: *And I Mean It, Stanley*; *Aunt Eater Loves a Mystery*; *Biscuit Goes to School*; *Danny and the Dinosaur*; *Five Silly Fishermen*; *The Horse in Harry's Room*; *Little Bear*; *Mouse Tales*; *Owl at Home*; *Sammy the Seal*; *Small Pig*; *The Smallest Cow in the World*; *Stanley*; and more.

372.414 E12

**Early literacy : a resource for teachers**

Regina, SK: Saskatchewan Education, 2000.

*Subjects:* Reading (Primary); Reading readiness; Children—Books and reading.

*Summary:* This resource is intended to support teachers of emerging literacy learners. There are tools to assist teachers in assessing and developing skills and strategies in literacy. Each chapter in the resource focuses on one particular set of literacy foundations: oral language foundations, textual foundations, graphophonic foundations, and foundations of independent reading and writing.

372.414 L331

LaRose, Denise

**Early childhood reading activities. Grades PreK-1**

Huntington Beach, CA: Shell Education, 2010.

*Subjects:* Reading readiness; Reading (Early childhood); Reading (Primary).

*Summary:* This book will help students develop literacy and language skills through research-based, studentcentered reading activities. A CD-ROM in back of book contains PDFs in colour or student worksheets.

372.416 C712

Collins, Kathy; Glover, Matt

**I am reading : nurturing young children's meaning making and joyful engagement with any book**

Portsmouth, NH: Heinemann, 2015.

*Subjects:* Reading (Early childhood).

*Summary:* The authors show how to nurture, nudge, and instruct young readers to make meaning in any text, whether or not they are reading the words. They share: observation guides for children reading any kind of book, specific descriptions of language and independence development, sample reading conferences and whole-class minilessons, suggestions for creating reading opportunities in preschool and reading workshops in K-1, action plans to get you going, 25 online video clips of children making meaning and teachers supporting them.

372.4162 B959

Burkins, Jan Miller; Croft, Melody M.

**Preventing misguided reading : new strategies for guided reading teachers**

Newark, DE: International Reading Association, 2010.

*Subjects:* Reading (Early childhood); Language arts (Early childhood).

*Summary:* The authors help teachers prevent guided reading from going astray by presenting strategies, adaptations, and supports that help them work through common instructional problems.

372.4162 R721

Rog, Lori Jamison

**Guiding readers : making the most of the 18-minute guided reading lesson**

Markham, ON: Pembroke Publishers, 2012.

*Subjects:* Reading (Elementary); Guided reading.

*Summary:* This practical book introduces a range of specific reading strategies and processes that lead students to access increasingly sophisticated text. It includes collections of lessons for emergent, early, developing, and fluent readers, as well as struggling readers in the upper grades. Detailed and comprehensive, the book champions an integrated system of guiding readers that involves both fiction and nonfiction, as well as the texts that surround students in and out of school: websites, directions, instructions, schedules, signs, and more.

372.43 B458

Bender, William N.

**RTI and differentiated reading in the K-8 classroom**

Bloomington, IN: Solution Tree Press, 2011.

*Subjects:* Reading—Remedial teaching; Reading (Elementary); Learning disabled children—Education; Response to intervention (Learning disabled children); Individualized instruction.

*Summary:* Three dramatic innovations are now changing the face of reading instruction: Response to Intervention (RTI), differentiated instruction, and technology. This book spells out how to restructure the early elementary classroom using these three innovations.

372.43 H111

Haager, Diane

**Interventions for reading success**

Baltimore, MD: Paul H. Brookes Pub. Co., 2007.

*Subjects:* Reading disability; Reading—Remedial teaching.

*Summary:* This book helps students grasp the five Big Ideas of early literacy: phonological awareness, the alphabetic principle, fluency, vocabulary, and comprehension.

372.43 P656

Pinnell, Gay Su; Fountas, Irene C.

**When readers struggle : teaching that works, K-3**

Portsmouth, NH: Heinemann, 2009.

*Subjects:* Reading—Remedial teaching; Reading (Primary); Reading (Early childhood).

*Summary:* The author focuses on small-group intervention and individual interactions during reading and writing. Pinnell and Fountas also illustrate how to observe readers closely to make the best possible teaching decisions for them as well as how to support struggling readers in whole-class settings.

372.465 F559

Fitzpatrick, Jo

**Getting ready to read : independent phonemic awareness centers for emergent readers**

Huntington Beach, CA: Creative Teaching Press, 2002.

*Subjects:* Reading (Early childhood)—Phonetic method; Language awareness in children; English language—Phonemics—Study and teaching (Early childhood); Classroom learning centers.

*Summary:* This resource includes 40 independent center activities that will help students learn how to analyze and apply the five levels of phonemic awareness (rhythm and rhyme, parts of a

word, sequence of sounds, separation of sounds, and manipulation of sounds) in isolation before applying the levels to written language.

