

# Thematic Literacy Kits

Thematic Examples for  
Repeated  
Interactive Reading





## Animals Kit

### Thematic Books

- [Actual Size](#) by Steve Jenkins
- [Life-Size Zoo](#) by Teruyuki Komiya
- [Elephants: A Book for Children](#)  
by David Henry and Steve Bloom
- [Creature ABC](#)  
by Andrew Zuckerman
- [Life in the Wild](#) by Nicky Munro

### Other Books to Share

- [Brown Bear, Brown Bear, What Do You See?](#)  
by Bill Martin Jr.
- [Good Night, Gorilla](#)  
by Peggy Rathmann
- [Grumpy Bird](#)  
by Jeremy Tankard
- [Life-Size Aquarium](#)  
by Teruyuki Komiya
- [Animal ABC](#)  
by Marcus Pfister
- [One Gorilla](#)  
by Anthony Browne

**Activity #1: Size it up!** Provide children with various standard measuring tools (rulers, yardsticks, tape measures). Help them identify other non-standard units of measure (hands, beads, blocks, bodies). Set up an invitation for children to measure, compare and contrast the different sizes of the animals in the book *Life-Size Zoo*. For example, use Unit Blocks to demonstrate how tall an elephant is (8 feet tall) in comparison to a giraffe (18 feet tall!). Children can also measure themselves in relation to the animals in the book. (*Mathematics Standard: Strand 3; Concept 3; Indicators A, B, & C. Approaches to Learning Standard: Strand 1; Concept 2; Indicators A, B, & C*)



**Activity #2:** Have the book *Creature ABC* available and accessible for children throughout the day. Encourage children to identify the letter of the alphabet and the name of the animal associated with each picture. (*Language and Literacy Standard: Strand 2; Concept 4; Indicators A-D. Approaches to Learning Standard: Strand 5; Indicators A & C*)

**Activity #3:** Pair the narrative book *Good Night, Gorilla* with *Life-Size Zoo*, and *Life in the Wild*. Ask children their opinions about what is happening in *Good Night, Gorilla*. Wonder with the children about the differences between the animals in *Good Night, Gorilla* and the animals in *Life-Size Zoo* and *Life in the Wild*. Discuss with the children whether or not the “real” animals in *Life-Sized Zoo* and *Life in the Wild* would act similarly to the animals in *Good Night, Gorilla*. (*Language and Literacy Standard: Strand 2; Concept 5; Indicator G. Approaches to Learning Standard: Strand 4; Concept 1; Indicators A & B*)



# Examples for Repeated Interactive Reading

## Animals Kit

Life-Size Zoo By Teruyuki Komiya



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	Build anticipation for the story. Let the children know that you would like to introduce them to an animal. Bring out a stuffed elephant, puppet, or toy. Explain that a real elephant is 8 feet tall. The animal is even taller than their teacher!  Ask the children to look at the close-up picture of the zebra. Point out the actual size of the zebra's eye. Tell the children that in the book there is an ever better picture of the zebra.	Children compare items and use words such as longer-shorter, bigger-smaller.  Children make connections to animals they know (I saw a zebra and an elephant at the zoo!)	Math Standard: Strand 3; Concept 3; Indicators A.  Language and Literacy Standard: Strand 2;  Concept 5; Indicators D & H.
During First Interactive Reading	This informational book contains life-size pictures of animals. Highlight some of the animals by sharing the pictures and reading small sections of the text that may be of interest to the children. Encourage responses from the children about these animals.	Children talk about their favorite animal.	Language and Literacy Standard: Strand 2;  Concept 5; Indicator F.
	Allow the children to talk about and ask questions about what they see in the book. Use the text in the book to help answer their questions.	Children ask "Why is the giraffe's tongue curly? My tongue isn't curly."	Language and Literacy Standard: Strand 2;  Concept 5; Indicator C.
During Subsequent Interactive Readings	This book contains a "guide" consisting of shapes, symbols, and diagrams. Point these out to the children to help them find specific information.	Children recognize the "hand" sign in the book as "how to touch this animal".	Language and Literacy Standard: Strand 2;  Concept 1; Indicators A, B, & E.
	Place the book in an area in your classroom where it is available and accessible to the children throughout the day.	Children freely choose to look at books throughout the day. Children choose books and ask someone to read them.	Language and Literacy Standard: Strand 2;  Concept 5; Indicator A.
	Along with the book, provide props similar in appearance to the animals in the book. Set up an area in your environment so that the children can use the props to create their own zoo.	Children compare the props to the pictures of the animals in the book. Children use the props to portray the characteristics of the animals in the book.	Language and Literacy Standard: Strand 2;  Concept 5; Indicators G, H, & I.



