



Every Child Reads Follow-up Module: Handouts

HANDOUT NUMBER

TITLE

- | | |
|----|---|
| 1 | Powerpoint Notes |
| 2 | Appendix A: Training Overview Modules, Principles, Strategies |
| 3 | Lesson Plan: Using Books and Activities to Support Social-Emotional Development |
| 4 | Teaching Children New Words From Books |
| 5 | Teaching New Words When Reading to Children (This document is also located on the web site: www.iowa.gov/educate) |
| 6 | Asking Yes/No, “Wh—” and Open-Ended Questions (Pages 2 and 3 of this document are also located on the web site: www.iowa.gov/educate) |
| 7 | Songs About Feelings |
| 8 | Children’s Book List (This document can also be found on the following web site www.vanderbilt.edu/csefel .) |
| 9 | Book Nooks To find the book nooks to duplicate, go to www.vanderbilt.edu/csefel . Click on “Resources by Group: for Teachers/Caregivers.” Go to “Teaching Social Emotional Skills” and click on “Book Nook”. This list is updated as new book nooks are added. You do not have to distribute all of them. Select those most appropriate for your group. |
| 10 | Evaluation: Every Child Reads Follow-up Module |

Using Books and Literacy Activities to Teach Social-Emotional Skills



-Name
-Age of children
-Setting
3 ECR strategies



1. What questions do you have about the strategies?

2. Have you had challenges when:

– planning?

--using them with children?

3. Results?



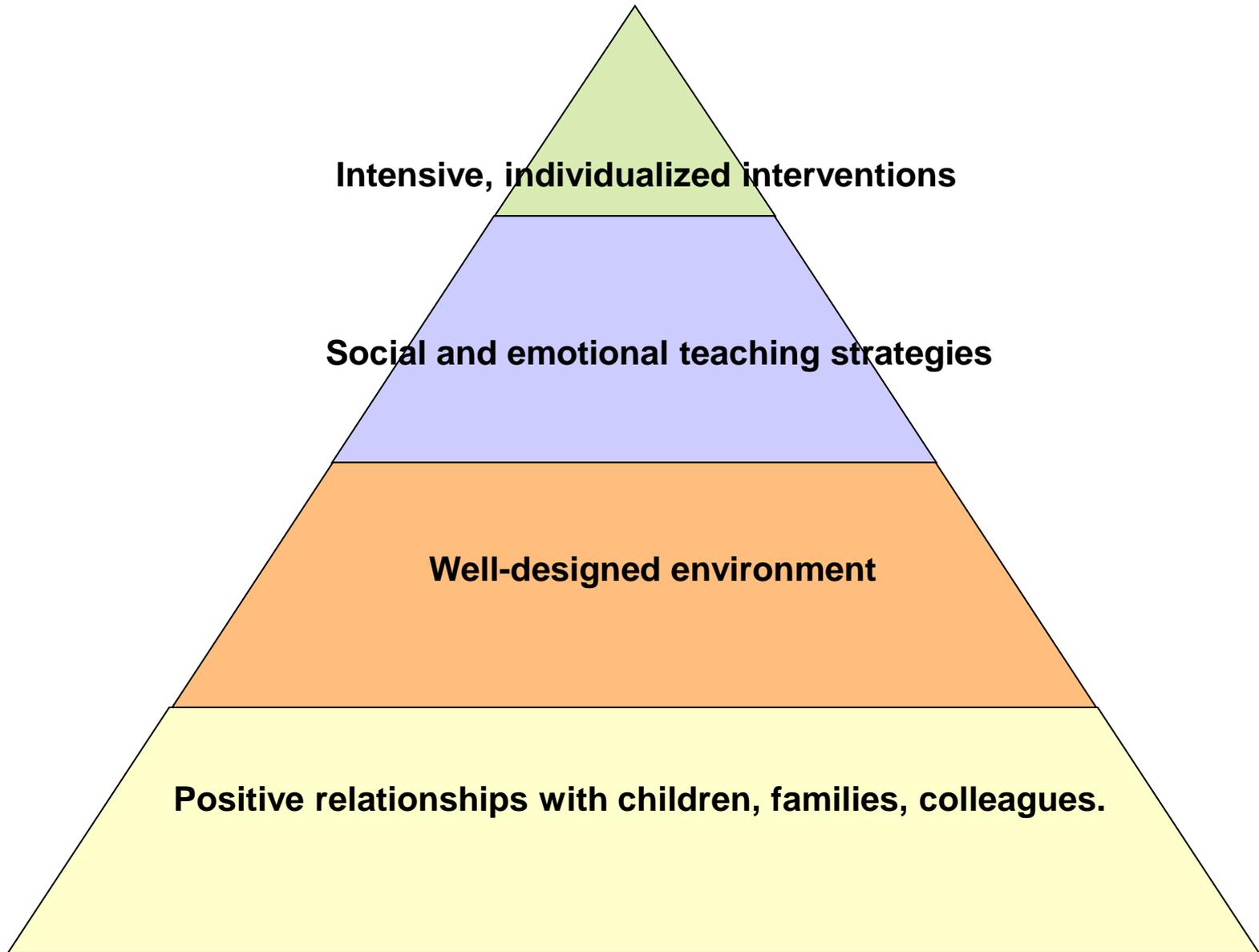


Goals

1. Learn to use books and literacy activities to teach children to name emotions and express them in healthy ways.
2. Review 3 ECR strategies:
 - teaching vocabulary
 - connecting the book to the child's life and experiences
 - asking questions



Promoting Social Competence



Early Learning Standards for Preschool Children

- Standard 9.2: Children show increasing ability to regulate their behavior and express emotions in appropriate ways
- Standard 9.4: Children develop the ability to interact with peers respectfully and to form positive peer relationships.





Iowa Quality Preschool Program Standards (QPPS)

Standard 1, Relationships:

- 1.10 Rather than focus solely on reducing the challenging behavior, teachers focus on:
 - teaching the child social, communication, and emotional regulation skills and
 - using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.