372.465 M131

McCormick, Christine E.

**Sound start : phonemic awareness lessons for reading success**

New York, NY: Guilford Press, 2002.

*Subjects:* Reading (Early childhood); English language—Phonemics—Study and teaching (Early childhood); Reading—Phonetic method.

*Summary:* Incorporating a variety of fun and engaging activities, each set of lessons is field-tested and research-based. Included are developmentally sequenced lessons for the whole class and small groups, more intensive lessons for children struggling with phonemic awareness, and class lessons on the consonant phonemes to help children hear and process the sounds of American English. The lesson sets can be used independently or in combination with each other, and can easily be adapted to meet the needs of specific classes.

372.465 P958

Prior, Jennifer

**Environmental print for early childhood literacy skills : literacy, language and learning**

Huntington Beach, CA: Shell Education, 2007.

*Subjects:* Reading comprehension; Reading (Early childhood); Reading—Phonetic method.

*Summary:* This book provides lessons that use the words that young children see in their everyday experiences to build literacy skills.

372.47 C973

Cunningham, Andie; Shagoury, Ruth

**Starting with comprehension : reading strategies for the youngest learners**

Portland, ME: Stenhouse Publishers, 2005.

*Subjects:* Reading (Early childhood); Reading comprehension.

*Summary:* Most of the students in the author's kindergarten class have little or no alphabet knowledge when they enter the classroom in the fall. English is a second or third language for many of the children in this low-income neighbourhood. Through research-based principles, carefully structured routines, and innovative activities, even the youngest learners can develop comprehension skills from their first days in school. These emergent readers learn to present their understanding of what they read through writing, talking, movement, and art.

Kindergartners and preschoolers are different from readers who know how to decode texts. The authors show how comprehension skills can be nurtured and strengthened even before decoding begins.

372.48 G339

Gentry, J. Richard

**Assessing early literacy with Richard Gentry: 5 phases, 1 simple test [DVD]**

Portsmouth, NH: Heinemann, 2007.

*Subjects:* Reading—Ability testing; Literacy—Ability testing; Spelling ability; Educational tests and measurements.

*Summary:* This DVD shows how one simple diagnostic test can reveal any student's progress through the phases of early reading and writing. You'll watch as Gentry meets children between ages three and seven and uses his famed Monster Test to uncover which literacy phase they have reached and point toward the next steps each child should take.

372.5 C188

Campbell, Kelly Justus

**Art across the alphabet : over 100 art experiences that enrich early literacy**

Beltsville, MD: Gryphon House, 2003.

*Subjects:* Art—Study and teaching (Early childhood); Early childhood education—Activity programs; English language—Alphabet—Study and teaching (Early childhood).

*Summary:* This resource contains art-centred activities for children ages three to six to reinforce letter recognition, build phonemic awareness and pre-reading skills, and associate reading with fun. The book links art and literacy seamlessly, explores the magic of language and offers unique opportunities to create readers while creating art—from airplane wings to zany zoo animals.

372.6 A178

Justice, Laura M. (Ed.)

**Achieving excellence in preschool literacy instruction**

New York, NY: Guilford Press, 2008.

*Subjects:* Language arts (Preschool).

*Summary:* This practice-oriented book demonstrates how preschool professionals can create, evaluate, and sustain exemplary programs. Chapters cover coaching, assessment, and differentiation, as well as explicit strategies for teaching English language learners and helping at-risk readers. Discussion questions and suggested activities for professional development are included, as are reproducible assessment forms and planning tools for use in the classroom.

372.6 B244

Barclay, Kathy; Stewart, Linda

**Everything guide to informational texts, K-2 : best texts, best practice**

Thousand Oaks, CA: Corwin Literacy, 2014.

*Subjects:* Language arts (Elementary); Exposition (Rhetoric)—Study and teaching (Elementary).

*Summary:* This book provides information on how to find lesson-worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts, including: the how-to's on selecting informational texts, high-impact comprehension strategies, model text lessons and lesson plan templates, and an annotated list of 449 informational texts.

372.6 B315

Baskwill, Jane

**Getting dads on board : fostering literacy partnerships for successful student learning**

Markham, ON: Pembroke, 2009.

*Subjects:* Father and child; Education, Elementary—Parent participation; Family literacy programs.



*Summary:* This book offers teachers effective strategies for attracting, recruiting, and keeping fathers involved in their children's literacy learning. Based on the belief that involving fathers early benefits their children's learning, this book explores programs that increase cognitive abilities, build self-esteem, and nurture social competence.

372.6 B369

Beaty, Janice J.

**50 early childhood literacy strategies**

Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall, 2005.

*Subjects:* Early childhood education; Picture books for children; Language arts (Early childhood).

*Summary:* It features 50 ready-to-implement strategies for using picture books and activities to help teach speaking/listening, writing, and reading skills at the early childhood level. 174 top rated picture books have been selected and described or listed within the strategies, making it an ideal resource for students, classroom teachers, and school volunteers alike.