# Thematically Related Activities and Resources

## Baby Animals Kit

### Thematic Books

- ABC Zoo Borns! by Andrew Bleiman & Chris Eastman
- Little Panda by Joanne Ryder
- Panda Bear, Panda Bear, What Do You See? By Bill Martin
- Zoo Borns! by Andrew Bleiman & Chris Eastman
- Zoo Borns: The Next Generation by Andrew Bleiman & Chris Eastman

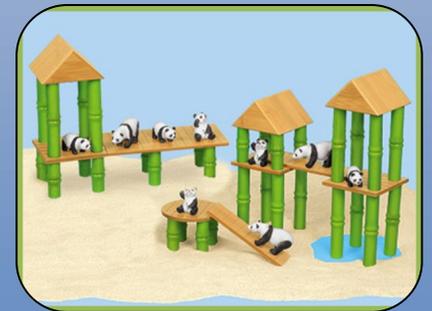
### Other Books to Share

- Brown Bear, Brown Bear, What Do You See?  
by Bill Martin Jr. and Eric Carle
- Owl Babies by Martin Waddell
- The Lion and the Mouse  
by Jerry Pinkney
- Chengdu Could not Would not fall asleep by Barney Saltzberg
- Baby Bear counts one  
by Ashley Wolff
- Lucky Ducklings: A True Rescue Story by Eva Moore and Nancy Carpenter
- If You Were a Panda Bear  
by Wendell and Florence Minor

**Activity #1:** Create an invitation for children by combining *Little Panda* by Joanne Ryder with a stuffed panda or puppet. During free choice time, children can re-create scenes from the book or re-tell the story using the props and other materials in the classroom. Write down, record, and/or take photos of children's interactions as a means of telling/re-telling the story. (*Approaches to Learning Standard: Strand 4; Concept 1; Indicator A. Language and Literacy Standard: Strand 2; Concept 5; Indicator 1.*)



**Activity# 2:** Create an invitation for children by setting out animal props in your building area. During free choice or centers, children can create a scene or tell a story using the props. Write down, record or take pictures of the stories children create. Provide a wide variety of writing materials for children to illustrate and write down their story in relation to the props. (*Approaches to Learning Standard: Strand 4; Concept 1; Indicator C. Approaches to Learning Standard: Strand 5; Concept 1; Indicator C.*)



**Activity #3:** During free choice time, provide children with the opportunity to select narrative and informational books. Children may ask a teacher or another child to share and explore the book with him or her. Notice the children's questions and support them in finding information from printed material. This scaffolds children's knowledge by accompanying and modeling how to find information in text. (*Language and Literacy Standard: Strand 1; Concept 3; Indicators A & B. Strand 2; Concept 1; Indicator B & E; Concept 5; Indicators A, G, H.*)

# Examples for Repeated Interactive Reading

## Baby Animals Kit

### Panda Bear, Panda Bear, What Do You See?

By Bill Martin Jr.



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Ask the children if they can identify the animal on the front cover of the book.</p> <p>Compare the front and back covers of this book to the front and back covers of <i>Brown Bear, Brown Bear, What Do You See?</i> Ask the children if they notice any similarities or differences. Point out to the children that both books were written and illustrated by the same people.</p>	<p>Children can describe similarities and differences in objects.</p> <p>Children hold books right side up with the cover facing them.</p> <p>Children talk about the "author" as the person who wrote the book, and the "illustrator" as the person who made the pictures.</p>	<p>Science Standard: Strand 1; Concept 1; Indicator D</p> <p>Language and Literacy Standard: Strand 2; Concept 2; Indicators A, &amp; C.</p>
During First Interactive Reading	<p>This book contains repetitive text. Have the children read along with you as they pick up the pattern.</p> <p>While reading, focus on the vocabulary associated with the animal movement (for example, charging, soaring, or swinging). Reread and have the children dramatize the words with you.</p>	<p>Children chant along with the teacher or one another while reading.</p> <p>Children act out or use terms across many topic areas. For example, while running outside, the child may say, "I'm charging like a water buffalo."</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicator J.</p> <p>Language and Literacy Standard, Strand 1; Concept 3; Indicators A &amp; B.</p>
During Subsequent Interactive Readings	<p>Ask children if they can remember any of the animals in the story and what action they were performing.</p>	<p>Children talk about the animals in the book or make connections to personal experiences about similar animals, such as, "I saw a bird soaring over my house."</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicators B, C, &amp; D.</p>