Iowa Quality Preschool Program Standards

- 1.11 Teaching staff help children manage their behavior by guiding and support children to:
 - persist when frustrated
 - play cooperatively with other children
 - use language to communicate needs
 - learn turn taking
 - gain control of physical impulses
 - express negative emotions in ways that do not harm others or themselves.



Iowa Quality Preschool Program Standards

Standard 3: Teaching

- 3.5 Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.



Center on Social and Emotional Foundations for Early Learning

- Confidence
- Concentration and persistence on challenging tasks
- Ability to listen to instructions and be attentive
- Ability to effectively communicate emotions
- Capacity to developing good relationships with peers and adults
- Ability to solve social problems





- If a child doesn't know how to read, we teach.
- If a child doesn't know how to swim, we teach.
- If a child doesn't know how to multiply, we teach.
- If a child doesn't know how to drive, we teach.
- If a child doesn't know how to behave, we _____. Teach or punish?

(Tim Herner, NASDE president, 1998.)

- Find a partner.
- Select a book.
- Read the book.



Lesson Plan

- Write the title and author.
- Guess at the age range the book is most appropriate for.

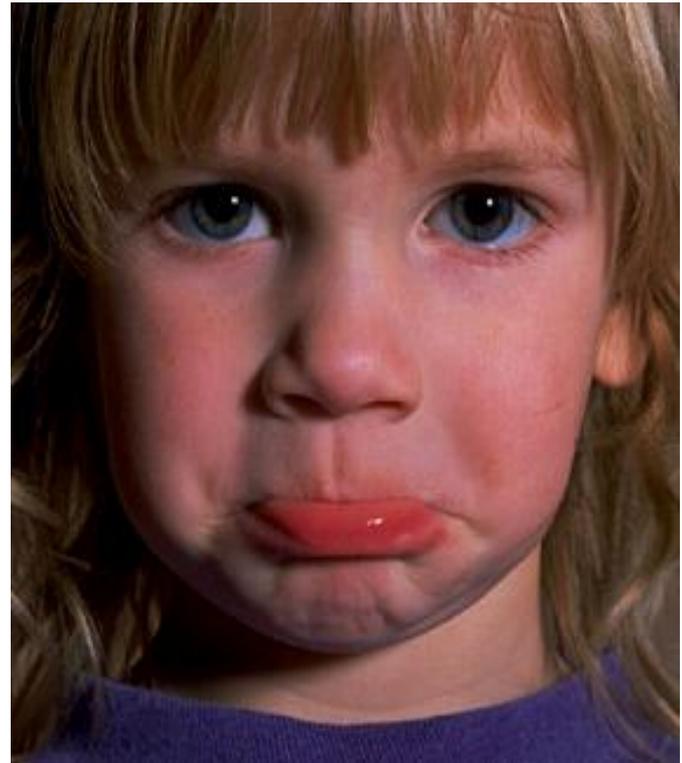
Being able to name their own emotions--
to describe what they are feeling--is one
of the first steps in helping children
learn to appropriately express emotions.



Think about the children you care for and educate. What words would you like them to be able to use to describe/name their feelings?



Direct Teaching of Feeling Vocabulary



Teaching New Words

- When you have used this strategy in the past, what has been the most difficult step for you to plan for and use with the children?
- What made it difficult?



Demonstration

- Pretend you are a group of 4 year olds and respond when I ask you to do so.
- Take notes on your handout. Write what I say or do that demonstrates each step.



- Work with your partner and define one word.
- Follow steps 6 a-d on your lesson plan.
- Write what you will say/do for each step.
- If you finish, define your second word.





Lonely

Lonely means you feel depressed because no one will pay attention to you or play with you or because your parents and brother and sister have left you at child care, which makes you mad as well as lonely, and have gone to work or school.

Jealous

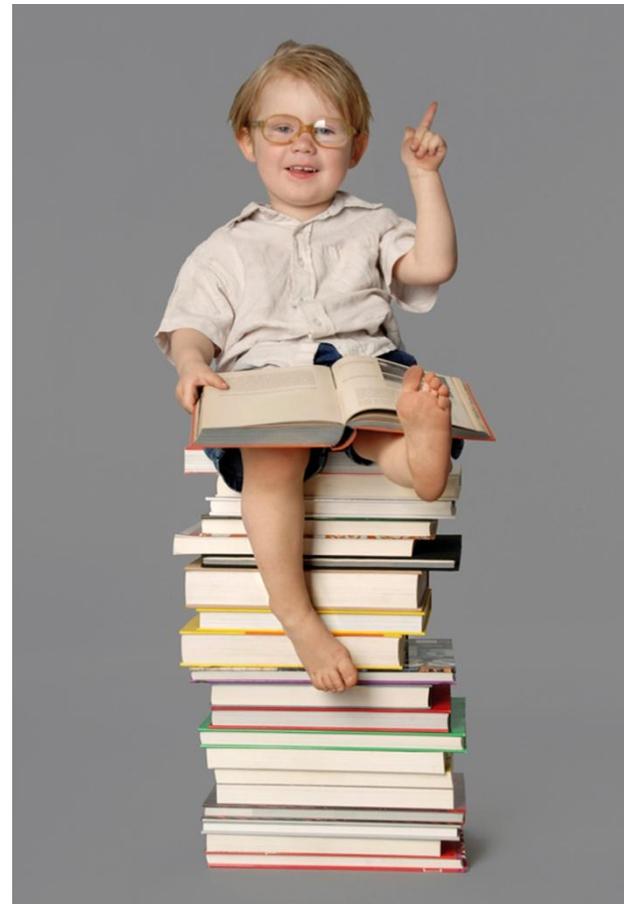
When you are jealous you feel mad or sad or confused inside your body. You want what someone else has.

- Work with your partner
- Answer items # 3 & # 4
- What specific social-emotional skills does your book teach?



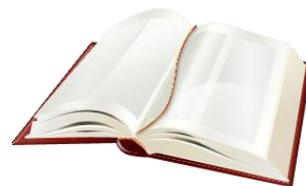
Connecting the book to the child's life and experiences

- Why do we do it?