372.6 B369

Beaty, Janice J.

**Early literacy in preschool and kindergarten : a multicultural perspective**

Upper Saddle River, NJ: Pearson Merrill/Prentice Hall, 2007.

*Subjects:* Language arts (Kindergarten); Language arts (Preschool).

*Summary:* This resource focuses on how literacy develops in young children and the ways in which teachers can encourage the natural emergence of early reading and writing. It has a special emphasis on multicultural children's literature, including detailed descriptions of over 200 multicultural children's books. This book is packed with practical supports and strategies for teachers, such as early literacy checklists to help understand children's capabilities and many suggestions for using classroom materials and centers to support literacy.

372.6 B471

Bennett-Armistead, V. Susan; Duke, Neil K.

**Literacy and the youngest learner : best practices for educators of children from birth to five**

New York, NY: Scholastic, 2005.

*Subjects:* Language arts (Early childhood); Literacy; Early childhood education—Activity programs.

*Summary:* This book helps early childhood educators nurture that development. It begins with an argument for offering children literacy-rich activities and creating an environment for carrying out those activities. It then focuses on enjoyable and effective ways to build essential skills, such as oral language and phonemic awareness, and create dramatic play areas, book nooks, writing centers, and other literacy-rich spaces.

372.6 B561

Barone, Diane M. (Ed.)

**Best practices in early literacy instruction**

New York, NY: Guilford Press, 2013.

*Subjects:* Literacy; Reading (Early childhood); Language arts (Early childhood)—Research; Language arts (Early childhood).

*Summary:* Bringing together prominent scholars, this book shows how 21st-century research and theory can inform everyday instructional practices in early childhood classrooms (PreK-3). Coverage includes foundational topics such as alphabet learning, phonological awareness, oral language development, and learning to write, as well as cutting-edge topics such as digital literacy, informational texts, and response to intervention.

372.6 B561

Gambrell, Linda B. (Ed.)

**Best practices in literacy instruction (4<sup>th</sup> ed.)**

New York, NY: Guilford Press, 2011.

*Subjects:* Language arts; Reading comprehension; Literacy.

*Summary:* This book is a powerful guide that teachers can use to navigate the complex and dynamic components surrounding contemporary reading and writing instruction. It contains the latest insights and research from literacy leaders in their respective fields with direct implications for classroom instruction.

372.6 B575

Bhattacharyya, Ranu

**The castle in the classroom : story as a springboard for early literacy**

Portland, ME: Stenhouse Publishers, 2010.

*Subjects:* Language arts (Preschool); Reading (Preschool); English language—Composition and exercises—Study and teaching (Preschool).

*Summary:* This book describes a year in a kindergarten classroom as the children embark on literary exploration. The focus lessons use the power of stories—personal narratives, folktales, and fairy tales—to deepen the literary experience.

372.6 B592

Biggam, Sue

**Literacy profiles : a framework for assessing, recording, and developing students' literacy progress**

Columbus, OH: Pearson Merrill Prentice Hall, 2009.

*Subjects:* Language arts (Primary); Language arts (Primary)—Ability testing.

*Notes:* Kindergarten curriculum renewal. English language arts grade 1 (2010), etc.

*Summary:* The author presents teachers with a framework for profiling individual students' literacy progress throughout the critical primary grade school years. To aid teachers in accurately profiling their students' literacy progress, the authors outline ten strands of early literacy development and break these strands into specific benchmarks.

372.6 B638

Blamey, Katrin; Beauchat, Katherine

**Starting strong : evidence-based early literacy practices**

Portland, ME: Stenhouse Publishers, 2016.

*Subjects:* Language arts (Early childhood).

*Summary:* With chapters on oral language, vocabulary, phonological awareness, word

recognition, comprehension, and writing skills, this comprehensive book explains each skill and provides research-based strategies for targeting each area.

372.6 B932

**Building early literacy and language skills : a resource and activity guide for preschool and kindergarten**

Longmont, CO: Sopris West, 2001.

*Subjects:* Early childhood education; Language arts (Early childhood); Reading (Early childhood).

*Summary:* More than 70 developmentally appropriate activities increase young children's phonological and print awareness and language usage while improving cognitive, communication, and self-help skills.

372.6 C621

Clay, Marie M.

**By different paths to common outcomes : literacy learning and teaching**

Auckland, New Zealand: Global Educations Systems Ltd., 2014.

*Subjects:* Literacy; Language arts (Early childhood); Children—Language.

*Summary:* Teacher-centered, practical, and research-based, this collection of articles draws on the author's lifelong passion for children's literacy and teacher education. She demonstrates: how understanding what children know becomes the key to effective teaching; how teachers need to look at early literacy learning through children's eyes, and to listen to children as they converse; how writing should be the powerful partner of reading. In these pages, teachers and educators of teachers will find: research evidence to raise their awareness of how young minds learn to work with the printed word; help to observe and build on what children already know before they first enter school; how to focus on and interact with what each child can do (not what they can't); how to set each individual learner on their own pathway to literary success, so there need be no wasted time, no discouragement for teacher or student.