# Thematically Related Activities and Resources

## Color Kit

### Thematic Books

- Green by Laura Vaccaro Seeger
- Little Blue and Little Yellow  
by Ellen Stoll Walsh
- Southwest Colors  
by Andrea Helman
- Wow! Said the Owl  
by Tim Hopgood

### Other Books to Share

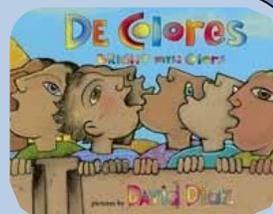
- Book Fiesta by Pat Mora
- De Colores by David Diaz
- Dog's Colorful Day  
by Emma Todd
- Eyelike Colors by PlayBac
- Fiesta by Ginger Fogelson Guy
- Seven Blind Mice by Ed Young
- The Black Book of Colors/El Libro Negro de los Colores  
by Menena Cottin
- The Artist Who Painted a Blue Horse by Eric Carle
- Mouse Paint by Ellen Stoll Walsh

**Activity #1 Explore Your world!:** Take the children outside to your play area. Talk about the different colors they see. Look for the same colors that the owl saw. Invite the children to wonder and be amazed just like Owl. Model for them by saying, something like. "Wow! I see the blue sky!" Ask children to share what they are seeing. (*Social Studies Standard: Strand 2; Concept 3; Indicator B. Approaches to Learning Standard: Strand 1; Concept 2; Indicators A-C.*)

**Activity #2 Making Rainbows and movement:** Invite children to make colorful windsocks using streamers. With the children, measure out a piece of streamer the length of their arm. Ask the child to cut the steamer. Repeat with each color. Tape all the colors together on one end, leaving the other end free. The children can use their "rainbow" to dance with while singing "Rainbow 'Round Me" by Bev Boss or enjoy frolicking outside. (*Fine Arts Standard: Strand 1; Concept 1; Indicators A-C. Strand 2; Concept 1; Indicators B, C, & D. Approaches to Learning Standard: Strand 4; Concept 1; Indicator C.*)



**Activity #3:** The book *De Colores* is based upon the song of the same name. The song is sung in Spanish and the book is written in both Spanish and English. After reading this book with the children, either in English or Spanish, play the song for the children while following along in the book. After many readings, place the book and music in an area in your environment where the children can listen to the song and read along with the book on their own. (*Language and Literacy Standard: Strand 1; Concept 1; Indicators A & B. Approaches to Learning Standard: Strand 1; Concepts 1; Indicator B.*)





# Examples for Repeated Interactive Reading

## Color Kit

### Wow! Said the Owl

By Tim Hopgood



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	Build anticipation for the story. Have a stuffed owl or puppet ready in the kit bag. Tell the children that you brought a friend with you today who is very curious. Give them some hints about what is in the bag. For example, show a wing emerging from the bag or make the sound of an owl.  Ask the children what they know about owls. Talk with the children about how owls normally sleep during the day and are awake at night. Tell the children that they are going to hear a story about a curious owl.	Children are eager to know what's in the bag and ask/answer many questions.  Children make connections between their daytime/nighttime world and the owl's.	Approaches to Learning Standard: Strand 1; Concept 2; Indicator A & B.  Social Studies Standard: Strand 2; Concept 1; Indicators B & C.
During First Interactive Reading	Ask children to chime in and identify what the owl is seeing.  Ask the children to point out the word "wow" every time they see it in the story. As you read, invite the children to chime in and say "wow!" with you.  Point out the color, written in bold, that Owl is seeing (pink, yellow, etc.).  Have the children recall what the owl saw while looking at the last page with the swatches of color.	Children talk about what is happening on the pages.  Children begin to recognize familiar words or chime in whenever word is pointed out.	Language and Literacy Standard: Strand 2; Concept 5; Indicators A, B, & C.  Language and Literacy Standard: Strand 2; Concept 1; Indicators B & C.
During Subsequent Interactive Readings	Have a discussion with the children about the colors while looking at the non-fiction books <i>Eyelike Colors</i> or <i>Southwest Colors</i> . Model how to use the books as a reference.	With support, children identify details of a story.  With modeling and support, children demonstrate an understanding of the differences between fiction and non-fiction.	Language and Literacy: Strand 2; Concept 5; Indicator B.  Language and Literacy: Strand 2; Concept 5; Indicator G.