- Work with your partner.
- Write what you will say about your book to connect it to your children's lives and experiences.
- Connect it to the social-emotional skill and/or word to describe a feeling that you will emphasize the first time you read the book.





Tell us:

- the social-emotional skill you want the children to learn
- the word to name a feeling you want the children to learn and
- what you will say to connect the book to the children's lives and experiences.

When you ask questions, you...

- Focus children's attention on the skill/word you want them to learn and
- Check the children's understanding of the book--you make sure they are learning what you want them to learn.

The questions we ask when reading should...



- Be about important concepts in the book--what you want children to learn
- Use words children understand
- Not be too long or contain multiple questions
- Be stated in an appropriate format for the children's age



What do you think the child is feeling and why is he feeling that way?



- What do you think the child is feeling?
- Why do you think he is feeling that way?



- Work with your partner.
- Write 2 questions to ask before reading the book to children:
 - Help them become interested in the book
 - Focus on the skill and/or word you want them to learn



- Tell us:
 - age of children
 - word and social-emotional skill you want the children to learn
 - your questions



Criteria for Questions



- Will the questions help the children become interested in the book?
- Are they focused on the skill and/or word you want them to learn?
- Do they use words children understand?
- Are they too long/contain multiple questions?
- Are they stated in an appropriate format for the children's age?



- The questions you ask DURING the time you read the book and AT THE END of the book should focus children on the word and/or social-emotional skill you want them to learn.
- The children's answers should tell you if they are learning what you want them to learn.



- With your partner, write 2 questions you can ask **WHEN** you are reading the book and....
- 2 questions you can ask at the **END**.





Criteria for Questions



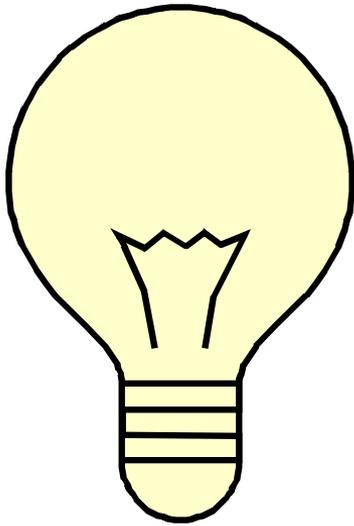
- Will the questions help the children remain interested in the book?
- Are they focused on the skill and/or word you want them to learn?
- Do they use words children understand?
- Are they too long/contain multiple questions?
- Are they stated in an appropriate format for the children's age?

Activities Need to Be....

- Purposeful. Fun, engaging and designed to teach the new words/skills you want them to learn.
- Integrated throughout the day, week, year.



- What kind of activities could we use to reinforce the words/skills books teach?





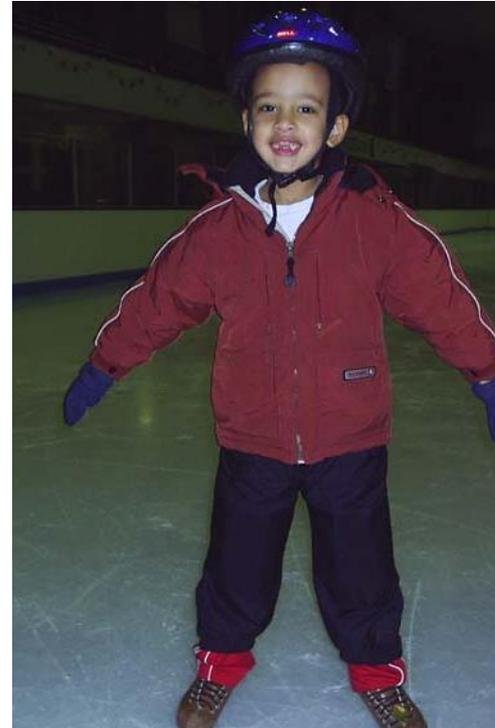
Teachable Moments

Jose and Amelia seem really happy to be playing together. They are smiling and laughing.

Provide labels as children experience different feelings.

Sample Game

- **How does your face look when you feel proud?**
- **What makes you feel proud?**



Sample Game

Bingo

| | | |
|--|---|--|
|  <p>Loved</p> |  <p>Happy</p> |  <p>Sad</p> |
|  <p>Happy</p> |  <p>Loved</p> |  <p>Proud</p> |
|  <p>Proud</p> |  <p>Sad</p> |  <p>Loved</p> |

Feeling Dice/Feeling Wheel



- How do you think that made Ben feel?
- How do you think you would feel if that happened to you?
- What could Ben do next time?



- Center on Social and Emotional Foundations for Early Learning

Web site:

<http://www.vanderbilt.edu/csefel>

Why did we have you create your own lesson plan?

- Not one available for every book
- Don't explain how to teach new words
- Some suggest questions but not all
- Some talk about how to connect the book to the children's lives and experiences but not all.



Create activities that will reinforce the word/skill you want children to learn.





- Select a few activities to do during the week you first read the book and put a #1 by them.
- Identify which ones you will do during the second week and put a #2 by them.

In summary:

- Reviewed ECR Strategies
 - Teaching new words
 - Asking questions
 - Connecting the book to a child's life and experiences
- Developed a lesson plan
- Intentionally teach children what to do using books and activities.

Evaluation

- Please complete!
- Thanks!!