372.6 D713

Dorn, Linda J.; Jones, Tammy

**Apprenticeship in literacy : transitions across reading and writing, K-4**

Portland, ME: Stenhouse Pub., 2012.

*Subjects:* Reading (Early childhood); Language arts (Early childhood); English language—Composition and exercises—Study and teaching (Early childhood).

*Summary:* This book emphasizes the role of the teacher in providing demonstrations, engaging children, monitoring their understanding, providing timely support, and ultimately withdrawing that support as the child gains independence. It helps K-4 teachers implement and assess guided reading, assisted writing, literature discussion groups, word study lessons, and literacy centers across an integrated curriculum.

372.6 F632

Flora, Sherrill B.

**Early literacy intervention activities : research-based instructional strategies that promote the development of reading, writing and spelling skills necessary for later literacy achievement**

Minneapolis, MN: Key Education, 2011.

*Subjects:* Language arts (Preschool); Language arts (Kindergarten).

*Summary:* This book provides preschool and kindergarten teachers with highly engaging research-based intervention strategies, teaching suggestions, activities, and games for helping young children build a foundation of early literacy skills (Grades PreK-K).

372.6 F632

Flora, Sherrill B.

**Participation stories : 15 delightful tales that promote the development of oral language, listening, and early literacy skills**

Minneapolis, MN: Key Education Publishing, 2007.

*Subjects:* English language—Study and teaching (Early childhood); English language—Study and teaching (Primary); Tales. *Summary:* The 15 rewritten tales are a combination of traditional tales, folk tales, original tales, tales from other countries, and tales in rhyme. The stories and activity ideas will improve language skills, listening skills, and stimulate a love of words and reading in young children.

372.6 H161

Hale, Christy

**Collaborative art and writing projects for young learners : 15 delightful projects that build early reading and writing skills, and connect to the topic you teach**

New York, NY: Scholastic Teaching Resources, 2006.

*Subjects:* Language arts (Preschool); Language arts (Primary); Art—Study and teaching (Preschool); Art—Study and teaching (Primary).

*Summary:* Young learners build emergent reading and writing skills as they create beautiful art. Children work together to create whole-class works of readable art such as accordion books, giant murals, and 3-D constructions. These classroom-tested projects cover favourite themes including insects, penguins, neighbourhood and community, transportation, the senses, and weather. Each lesson includes step-by-step how-to's, literature links, and a writing activity. Projects use different media: printing, texture rubbings, collage, and more.

372.6 H236

Dickinson, David K. (Ed.)

**Handbook of early literacy research. Volume 1**

New York, NY: Guilford Press, 2003.

*Subjects:* Language arts (Early childhood)—Research; Reading (Early childhood)—Research; Children—Language.

*Summary:* This volume brings together leading authorities to report on current findings, integrate insights from different disciplinary perspectives, and explore ways to provide children with the strongest possible literacy foundations in the first six years of life. Chapters examine various strands of knowledge and skills that emerge as children become literate, as well as the role played by experiences with peers and families. Approaches to instruction, assessment, and early intervention are described, and research on their effectiveness is presented.

372.6 H236

Dickinson, David K. (Ed.)

**Handbook of early literacy research. Volume 2**

New York, NY: Guilford Press, 2006.

*Subjects:* Children—Language; Reading (Early childhood)—Research; Language arts (Early childhood)—Research.

*Summary:* Providing additional perspectives on important topics covered in the first volume, this book also focuses on critical new topics, using the most current research available. Several chapters address the impact of standards-based instruction and Early Reading First and Reading First initiatives.

372.6 J26

Jalongo, Mary Renck

**Early childhood language arts (5<sup>th</sup> ed.)**

Boston, MA: Pearson Education, 2011.

*Subjects:* Language arts (Early childhood); Language arts (Preschool).

*Summary:* This teacher reference provides current information on brain research, technology, bilingual education, and media influences on young children. It offers a comprehensive view of language development and early literacy education gleaned from research on emergent literacy, early childhood education, and special education.

372.6 K59

Kirkland, Lynn

**Integrating environmental print across the curriculum, preK-3 : making literacy instruction meaningful**

Thousand Oaks, CA: Corwin Press, 2007.

*Subjects:* Language arts (Primary); Interdisciplinary approach in education.

*Summary:* This book provides a wealth of activities that build literacy skills during time devoted to language arts, math, science, social studies, art, and dramatic play. The authors demonstrate that, by activating prior knowledge and creating opportunities for authentic learning, EP is an effective tool in developing the early literacy skills of all children, including English language learners and those at risk for, or identified with, special needs.