# Thematically Related Activities and Resources

## Creativity Kit

### Thematic Books

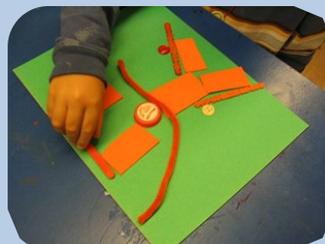
- [Beautiful Oops](#) by Barney Saltzberg
- [A Closer Look](#) by Mary McCarthy
- [Perfect Square](#) by Michael Hall
- [To Be an Artist](#) by Maya Ajmera

**Activity #1:** Provide an invitation for children to make their own version of *Perfect Square*. Have the children illustrate and dictate their story to you, or allow them to use invented writing to make their own version. Bind the pages to create the book by using a hole punch and yarn or your preferred method. Share the children's with them frequently. (*Language and Literacy Standard: Strand 2; Concept 1; Indicators B & C. Concept 2; Indicator C, Concept 4; Indicator D. Strand 3; Concept 1 Indicators A, B, C, E, F, G.*)

**Activity #2:** Model the processes described in the book (tear, shred, snip, wrinkle, crumple, and rip paper). Create a space and provide materials for the children to explore these processes. Invite the children to dictate or use invented writing to tell any stories that relate. Record the process with photographs. Children may decide to tell a realistic story or they may choose to tell an imaginative story that relates to the shapes. Glue is generally not provided for this activity unless requested. (*Language and Literacy Standard: Strand 3; Concept 1; Indicators A, B, C & E. Fine Arts Standard, Strand 1; Concept 1; Indicators A-D.*)



**Activity #3:** Allow children to collect and explore found materials. Encourage children to express their creativity as they discover, collect, sort, arrange, experiment, and think with found and recyclable items. (*Approaches to Learning Standard, Strand 4; Concept 1; Indicator A. Fine Arts Standard; Strand 1; Concept 1; Indicators A-D.*)



### Other Books to Share

- [Duck on a Bike/Pato Va en Bici](#) by David Shannon
- [What Can You Do with a Paleta](#) by Carmen Tafolla
- [What Can You Do with a Rebozo](#) by Carmen Tafolla
- [Harold and the Purple Crayon](#) by Crockett Johnson
- [What We Wear: Dressing Up Around the World](#) by Maya Ajmera

### A Professional Resource

#### [Beautiful Stuff](#)

by Cathy Weisman Topal



# Examples for Repeated Interactive Reading

## Creativity Kit

### Perfect Square

By Michael Hall



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Invite the children to ponder why there is no square on the front cover.</p> <p>Have an open-ended dialog with the children to determine how they know the book is square.</p>	Children notice that the book has four corners and four sides.	Mathematics Standard: Strand 4; Concept 2; Indicators A, B, & D.
During First Interactive Reading	<p>Read the story slowly and linger on the picture and words to provide enough time for the children to experience the text and illustrations fully.</p> <p>When reading a word, point to or trace the corresponding object on the page to help the children learn the vocabulary.</p>	Children use words from the book such as "holes," "poked," or "cut" in context, after you read the words.	Language and Literacy Standard: Strand 1; Concept 3; Indicator B.
	After repeated readings, use completion prompts to allow children to have an active role in re-reading the story with you.	With prompting and support children fill in obvious or repeated words and phrases from the story. After many readings, children take on more and more of the story.	Language and Literacy Standard: Strand 2; Concept 5; Indicators A, B, & C.
During Subsequent Interactive Readings	Pair <i>Perfect Square</i> with the book <i>To Be an Artist</i> . Invite children to share stories that relate to the types of art and creativity that their families enjoy.	With prompting and support, children share personal stories.	Language and Literacy Standard: Strand 2; Concept 5; Indicators D & G.
	Use the same pattern used in the book <i>Perfect Square</i> to tell a story with a scarf or "rebozo". For example, "On Tuesday, the scarf was rolled into a ball and patted down. So, it made itself into a pillow."	With modeling and support, children retell or reenact stories.	Language and Literacy Standard: Strand 2; Concept 5; Indicators I & J.