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Appendix A: Training Overview: Modules, Principles, Strategies

Language Module

Principle 1

Children need to have many experiences to develop background knowledge and language skills

Strategy

Provide a variety of meaningful experiences using daily routines or planned experiences

Principle 2

Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences

Strategy

Talk with children before, during, or after an experience or activity

- Use sentences to match children's understanding
- Provide children with time to talk
- Engage children in conversation
 - 1) Make comments or statements
 - 2) Ask questions
 - 3) Respond and add new information to children's comments and questions

Principle 3

Children need to learn and use new vocabulary or words continuously

Strategy

Indirectly teach vocabulary by introducing or reinforcing a variety of words or concepts to expand children's conversation



Every Child Reads Follow-up Module:
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Appendix A: Training Overview: Modules, Principles, Strategies

Reading Module

Principle 1

Children need to interact with books

Strategies

Select appropriate books

- Match children's skills and interests
- Non-fiction and fiction
- Predictable books

BEFORE reading

- Read title, author, and illustrator's names
- Predict what will happen in the story
- Preview the story
- Directly teach new vocabulary words
- Connect the story to real-life experiences
- Give children a reason to listen

DURING reading

- Point to pictures that are meaningful to story
- Make predictions
- Ask questions
- Answer children's questions

AFTER reading

- Ask guided story questions
- Use sentence completion
- Relate to children's experiences

Principle 2

Children need to practice retelling stories from books

Strategies

Model retelling stories from books

Provide story retelling opportunities

- Use prompts, props, or cues with young children
- Allow children to retell stories on their own, once in a while

Principle 3

Children must be aware that spoken language is made up of words, parts of words, and sounds in words

Strategies

Awareness of words (3 years of age)

- Rhyming
- Sentence completion

Awareness of parts of words (4 years of age)

- Segmenting words: taking words apart
- Blending words: putting words together

Awareness of sounds in words (5 years of age)

- Focus on same/different sounds
- Alliteration



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Appendix A: Training Overview: Modules, Principles, Strategies

Writing Module

Principle 1

Children need to develop an awareness of print

Strategies

Structure the environment to encourage children's awareness of print

- Use labels, lists, signs, and charts

Point to and read meaningful print aloud to children

- Connect words to meaningful experiences, such as daily routines or special events in or outside of child setting

Principle 2

Children need to develop fine motor hand skills for writing

Strategies

Provide a variety of small manipulative objects and activities for children to develop fine motor skills

- In-hand manipulation: primary focus of small motor skill development

Model and demonstrate fine motor hand skills

- Sensorimotor: developing various grasps
- Scribbling: beginning skill that leads to writing
- Writing first letters: experimenting with lines and shapes

Principle 3

Children need to engage in meaningful writing experiences

Strategies

Provide materials for writing

- Writing area: wealth of writing materials, writing accessories

Structure play areas and activities to encourage writing

- Include writing (literacy) props in play areas

Model and explain writing tasks, interact with children, make suggestions, offer encouragement!

- Demonstrate writing has a real purpose in daily activities
- Model writing in daily events and routines
- Call attention to what has been written



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Lesson Plan: Using Books and Activities to Support Social-Emotional Development

Book Title:

Author:

Age-range:

Summary of Book:

1. What vocabulary words will you teach the children so they will understand the book? List all possibilities. Be sure to include new words to name/describe feelings.
2. Put a check by one or two new words that name/ describe feelings that you will teach the first time you read the book.
3. What social emotional skills does the book teach? (How to be a friend? What to do when you are mad?)
4. Many books teach more than one social-emotional skill. Put a check by the skill you want to focus on the first time you read the book.

ECR Strategy: Connecting the book to the children's life and experiences

5. When reading the story, what will you say to connect the book to the children's lives and experiences?



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Lesson Plan: Using Books and Activities to Support Social-Emotional Development

ECR Strategy: Teaching Vocabulary Words

6. When reading the book, how will you:
- define the new word and explain how it is used in the story?
 - demonstrate what the word means?
 - repeat the new word often?
 - encourage the children to say the new word often?

ECR Strategy: Asking Questions

7. What questions will you ask to help the children learn the social-emotional skills presented in the book? What questions will you ask to make sure the children understand the new word(s) you taught them?

If appropriate for the age level of the children, ask all 3 kinds of questions: yes-no, "wh" and open-ended.

- Before I read the book, I will ask:
- During the time I'm reading the book, I will ask:
- After I read the book, I will ask:



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Lesson Plan: Using Books and Activities to Support Social-Emotional Development

8. Select 3 areas (Circle Time, Art, etc.) Create 2 engaging activities for each of the 3 areas that will reinforce the new word and/or social-emotional skill you want children to learn.

| | |
|---------------------|--|
| Arrivals/Departures | |
| Circle Time | |
| Center Time | |
| Art | |



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Lesson Plan: Using Books and Activities to Support Social-Emotional Development

| | |
|--|--|
| Music | |
| Snack/Meal Time | |
| Literacy Time (books, poems, rhymes, writing activities, etc.) | |
| Transitions | |
| Outside | |



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Teaching Children New Words From Books

It is important for children to start school knowing the meaning of many different words. Research shows that children who start school with large vocabularies are more likely to be successful readers.

Children learn the meaning of words through conversations with family members, child care providers, teachers and peers. They also learn new words when listening to someone read a book to them. However, the number of words children may hear through conversations and being read to differs depending on how often family members and early care and education providers talk with children and read to them.

A research study conducted by Doctors Hart and Risley (1999) found:

Children heard 2,100 words per hour in the average professional family, 1200 words per hour in the average working class family, and 600 words per hour in the average welfare family. When the daily number of words for each group of children was projected across 4 years, the four-year-old from the professional family heard 45 million words, the working-class child 26 million, and the welfare child only 13 million. As Jim Trelease writes in his book, The Read-Aloud Handbook, this means that “all three children will show up for kindergarten on the same day, but one will have heard 32 million fewer words—which is a gigantic difference.” (p.14) (1) (Hart and Risley used the same terms that the census does to describe the economic status of the families.)

Conversations alone do not teach children all the words they need to know. Trelease states that most conversation whether it is between two adults or with children, consists of 5,000 words we use all the time. 83 percent of the words in normal conversations with children come from the most commonly used 1,000 words, and it doesn’t change much as the children grow older. There are then another 5,000 words used in conversation less often. “Beyond that 10,000 mark are the ‘rare words’, and these play a critical role in reading. The eventual strength of our vocabulary is determined not by the common 10,000 words but by how many “rare words” we understand...Printed text contains the most rare words and this is one of the reasons why it is so important to read to children...Regular conversations will take care of the basic vocabulary, but when you read to the child you leap into the rare words that help most when it’s time for school and formal learning.” (pp.17-18) (1)

How do you teach children new words that are in books? First, you need to decide what words to teach them. To make this decision:

Read the book before reading it to children and identify all the words the children might now know. Select 1 to 3 words to teach the children. How many words you select depends on the age of the children. You can teach additional words each time you read the book to them.