372.6 L776

Griffith, Priscilla L. (Ed.)

**Literacy for young children : a guide for early childhood educators**

Thousand Oaks, CA: Corwin Press, 2008.

*Subjects:* Literacy—Study and teaching (Preschool); Reading (Preschool); Language arts (Preschool).

*Summary:* This resource includes activities to develop oral language, phonological awareness, print awareness, emergent writing, and early comprehension skills. Readers will be able to: adapt instruction appropriately for ELLs and children with special needs; partner knowledgeably with families to provide rich literacy experiences at home; and integrate literacy across the curriculum.

372.6 L964

Luongo-Orlando, Katherine

**Cornerstones to early literacy : childhood experiences that promote learning**

Markham, ON: Pembroke Publishers, 2010.

*Subjects:* Language arts (Primary); Language arts (Early childhood).

*Summary:* Learning and language development start with play episodes, oral language practices, word play activities, print encounters, reading events, and writing experiences that children engage in during the early years of life.

372.6 M145

McGee, Lea M.; Richgels, Donald J.

**Designing early literacy programs : differentiated instruction in preschool and kindergarten**

New York, NY: Guilford, Press, 2014.

*Subjects:* Individualized education; Literacy programs; Children with disabilities—Education (Preschool); Language arts (Preschool).

*Summary:* This acclaimed teacher resource and course text describes proven ways to accelerate the language and literacy development of young children, including those at risk for reading difficulties. The authors draw on extensive research and classroom experience to present a complete framework for differentiated instruction and early intervention. Strategies for creating literacy-rich classrooms, conducting effective assessments, and implementing targeted learning activities are illustrated with vivid examples and vignettes. Helpful reproducible assessment tools are provided.

372.6 M337

Marinak, Barbara A.; Gambrell, Linda B.

**Maximizing motivation for literacy learning, grades K-6**

New York, NY: Guilford Press, 2013.

*Subjects:* Language arts (Elementary). Literacy. Motivation in education. Reading comprehension.

*Summary:* This book presents concrete ways to promote children's intrinsic motivation to read. It provides 30 strategies and activities, such as "Citizen of the Month," "High Five," and "Your Life in Books," that are ready to implement in the K-6 classroom. Teachers get step-by-step instructions for creating a motivating classroom environment, nurturing children's self-concepts as literacy learners, and fostering appreciation of the value of reading and writing.

372.6 M645

Millard, Rachael (Ed.)

**Language and literacy: from birth ... for life [kit]**

London, ON: Canadian Language & Literacy Research Network, 2007.

*Subjects:* Reading (Early childhood); Reading—Parent participation; English language—Study and teaching (Preschool); Language arts (Early childhood).

*Summary:* English and French. This book contains the published summary of current research on language and literacy development in young children prepared by Rachael Millard and Michelle Waese. The CD-ROM features workshops, resource sheets (case studies), interviews and video clips of effective practice techniques. It features an array of evidence-based tools

specially designed to support early childhood educators as they promote early language and literacy skills in children.

372.6 M647

Miller, Cathy Puett

**Before they read : teaching language and literacy development through conversations, interactive read-alouds, and listening games**

Gainesville, FL: Maupin House, 2010.

*Subjects:* English language—Study and teaching (Early childhood); Language arts (Early childhood)—Activity programs.

*Summary:* Early childhood educators learn how to: take advantage of the learn-through-play style of the preschool and kindergarten child; play simple and effective games and activities that build core early literacy skills, engage a child in the experience of reading a picture book to target essential concepts. An essential guide for childcare professionals and preschool and kindergarten teachers, this book supports educators from the first word games throughout the journey to reading from playing with sounds through advanced phonemic awareness skills.

372.6 M817

Moomaw, Sally

**More than letters : literacy activities for preschool, kindergarten, and first grade**

St. Paul, MN: Redleaf Press, 2001.

*Subjects:* Early childhood education; Language experience approach in education; Language arts (Primary); Language arts (Early childhood).

*Summary:* This book is filled with dozens of engaging activities designed to make literacy adventurous and meaningful for children. Each activity is accompanied by a photograph and a detailed explanation of how to set up the activity and construct materials. Also included are suggestions for comments and questions teachers can use to encourage phonetic awareness in their children.

372.6 M878

Morrison, Frederick J.

**Improving literacy in America : guidelines from research**

New Haven, CT: Yale University Press, 2005.

*Subjects:* Literacy—Psychological aspects; Readiness for school; Language arts (Primary); Literacy—Social aspects.

*Summary:* The authors present up-to-date research on the diverse factors that relate to a child's literacy development from preschool through early elementary school. Urging greater emphasis on the immediate sources of influence on children, the authors warn against simple, single solutions that ignore other pivotal aspects of the problem.

372.6 M887

Mort, Janet Nadine

**Joyful literacy interventions. PreK to 3 : early learning classrooms essentials**

[United States]: CreateSpace, 2014.