## Family Kit

### Thematic Books

- Fred Stays with Me  
by Nancy Coffelt
- My Big Brother by Valorie Fisher
- Our Grandparents by Maya Ajmera
- You and Me Together  
by Barbara Kerley

### Other Books to Share

- Peter's Chair by Ezra Jack Keats
- The Napping House  
by Audrey Wood
- Knuffle Bunny by Mo Willems
- Icy Watermelon  
by Mary Sue Galindo
- Owl Babies by Martin Waddell
- Families by Ann Morris
- Little Treasures: Endearments from Around the World by Chris Raschka
- One Special Day by Lola M. Schaefer/Jessica Meserve

**Activity #1:** Chapter three of the professional resource book *Beautiful Stuff* contains the section "A Study of Faces." Use this section to help foster children's interest in self representation as well as representations of their families. (*Social Studies Standard: Strand 1; Concept 1; Indicators A-F. Approaches to Learning Standard: Strand 4; Concept 1; Indicators A-C.*)



**Activity #2:** *My Big Brother* is written from the younger sibling's point of view. Have the children tell their own story from their perspective. Allow children to snap photos of their world. These photos can be printed and added to a class created book. Write down the children's stories about their photos on 3x5 index cards and add them to the class book. Allow children to write their own stories as well, using scribbles and inventive writing. If a camera is unavailable, children can draw their own pictures. (*Language and Literacy Standard: Strand 3; Concept 1; Indicators A-E. Approaches to Learning Standard: Strand 2; Concept 1; Indicators A-C.*)

**Activity #3 My Family/Mi Familia Board:** Create a family board in your learning environment that includes photos of your children and their families. Invite the children and families to talk about the photos (who's in the photo, where it was taken, or a special memory associated with it.) Write these stories down and post them with the photos. (*Social Studies Standard: Strand 1; Concept 1; Indicators A-F. Approaches to Learning Standard: Strand 3; Concepts 1; Indicators A & B.*)





# Examples for Repeated Interactive Reading

## Family Kit

My Big Brother

By Valorie Fisher



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	Invite the children to ponder why there is only a picture of someone's feet on the front cover.	Children identify the front cover of the book and hold it right side up.	Language and Literacy Standard: Strand 2; Concept 2; Indicators A-C.
	Ask the children to think about whose feet are photographed.	With prompting and support, children identify characters in a story.	Language and Literacy: Strand 2; Concept 5; Indicator B.
During First Interactive Reading	On each page is a photo of the big brother doing something with the younger sibling. Ask the children what is the big brother doing with his younger sibling.	With prompting and support, children identify events in a story.	Language and Literacy Standard: Strand 2; Concept 5; Indicator B.
	At the end of the story, point out to the children the person being shown in the mirror. Ask the children about this person? Say to the children, "I wonder if this is the person who is telling the story. What is their point of view?"	With prompting and support, children ask and answer questions about stories read aloud.	Language and Literacy: Strand 2; Concept 5; Indicator C.
During Subsequent Interactive Readings	Help the children make connections between the book and their roles in their own families. Ask if they are a big or little brother or sister. Ask children what other family members they may have (cousins, aunts, uncles, grandparents).	Children talk about their own families and draw connections between themselves and the story.	Language and Literacy: Strand 2; Concept 5; Indicator D.
	In the book, the big brother entertains his little sister with many activities. Ask the children what they enjoy doing with their families.		