When selecting the words to teach, chose those that:



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Teaching Children New Words From Books

- a) are important for the child to know to understand the story
- b) are used often in the story
- c) represent a concept they can identify with and use in everyday conversation (2)

(However, don't forget to teach rare words also!)

(1) Trelease, Jim, (2001). *The Read-Aloud Handbook*. New York: Penguin Books

(2) Beck, Isabel; McKeown, M.; Kucan, L., (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Teaching New Words When Reading to Children

**Define a new word
and explain how it is
used in the story**

WHEN YOU TEACH A NEW WORD:

"In the story, the children play with Patrick and Sam who are tortoises. Another word for tortoise is turtle. A *tortoise*, or *turtle*, has four legs and a brown or green shell. The shell is very hard."

"In the story, Lisa is reluctant to leave the Laundromat without Corduroy. *Reluctant* means you are not sure you want to do something."

"In the story, Mrs. Mallard will find a place she likes and Mr. Mallard will be delighted. *Delighted* means happy."

Depending on the age of the children, their background knowledge, and the work you are teaching, you may want to do more. After defining the word and explaining how it fits in the story context, you could say, "What makes you *delighted*?"

If that is too difficult, you could say, "What makes you *delighted*? Ice cream or a thunderstorm?"

**Demonstrate what
the word means**

With people, places or things:

Balloon: Show a *balloon* and say, "This is a *balloon*."

Smooth: Show a *smooth* rock and say, "This rock is *smooth*. Feel this *smooth* rock."

With action words: Act out the word; then have children act it out.

Delighted: "This is what I look like when I am *delighted*."

Under: I am putting my hand *under* my chair. Put your hand *under* your chair."

Guess: Hold a coin in one of your hands and ask the child to *guess* which hand it is in. Say, "You don't know which hand has the coin, but can you *guess*?"

You can also show a video clip where the word is illustrated: Clifford *running*.



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Teaching New Words When Reading to Children

Repeat the new word often

The first few times you repeat the new word, you may want to do so slowly and dramatically to call attention to it.

Make this into a game: "Every time you hear me use the word *reluctant*, raise your hand.

Encourage children to say the new word often

"Say the word *delighted* with me."

"Someone might be *reluctant* to eat a food they never had before, or might be *reluctant* to ride a roller coaster because it looks scary. Think about something you would be *reluctant* to do. Start your sentence with, "I would be *reluctant* to _____."

After each child responds, call on another child to explain the response. For example, if a child says, "I would be *reluctant* to eat _____," ask another child, "What does it mean that Brett is *reluctant* to eat ___?"

Use the new word often throughout the day, during activities, play time, transitions

After you read the book:

Balloon: Blow up a *balloon* and bat it around.

Delighted: Make a picture of someone looking *delighted* or cut pictures of people from magazines who look *delighted*.

Smooth: Let the children pick up *smooth* rocks as they go on a walk. You might also demonstrate *smooth* by cutting up a piece of fruit that has a *smooth* surface (apple) and sharing it as a snack.

Adapted from: *Every Child Reads: Birth to Kindergarten Training Curriculum, Parent Follow-up Module (Reading)*. Des Moines, IA: Iowa Department of Education, April 2001.

Resources: Beck, Isabel (1998). Understanding beginning reading: A journey through teaching and research, pp. 11-31, in Osborn, J. and Lehr, F. (Eds), *Literacy for all: Issues in teaching and learning*.



Every Child Reads Follow-up Module: *Using Books and Literacy Activities to Teach Social-Emotional Skills* Asking Yes/No, “Wh—” and Open-ended Questions

Asking questions is a strategy to use when talking and reading with children. Questions take three forms: yes/no, “wh—” and open-ended. Yes/No questions are the easiest for children to answer followed by “Who” and “What” questions. The most difficult questions for children to answer are open-ended questions.

As a child matures, she/he is able to answer more difficult questions. Adults must provide children with many opportunities to answer more thought-provoking questions. Listen closely to answers you get to all questions. Adults can often learn much about feelings, fears, hopes, likes and dislikes of children from their answers.

Yes/No Questions

These questions usually begin with words such as: *is/are, do/does or can/will/would/should*. When asked this kind of question, children do not have much opportunity to practice their language skills and adults don’t gather much information from children who just answer “yes” or “no”.

Examples:

- You don’t look happy today. Are you feeling sad?
- Would you like to go out and play in the snow?
- You zipped your coat by yourself! Do you feel proud?



“Wh—” Questions

“Wh—” questions give the adult more information and often an idea about how much the child understands. If the adult asks, “Where did you put your socks?” and the child answers, “My Mommy buyed them for me,” the adult knows the child did not understand the word, “Where...”.

Examples:

- When did you start feeling sad?
- What made you feel so surprised?
- Where did this happen?

Open-Ended Questions

Open-ended questions can be answered in more than one way. They usually begin with “Why”, “How” or “What will happen if...”. Open-ended questions are very important because children’s answers allow adults to determine if they understand the kind of question begin asked, the experience they are having or what they are learning.

Examples:

- How did this argument get started?
- Why are you two yelling at each other?
- What would happen if Patrick asked you for your toy?



Adapted from: “Asking Questions.” Every Child Reads, Principal 2, Handout L-9. Des Moines, IA: Iowa Department of Education, 2006.



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Asking Yes/No, “Wh—” and Open-ended Questions

Children understand and can answer:

| 'WH--' Question | Developmental Age Range |
|-----------------------------------|--------------------------------|
| What (“What’s that?”) | 12 - 18 months |
| Where | 24 - 30 months |
| When | 30 - 36 months |
| Who | 36 - 48 months |
| Why, How, What will happen if...? | 36 - 48 months |

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Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Asking Yes/No, “Wh—” and Open-ended Questions

Use these cards as reminders to use open-ended questions.