*Subjects:* Language arts (Primary); Language arts (Preschool).

*Summary:* While play is critical in early learning classrooms where child development theories must prevail, vulnerable children need more than play. Play is simply not enough. This book describes how to implement a skill-mastery model invisibly in a play-based environment through games, play, inquiry and targeted small group instruction. This book, based on the most recent literacy research, highlights the factors that have the most lasting effect on future reading success if implemented in the early years. Alphabetic principles, phonological awareness, shared reading and shared writing, rapid automatized naming, and use of children's names as a key instructional strategy are featured prominently. When implemented together in the classroom setting, they provide a complete classroom experience that will result in literacy success for over 90% of all children by the end of grade two.

372.6 M947

Mueller, Stephanie

**Everyday literacy : environmental print activities for children 3 to 8**

Beltsville, MD: Gryphon House, Inc., 2005.

*Subjects:* Language arts (Early childhood); Early childhood education—Activity programs.

*Summary:* This book provides hands-on ideas for turning newspapers, signs, menus, catalogs, magazines, and other everyday items into literacy experiences.

372.6 M953

Mukherji, Penny

**Understanding children's language and literacy**

Cheltenham, UK: Stanley Thornes, 2000.

*Subjects:* Literacy—Study and teaching (Early childhood); Children—Language.

*Summary:* This book is about how children develop language, communication and literacy skills. Activities suggested throughout the book are designed to stimulate thought and discussion as well as to consolidate the reader's learning. Each chapter contains case studies that translate theoretical ideas into practical situations and sections that clearly explain good practice.

372.6 N492

Neuman, Susan B.

**Learning to read and write : developmentally appropriate practices for young children**

Washington, DC: National Association for the Education of Young Children, 2000.

*Subjects:* Reading (Primary); Language arts (Primary); Reading (Early childhood); Language arts (Early childhood); Developmental reading.

*Summary:* Developmentally appropriate, research-based strategies for promoting children's literacy learning in preschool, kindergarten, and elementary classrooms and infant/toddler settings. A strong, coherent framework for effective practice appears in NAEYC's joint position statement with the International Reading Association, which is supported by many other organizations and reprinted in this book. Alive with classroom photos and children's work, the book offers crystal-clear guidance and exciting ideas for teachers to help young children on the road to reading and writing competence.

372.6 N943

Novick, Rebecca



**Sharing the wisdom of practice : schools that optimize literacy learning for all children**

Portland, OR: Northwest Regional Educational Laboratory, 2002.

*Subjects:* Early childhood education; English language—Study and teaching (Elementary); Language arts (Elementary).

*Summary:* This guide is part of a series from NWREL to assist in school improvement. In this book we take a more in-depth look at the schools, their beliefs and practices. While academic achievement is at the center of their efforts, the stories of these schools reflect the importance of creating a collaborative learning community based on caring and support, high expectations and multiple opportunities for meaningful participation.

372.6 O46

Olien Rebecca; Woodside, Laura

**Playful writing : 150 open-ended explorations in emergent literacy**

Lewisville, NC: Gryphon House, Inc., 2013.

*Subjects:* Play; Child development; Language arts (Early childhood)—Social aspects; English language—Composition and exercises; Children—Writing.

*Summary:* Nurture and encourage young writers in the most natural, developmentally appropriate way—through play. Children learn the skills needed for writing and reading on a continuum, over time and at different ages. Within the same classroom, early writers may make scribbles and draw symbols as representations of their ideas, while ready writers may use creative spelling, recognizable words, and illustrations to express more complex concepts and information. Ideal for a variety of settings, this book integrates writing exploration across the entire early childhood curriculum. Using play to connect verbal communication with written symbols and words creatively, children will begin to interweave the experiences of writing and play and will ignite their own imaginations as they develop key literacy skills.

372.6 P176

Palmer, Sue

**Early literacy fundamentals : a balanced approach to language, listening, and literacy skills**

Markham, ON: Pembroke Publishers, 2005.

*Subjects:* Language arts (Preschool); Language arts (Kindergarten); Language arts (Primary).

*Summary:* Explore seven best practices for teaching rudimentary literacy skills in the foundation years with this guide. From early reading and writing to talk, music, and drama, this book examines methods of introducing young children to the world of sounds, letters, and print in a relaxed and enjoyable environment. With a strong focus on the importance of oral language and storybook reading, this book also provides practical advice on how kids can transfer their learning into self-initiated activities.

372.6 P957

**The principal as early literacy leader**

Thousand Oaks, CA: Corwin Press, 2009.

*Subjects:* School principals; Literacy programs—Planning; Language arts (Early childhood).

*Summary:* This book presents an overview of how three-, four-, and five-year-olds learn to read and shows school leaders how to: utilize knowledge about early literacy to provide more effective support for teachers of young children; recognize the hallmarks of excellence in early literacy programs; work with teachers, school teams, and parents to create and improve early

literacy programs; and develop a school culture that sustains continuous improvement in early literacy.