# Thematically Related Activities and Resources

## Feelings Kit

### Thematic Books

- [A Kiss Means I Love You](#) by Kathryn Madeline
- [Llama Llama Mad at Mama](#) by Anna Dewdney
- [Llama Llama Red Pajama](#)  
by Anna Dewdney
- [Owl Babies](#) by Martin Waddell
- [You and Me Together: Moms, Dads, and Kids Around the World](#) by Barbara Kerley

### Other Books to Share

- [City Dog and Country Frog](#)  
by Mo Willems
- [Knuffle Bunny/Conejito Knuffle](#)  
by Mo Willems
- [Happy](#) by Miles Van Hout
- [Grumpy Bird](#)  
by Jeremy Tankard
- [The Foolish Tortoise](#)  
by Eric Carle
- [A Cat and a Dog](#) by Claire Masurel
- [Bear Feels Scared](#) by Karma Wilson & Jane Chapman

**Activity #1:** Play Llama, Llama, Pajama. This game is played like Duck, Duck, Goose but instead of saying Duck, Duck, Goose, have the children say Llama, Llama, pajama. Encourage the children to invent other rhyming pairs for the game (drink-sink, phone-moan, doing-boo hooing). (*Language and Literacy Standard, Strand 2; Concept 3; Indicators B, & C.*)

**Activity #2 Rhyme, rhyme, rhyme with me:** Once the story is over, show them some of the rhyming pairs, and sing a song (example below) or play a game with the group using the pairs from the story. (*Language and Literacy Standard: Strand 2; Concept 3; Indicator C.*)

#### Song:

#### Rhyme with Me (to the tune of "Skip to My Lou")

As you sing the song, when you get to the blanks, hold up the rhyming pictures, so that the children can insert the rhyming words. After singing a couple of the times, ask the group if they can think of any other rhyming pairs.

*Rhyme, Rhyme, Rhyme with me (X 3)*

*Rhyme along with me.*

\_\_\_\_\_ and \_\_\_\_\_ are rhymes you see (X 3)

*Rhyme along with me.*

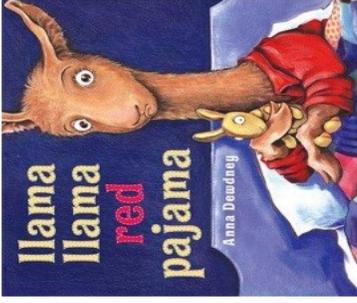




# Examples for Repeated Interactive Reading

## Feelings Kit

### Llama, Llama, Red Pajama By Anna Dewdney



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Have a stuffed animal ready along with some picture cards that express different feelings. Let the children know that you have a new friend to introduce to them. Tell them that this friend likes to talk about feelings.</p> <p>Play a game where the emotion gets changed each time you take the prop out of the bag. Have the children look at the facial expressions and talk about the emotions.</p>	<p>Children begin to label emotions (happy, sad, mad, etc.) within themselves and others.</p> <p>Children use these words to describe their feelings across many topic areas, and in conversations.</p>	<p>Social Emotional Standard: Strand 1; Concept 2; Indicators A, B, &amp; C.</p> <p>Language and Literacy Strand 1. Concept 3 Indicators A, B, &amp; C.</p>
During First Interactive Reading	<p>Ask the children to identify the emotions shown in the illustrations and see if they can find it on the picture cards. Ask the children if they have ever felt "sad" or "scared."</p>	<p>Children use words like "sad" or "scared" to describe what Llama, Llama is feeling. Children describe a time when they had similar feelings.</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicators B, C, &amp; D.</p>
	<p>While reading, focus on acting out the vocabulary. When Llama moans, wails, whimpers, stomps, pouts, and frets, you can dramatize the actions and give more commonly known synonyms. Reread and have the children dramatize with you.</p>	<p>Children act out or use terms across many topic areas. For example, while playing with dolls the child may say that the baby is whimpering.</p>	<p>Language and Literacy Standard, Strand 1; Concept 3; Indicators A &amp; B.</p>
During Subsequent Interactive Readings	<p>Show various emotions with the picture cards that relate to the story. Ask children when the characters in the story felt the same emotion that the doll is showing. Ask the children when they have experienced that emotion.</p>	<p>Children make connections to their own lives and the story events.</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicator D.</p>
	<p>Ask children to talk about their bedtime routines. Ask them if they ever worry, fret, wail, or moan (act out wailing and moaning).</p>	<p>With modeling and support, children retell or reenact stories.</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicator D.</p>



# Thematically Related Activities and Resources

## Friendship Kit

### Thematic Books

- A Cat and a Dog by Claire Masurel
- Little Blue Truck by Alice Schertle
- I Can Help by David Hyde Costello
- Lion and the Mouse by Jerry Pinkey