To make cards, copy this page onto cardstock, cut cards apart, and place on a metal ring.

What’s happening?

What happened?

What are you doing?

Where did you start?

What did you do first?

What did you do next?

How did you do that?

How did you know?

How did you decide?

How are these the same?

How are these different?

Why did you put these together?

What will come next?

What is another way?

What could you do differently?

What is your favorite...?

What do you call this?

Why do you like...?

Why do you suppose...?

What would happen if...?

How does this work?

How do I make...?

What is in the...?

What should I do?



Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social Emotional Skills
Songs About Feelings

1. “If You’re Happy and You Know It”

Add these new verses to teach feelings:

- If you’re sad and you know it, cry a tear...boo hoo
- If you’re mad and you know it, use your words, “I’m mad”
- If you’re scared and you know it, ask for help, “help me”
- If you’re happy and you know it, hug a friend
- If you’re tired and you know it, give a yawn.

Ideas for other verses?



2. Sing to the tune of “Row, Row, Row Your Boat”

- Happy, happy smiling faces, look at my big grin. I am happy, see my face, making a big grin.
- Sad, sad frowning faces, look at me boo hoo. I am sad, see my face, crying big boo hoos.
- Surprise, surprise is my face, eyes are open wide. I’m surprised, see my face, eyes and mouth open wide.
- Nervous, nervous is my face, eyebrows and teeth are tight, I am nervous, me oh my, trying with all my might.
- Proud, proud is my face, shoulders and smiles are big; I am proud, standing tall, smiling really big.



Every Child Reads Follow-up Module:
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Songs About Feelings

3. Sing to the tune of “Happy Birthday”

-When I’m happy, I smile. When I’m happy, I smile. When I’m happy, I smile.

When I’m happy, I smile.

-When I’m sad, I frown...

-When I’m mad, I scowl...

-When I’m tired, I sleep...

-When I’m bored, I find a friend...

-When I’m worried, I talk to mom (or dad)...

-When I’m frightened, my heart beats fast...

-When I’m surprised, I open my mouth...

-When I’m lonely, I find a friend...

4. Other songs:

a. “You Are My Sunshine”

b.

c.

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Every Child Reads Follow-up Module:
Using Books and Literacy Activities to Teach Social-Emotional Skills
Children's Book List

Children's Book List

Being a Friend

A Rainbow of Friends by P.K. Hallinan (Ages 4-8)
Best Friends by Charlotte Labaronne (Ages 3-5)
Can You Be a Friend? by Nita Everly (Ages 3-6)
Can You Talk to Your Friends? by Nita Everly (Ages 3-6)
Care Bears Caring Contest by Nancy Parent (Ages 3-6)
Care Bears The Day Nobody Shared by Nancy Parent (Ages 3-6)
Fox Makes Friends by Adam Relf (Ages 3-5)
Gigi and Lulu's Gigantic Fight by Pamela Edwards (Ages 3-7)
Hearprints by P.K. Hallinan (Ages 3-6)
How Do Dinosaurs Play with Their Friends by Jane Yolen and Mark Teague (Ages 3-5)
How to be a Friend by Laurie Krasny Brown and Marc Brown (Ages 4-8)
Hunter's Best Friend at School by Laura Malone Elliot (Ages 4-7)
I'm a Good Friend! by David Parker (Ages 3-5)
I Can Share by Karen Katz (Ages infant-5)
I Can Cooperate! by David Parker (Ages 3-5)
I am Generous! by David Parker (Ages 2-5)
I'm Sorry by Sam McBratney (Ages 4-7)
It's Hard to Share My Teacher by Joan Singleton Prestine (Ages 5-8)
Jamberry by Bruce Degan (Ages 2-5)
Join In and Play by Cheri Meiners (Ages 3-6)
The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audry Wood (Ages 2-5)
Making Friends by Fred Rogers (Ages 3-5)
Making Friends by Janine Amos (Ages 4-8)
Matthew and Tilly by Rebecca C. Jones (Ages 4-8)
Mine! Mine! Mine! By Shelly Becker (Ages 3-5)
Mine! A Backpack Baby Story by Miriam Cohen (Ages infant-2)
My Friend Bear by Jez Alborough (Ages 3-8)
My Friend and I by Lisa John-Clough (Ages 4-8)
One Lonely Sea Horse by Saxton Freymann & Joost Eiffers (Ages 4-8)
Ferro Grande...Ferro Pequeno/Big Dog...Little Dog by P.D. Eastman (Ages 4-8)
The Rainbow Fish by Marcus Pfister (Ages 3-8)
Share and Take Turns by Cheri Meiners (Ages 5-8)
Sharing How Kindness Grows by Fran Shaw (Ages 3-5)
The Selfish Crocodile by Faustin Charles and Michael Terry (Ages 4-7)
Simon and Molly plus Hester by Lisa Jahn-Clough (Ages 5-8)
Sometimes I Share by Carol Nicklaus (Ages 4-8)
Strawberry Shortcake and the Friendship Party by Monique Z. Sephens (Ages 2-5)
Sunshine & Storm by Elisabeth Jones (Ages 3-5)
Talk and Work it Out by Cheri Meiners (Ages 3-6)
That's What a Friend Is by P.K. Hallinan (Ages 3-8)
We Are Best Friends by Alike (Ages 4-7)



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Accepting Different Kinds of Friends

And Here's to You by David Elliott (Ages 4-8)
Big Al by Andrew Clements (Ages 4-8)
The Brand New Kid by Katie Couric (Ages 3-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Chrysanthemum by Kevin Henkes (Ages 4-8)
Franklin's New Friend by Paulette Bourgeois (Ages 5-8)
Horace and Morris But Mostly Dolores by James Howe (Ages 4-8)
I Accept You as You Are! by David Parker (Ages 3-5)
It's Okay to Be Different by Todd Parr (Ages 3-8)
Margaret and Margarita by Lynn Reiser (Ages 5-8)