372.6 R721

Rog, Lori Jamison

**Early literacy instruction in kindergarten**

Newark, DE: International Reading Association, 2001.

*Subjects:* Language arts (Kindergarten); Reading (Kindergarten).

*Summary:* This text suggests that outstanding kindergarten programs “provide both a print-rich play environment and carefully organized learning experiences.” Effective kindergarten programs respect the learning process of each student and acknowledge that children require different instructional strategies.

372.6 S334

Schiller, Pamela Byrne

**Inclusive literacy lessons for early childhood**

Beltsville, MD: Gryphon House, 2008.

*Subjects:* Early childhood education; Language arts (Early childhood).

*Summary:* A collection of 100 literacy lessons, designed to introduce children ages 3-6 to a variety of literacy concepts and to help build important literacy skills. It offers adaptations for children with special needs including: visual impairments, hearing impairments, cognitive challenges, motor delays, speech/language delays, emotional/behavioural issues.

372.6 S679

Soderman, Anne Keil

**Creating literacy-rich preschools and kindergartens**

Boston, MA: Pearson/Allyn and Bacon, 2007.

*Subjects:* Language arts (Preschool); Language arts (Kindergarten); Literacy.

*Summary:* Filled with research-based ideas for creating a supportive climate for young children while engaging them in meaningful and useful instruction, this book discusses what teachers need to build strong foundations in early literacy.

372.6 T253

**Teacher inquiry in literacy workshops : forging relationships through Reggio-inspired practice**

Urbana, IL: National Council of Teachers of English, 2013.

*Subjects:* Language arts—Research; Reading—Research; Reggio Emilia approach (Early childhood education); Reading (Elementary); Critical pedagogy; Language arts (Elementary).

*Summary:* The author and her colleagues observed and documented their students' talk, actions, ideas, and play in order to develop insights into young children's literacy learning, improve their own instruction, and move the voices of children to the centre of the curriculum. In classrooms infused with the child-centered Reggio Emilia approach, these teachers sought to make connections between the curricular construct of reading and writing workshops and their Reggio inspired beliefs. Their narratives highlight issues of content, especially new understanding they developed about the importance of relationships, as well as issues of process, the ways in which they developed their ideas through the practice of teacher research.

372.6 W521

West, Sherrie

**Literacy play : over 300 dramatic play activities that teach pre-reading skills**

Beltsville, MD: Gryphon House, Inc., 2013.

*Subjects:* Drama in education; Early childhood education—Activity programs; Play; Language arts (Early childhood).

*Summary:* Organized by themes commonly used throughout preschool classrooms, this book provides a creative and effective way to teach literacy skills to young children. Each of the dramatic play areas included has spotlight words, literacy objectives, materials, props, open-ended questions and extension activities, and literacy resources. Themes include: nature, transportation, home, occupations, science, literacy, performers, and stores.

372.6 W846

Wohlwend, Karen E.

**Literacy playshop : new literacies, popular media, and play in the early childhood classroom**

New York, NY: Teachers' College Press, 2013.

*Subjects:* Media programs (Education); Play; Language arts (Early childhood).

*Summary:* The *Literacy Playshop* curriculum engages children in creating their own multimedia productions, positioning them as media makers rather than passive recipients of media messages. The goal is to teach young children to interpret critically the daily messages they receive in popular entertainment that increasingly blur toys, stories, and advertising. The first half of this resource features case studies that show how six early childhood teachers working together in teacher study groups developed and implemented play-based literacy learning and media production. The second half of the book provides a framework with professional development and classroom activities, discussion questions, and “technology try-it” sections.

372.623 W887

Woodfield, Marilee

**Writing experiences for young learners**

Minneapolis, MN: Key Education, 2007.

*Subjects:* English language—Composition and exercises—Study and teaching (Preschool); Language arts (Primary); English language—Composition and exercises—Study and teaching (Primary).

*Summary:* This book provides activities and meaningful learning opportunities for emergent and beginning writers and information for educators in the following ways: defining standards and skills - what is developmentally appropriate writing and what the standards are for teaching each age and stage; explaining emergent writing - how writing is an important part of literacy development and how parents can support the process of learning how to write; highlighting writing basics - tips for strengthening the mechanics and content of writing; creating a writing environment - giving children the tools to compose in various ways; and facilitating writing experiences - offering a variety of writing activities that target the development of beginning to more advanced skills.

372.64 G997

Gunzenhauser, Kelly

**Creating curriculum using children's picture books**

Minneapolis, MN: Key Education Publishing, 2008.

*Subjects:* Language arts (Early childhood); Picture books for children; Content area reading; Children's literature.

*Summary:* Children's literature helps teachers build organic learning situations in the classroom. Children's books touch on every possible subject, theme and skill teachers could possibly want to teach. Curriculum suggestions included are for 18 favorite children's picture books.