General Feelings

ABC Look at Me by Roberta Grobel Intrater (Ages infant-4)
 "Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)
Baby Faces by Margaret Miller (Ages infant-3)
Baby Senses Sight by Dr.S. Beaumont (ages infant -3)
Can You Tell How Someone Feels? (Early Social Behavior Book Series) by
 Nita Everly (Ages 3-8)
Double Dip Feelings by Barbara Cain (Ages 5-8)
The Feelings Book by Todd Parr (Ages 3-8)
Feeling Happy by Ellen Weiss (Ages infants -3)
Glad Monster, Sad Monster by Ed Emberley & Anne Miranda (Ages infant-5)
The Grouchy Ladybug by Eric Carle (Ages 1-6)
The Pout Pout Fish by Deborah Diesen (Ages 3-5)
The Three Grumpies by Tamra Wight (Ages 4-8)
Happy and Sad, Grouchy and Glad by Constance Allen (Ages 4-7)
*How Are You Feeling: Foods with Moods/Vegetal como eres: Alimentos con
 sentimientos* by Saxton Freymann (Ages 5-8)
How Do I Feel? by Norma Simon (Ages 2-7)
How Do I Feel? Como me siento? by Houghton Mifflin (Ages infant-4)
How I Feel Proud by Marcia Leonard (Ages 2-6)
How I Feel Silly by Marcia Leonard (Ages 2-6)
How Kind by Mary Murphy (ages 2-5)
I Am Happy by Steve Light (Ages 3-6)
If You're Happy and You Know it! by Jane Cabrera (Ages 3-8)
Little Teddy Bear's Happy Face Sad Face by Lynn Offerman (a first book about
 feelings)
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cheryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Leslie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)



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What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-8)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6) feelings
Lizzy's Ups and Downs by Jessica Harper (Ages 3-9)
My Many Colored Days by Dr. Seuss (Ages 3-8)
On Monday When It Rained by Cheryl Kachenmeister (Ages 3-8)
Proud of Our Feelings by Lindsay Leghorn (Ages 4-8)
See How I Feel by Julie Aigner-Clark (Ages infant-4)
Sometimes I Feel Like a Storm Cloud by Leslie Evans (Ages 4-8)
Smudge's Grumpy Day by Miriam Moss (Ages 3-8)
The Way I Feel by Janan Cain (Ages 4-8)
Today I Feel Silly & Other Moods That Make My Day by Jamie Lee (Ages 3-8)
The Way I Feel by Janan Cain (Ages 3-6)
What Makes Me Happy? by Catherine & Laurence Anholt (Ages 3-8)
What I Look Like When I am Confused/Como me veo cuando estoy confundido
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)
When I Feel Frustrated by Marcia Leonard (Ages 2-6)
When I Feel Jealous by Marcia Leonard (Ages 2-6)

Happy Feelings

Amadeus is Happy by Eli Cantillon (Ages 2-5)
Feeling Happy by Ellen Weiss (ages 2-5)
If You're Happy and You Know it! by David Carter (Ages 2-6)
If You're Happy and You Know It by Scholastic/Taggies book (Ages
 infant-2)
The Feel Good Book by Todd Parr (Ages 3-8)
Peekaboo Morning by Rachel Isadora (Ages 2-5)
When I Feel Happy by Marcia Leonard (Ages 2-6)

Sad Feelings

Let's Talk About Feeling Sad by Joy Wilt Berry (Ages 3-5)
Franklin's Bad Day by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Sad by Marcia Leonard (Ages 2-6)
Hurty Feelings by Helen Lester (Ages 5-8)
Knuffle Bunny by Mo Willems (Ages 3-6)
Sometimes I Feel Awful by Joan Singleton Prestine (Ages 5-8)
The Very Lonely Firefly by Eric Carle (Ages 4-7)
When I'm Feeling Sad by Trace Moroney (Ages 2-5)
When I Feel Sad by Comelia Maude Spelman (Ages 5-7)



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Angry or Mad Feelings

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst (Ages 4-8)
Andrew's Angry Words by Dorothea Lackner (Ages 4-8)
Bootsie Barker Bites by Barbara Bottner (Ages 4-8)
The Chocolate Covered Cookie Tantrum by Deborah Blumenthal (Ages 5-8)
How I Feel Frustrated by Marcia Leonard (Ages 3-8)
How I Feel Angry by Marcia Leonard (Ages 2-6)
Llama Llama Mad at Mama by Anna Dewdney (Ages 2-5)
Sometimes I'm Bombaloo by Rachel Vail (Ages 3-8)
That Makes Me Mad! by Steven Kroll (Ages 4-8)
The Rain Came Down by David Shannon (Ages 4-8)
When I'm Angry by Jane Aaron (Ages 3-7)
When I'm Feeling Angry by Trace Moroney (Ages 2-5)
When I Feel Angry by Cornelia Maude Spelman (Ages 5-7)
When Sophie Gets Angry – Really, Really Angry by Molly Garrett (Ages 3-7)
Lily's Purple Plastic Purse by Kevin Henkes. (Ages 4-8)

Scared or Worried Feelings

Creepy Things are Scaring Me by Jerome and Jarrett Pumphrey (Ages 4-8)
Franklin in The Dark by Paulette Bourgeois & Brenda Clark (Ages 5-8)
How I Feel Scared by Marcia Leonard (Ages 2-6)
I Am Not Going to School Today by Robie H. Harris (Ages 4-8)
No Such Thing by Jackie French Koller (Ages 5-8)
Sam's First Day (in multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)
Sheila Rae, the Brave, by Kevin Henkes (Ages 5-8)
Wemberly Worried by Kevin Henkes (Ages 5-8)
When I'm Feeling Scared by Trace Moroney (Ages 2-5)
When I Feel Scared by Cornelia Maude Spelman (Ages 5-7)

Caring About Others and Empathy

Bear Feels Sick by Karma Wilson and Jane Chapman (Ages 3-5)
Can You Tell How Someone Feels by Nita Everly (ages 3-6)
Understand and Care by Cheri Meiners (Ages 3-6)
When I Care about Others by Cornelia Maude Spelman (Ages 5-7)

Problem Solving

Don't Let the Pigeon Drive the Bus by Mo Willems (Ages 2-7)
Don't Let the Pigeon Stay Up Late! by Mo Willems (Ages 2-7)
I Did It, I'm Sorry by Caralyn Buehner (Ages 5-8)
It Wasn't My Fault by Helen Lester (Ages 4-7)
Talk and Work it Out by Cheri Meiners (Ages 4-8)



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Self Confidence

ABC I like Me by Nancy Carlson (Ages 4-8)
Amazing Grace by Mary Hoffman (Ages 4-8)
Arthur's Nose, by Marc Brown (Ages 3-8)
The Blue Ribbon Day by Katie Couric (Ages 4-8)
Can You Keep Trying by Nita Everly (Ages 3-8)
I Can Do It Myself (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)
I'm in Charge of Me!, by David Parker (Ages 3-5)
I am Responsible!, by David Parker (Ages 3-5)
The Little Engine that Could by Watty Piper (Ages 3-7)
Susan Laughs by Jeanne Willis (Ages 4-7)
Too Loud Lilly by Sophia Laguna (Ages 4-7)
Try and Stick With It by Cheri Meiners (Ages 4-8)
26 Big Things Little Hands Can Do by Coleen Paratore (Ages 1-6)
The Very Clumsy Click Beetle by Eric Carle (Ages 3-7)
Whistle for Willie/Sebate a Willie by Erza Jack Keats (Ages 4-7)
You Can Do It, Sam by Amy Hest (Ages 2-6)

Good Behavior Expectations

Can You Listen with Your Eyes? by Nita Everly (Ages 3-8)
Can You Use a Good Voice? by Nita Everly (Ages 3-8)
David Goes to School by David Shannon (Ages 3-8)
David Gets in Trouble by David Shannon (Ages 3-8)
Excuse Me!: A Little Book of Manners by Karen Katz (Ages infant-5)
Feet Are Not for Kicking (available in board book) by Elizabeth Verdick (Ages 2-4)
Hands are Not for Hitting (available in board book) by Martine Agassi (Ages 2-8)
Hands Can by Cheryl Willis Hudson (ages 1-5)
I Tell the Truth! by David Parker (Ages 3-5)
I Show Respect! by David Parker (Ages 3-5)
Know and Follow Rules by Cheri Meiners (Ages 3-6)
Listen and Learn by Cheri Meiners (Ages 3-6)
No Biting by Karen Katz (Ages infant-5)
No David by David Shannon (Ages 3-8)
No Hitting by Karen Katz (Ages infant-5)
Please Play Safe! Penguin's Guide to Playground Safety by Margery Ouyler (Ages 2-5)
26 Big Things Small Hands Can Do by Coleen Paratore (Ages 3-5)
Quiet and Loud by Leslie Patricelli (Ages 1-3)
Words Are Not for Hurting by Elizabeth Verdick (Ages 3-6)



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Family Relationships

Are You My Mother? by P.D. Eastman and Carlos Rivera (Ages infant-5)
Baby Dance by Ann Taylor (Ages infant-4)
Because I Love You So Much by Guido van Genechten (Ages 2-5)
Counting Kisses by Karen Katz (Ages infant-5)
Full, Full, Full of Love by Trish Cooke (Ages 4-6)
Don't Forget I Love You by Mariam Moss (Ages 2-7)
Guess How Much I Love You By Sam McBratney (Ages infant-5)
Gujī Gujī by Chih-Yuan Chen (Ages 5-8)
How Do I Love You? by P.K. Hallinan (Ages infant-5)
I Love it When You Smile by Sam McBratney (Ages 3-5)
I Love You All Day Long by Francesca Rusackas (Ages 3-5)
I Love You: A Rebus Poem, by Jean Marzollo (Ages 1-8)
I Love You the Purplest, by Barbara M. Joosse (Ages 4-8)
I Love You Through and Through by Bernadette Rossetti-Shustak (Ages 1-5)
The Kissing Hand by Audrey Penn (Ages 3-8)
Koala Lou By Mem Fox (Ages 4-7)
Mama, Do You Love Me?/Me quieres, mama? By Barbara Joosse (Ages 3-8)
More, More, More, Said the Baby: Three Love Stories By Vera B. Williams Morrow (Ages infant-3)
No Matter What by Debi Gliori (Ages 2-5)
Owl Babies by Martin Waddell (Ages 3-7)
Please, Baby, Please by Spike Lee (Ages infant-5)
Te Amo Bebe, Little One by Lisa Wheeler (Ages infant-3)
You're All My Favorites by Sam Mc Bratney (Ages 5-7)

Bullying/Teasing

A Weekend with Wendell, by Kevin Henkes (Ages 4-8)
The Berenstain Bears and the Bully by San and Jan Berenstain (Ages 4-7)
Big Bad Bruce by Bill Peet (Ages 4-8)
Chester's Way by Kevin Henkes (Ages 5-7)
Coyote Raid in Cactus Canyon J. Amosky (Ages 4-8)
Gobbles! By Ezra Jack Kets (Ages 4-8)
Hats by Kevin Luthardt (Ages 3-6)
Hooway for Wodney Wat! by Helen Lester (Ages 5-8)
Hugo and the Bully Frogs by Francesca Simon (Ages 3-7)

Grief and Death

The Fall of Freddie the Leaf by Leo Buscaglia (Ages 5-adult)
Goodbye Mousie by Robert Harris (Ages 3-8)
I Miss You by Pat Thomas (Ages 4-8)
The Next Place by Warren Hanson (Ages 5-adult)
Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)



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Evaluation

1. What is your role? (Check one)

In-home child care provider

Teacher in a child care center

Assistant in a child care center

Other (Please explain)

2. What is the age range of the children you care for and educate?

3. What did you learn from this session that you can use? Please be specific and write as many ideas as you wish. Use the back of the page if necessary.

4. On a scale of 1-4, how would you rate this session? Please circle one.

(Not Useful) 1

2

3

4 (Very Useful)

5. Other comments or suggestions?