372.64 H997

Hynes-Berry, Mary

**Don't leave the story in the book : using literature to guide inquiry in early childhood classrooms**

New York, NY: Teachers College Press, 2012.

*Subjects:* Study and teaching (Early childhood); Children—Books and reading; Storytelling; Inquiry-based learning.

*Summary:* This book provides a unique synthesis of ideas based on constructivist approaches to learning, including the importance of positive dispositions and learning communities, the nature of higher-order thinking, and the relationship between methods such as guided inquiry in the sciences and balanced literacy.

372.64 R155

Raines, Shirley C.

**Story stretchers for the primary grades : activities to expand children's books**

Silver Spring, MD: Gryphon House, 2011.

*Subjects:* Children's literature—Study and teaching (Primary); Education, Primary—Activity programs; Children—Books and reading.

*Summary:* This book connects 90 of the best children's books to early learning centers, stretching each story five ways with lively and entertaining activities that heighten reading readiness, sharpen comprehensions skills, and expand the excitement of story time.

372.674 I11

Lakovakis, Laurel L.

**Puppet plays plus : using stock characters to entertain and teach early literacy**

Westport, CT: Libraries Unlimited, 2009.

*Subjects:* Puppet theater in education; Puppet plays, American.

*Summary:* This guide gives you everything you need for lively storytimes. In addition to ten complete scripts, you'll find literacy tips, preparatory checklists of materials and props needed, patterns, lists of books for literacy building, displays, activities that relate to the story and promote early literacy, and take-home reproducibles for caregivers to help them reinforce the six early literacy skills.

372.677 B885

Browning Wroe, Jo

**The best storytelling book ever! : promote the development of early literacy, listening, and language skills using 15 of the most-popular fairy tales, storytelling strategies, & extension activities**

Minneapolis, MN: Key Education Publishing, 2010.

*Subjects:* Storytelling; Fairy tales; Early childhood education.

*Summary:* This book helps to prepare for storytelling and provides tips on becoming an effective storyteller.

372.7 M621

Michals, Deborah Kayton

**Up, down, move around—math and literacy : active learning for preschoolers**

Lewisville, NC: Gryphon House, Inc., 2013.

*Subjects:* Mathematics and physical education; Mathematics—Study and teaching (Preschool)—Activity programs; Early childhood education; Active learning.

*Summary:* By connecting physical activity with learning, the books in this series provide preschoolers with educational enrichment as they explore, inquire, experiment, and discover. Filled with simple, stimulating games, they will have kids jumping, shaking, rolling, dancing, and clapping as they learn. Activities like the Syllable Freeze Dance and Math Orchestra help young children develop number sense, practice counting and rhyming, and learn about letter shapes and story structure.

428.24 C647

Cloud, Nancy

**Literacy instruction for English language learners : a teacher's guide to research-based practices**

Portsmouth, NH: Heinemann, 2009.

*Subjects:* English language—Study and teaching as a second language. English language—Study and teaching—Foreign speakers.

*Summary:* This book helps teachers: learn more about the ELL students in their classroom, support the emergence and early development of English literacy skills in nonnative speakers, help English learners reach their full potential as readers and writers, promote biliteracy in English and students' home languages, guide ELL students as they develop academic language and literacy in English, connect reading and writing strongly to promote growth in each, and assess the literacy skills of English language learners, using that information to plan responsive instruction.

428.24 O72

Orloff, Daria

**Hands-on English language learning. Early years**

Winnipeg, MB: Portage & Main Press, 2009.

*Subjects:* English language—Study and teaching as a second language; English language—Study and teaching—Foreign speakers.

*Summary:* This resource includes: specific curricular connections for each lesson to identify links to subject-area themes in language arts, mathematics, science, social studies, health, physical education, and the arts; relevant topics such as the classroom and school, clothing,

food, hobbies and interests, plants and animals of Canada, the world, and the environment; and age appropriate, high-interest learning activities that foster the development of essential English language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing.

784.624 L438

Learning Station (Musical Group)

**Literacy in motion [CD] : developing literacy through interactive music, song and dance**

Melbourne, FL: Learning Station, 2005.

*Subjects:* Children's songs—Sound recordings.

*Summary:* Alternate title: *Developing literacy through interactive music, song and dance.*

811 V242

VanDerwater, Amy Ludwig

**Read! read! read! : poems**

Honesdale, PA: WordSong, 2017.

*Subjects:* Books and reading—Juvenile poetry. Children—Books and reading—Poetry.

Children's poetry, American. Reading (Early childhood)—Juvenile poetry.

*Summary:* 23 poems capture the joys of reading from that thrilling moment when a child first learns to decipher words to the excitement that follows in reading everything from road signs to field guides to internet articles to stories. These poems also explore what reading does, lyrically celebrating how it opens minds, can make you kind, and allows you to explore the whole world.