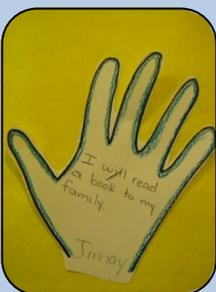
### Other Books to Share

- A Splendid Friend, Indeed by Suzanne Bloom
- The Bear Who Shared by Catherine Rayner
- Grumpy Bird by Jeremy Tankard
- To Be A Kid/Ser Niño by Maya Ajmera
- Carrot Soup by John Segal
- Chester's Way by Kevin Henkes
- Toot and Puddle by Holly Hobbie
- The Best Friends Book by Todd Parr

**Activity #1 "I Can Help" game:** For this activity you will need a large space for the children to run. You may want to designate an area they must stay within by using sports cones. For the 1st round of the game, the teacher can be "it". Holding a soft ball or puppet in her hand, she will gently tag the children with the ball one at a time. A child who is tagged will become frozen. He will stand with his legs apart with his hands on his head and say "Help me, help me! I'm stuck in the mud!" Another child will run over to the "frozen" child, crawl beneath him through his legs and say "I can help!" The "frozen" child is now unfrozen and the game continues. Pause the game about every 1-2 minutes to allow different children the opportunity to be "it". Tagging with a soft ball or puppet helps to prevent children from pushing or tagging too hard. (*Physical Development, Health and Safety Standard: Strand 1; Concept 1; Indicators A-D. Approaches to Learning Standard: Strand 2; Concept 1; Indicator B.*)



**Activity #2 Helping Hands:** Turn back to the title page in *Lion and the Mouse* and point out the illustration of the mouse in the lion's footprint. Use your hand to help demonstrate the difference in size. Help each child trace around his or her hand and write their name on the back. Ask them to tell you some way they can help a grown-up at their house. Write what the child says on the front of the hand shape. Later, cut out each hand shape and display them in an area where the children can see and read them, preferably at children's eye level. (*Social Studies Standard: Strand 2; Concept 2; Indicators A & G. Approaches to Learning Standard: Strand 1; Concept 1; Indicators B & C.*)

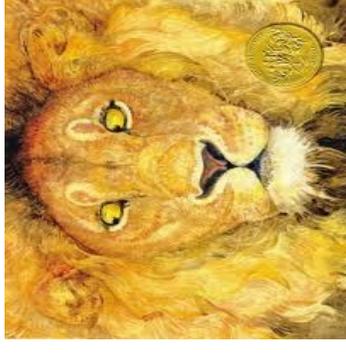


# Examples for Repeated Interactive Reading

## Friendship Kit

### The Lion and the Mouse

By Jerry Pinkney



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Show the front cover and ask, "What kind of animal is this? What do you know about lions?" Turn to the back cover and ask, "What kind of animal is this? What do you know about mice? What do you think this story is going to be about?"</p> <p>Tell the children that there are no words in the book, and ask if they can help you tell the story by looking at the pictures.</p>	<p>With modeling and support, children use age-appropriate vocabulary and determine the meaning of unknown words and concepts using the context of the pictures that accompany text.</p> <p>Children actively help to tell the story in their own words.</p>	<p>Language and Literacy Standard: Strand 1; Concept 3; Indicators A &amp; B.</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicators A, B, C, &amp; E.</p>
During First Interactive Reading	<p>Help the children tell what is happening by examining the illustrations.</p> <p>Ask the children several open-ended questions about the illustrations to assist in telling the story.</p> <p>Use lots of wait time between pages and allow children to chime in.</p> <p>Repeat what the children mention that they notice.</p> <p>Say to the children "I wonder what might happen next?" "I wonder why...?" or "what might the _____ say to the _____?"</p> <p>Ask, "How did the lion help the mouse? How did the mouse help the lion?"</p>	<p>Children use the words from the story across many topic areas. For example, during lunch the child may say "I can smell and taste my lunch."</p> <p>Children actively engage in describing the events in the story based on the pictures in the book.</p> <p>Children begin to predict the outcomes of stories.</p> <p>Using age-appropriate vocabulary, children describe ways both the lion and the mouse are helpful.</p> <p>Children describe various way they can be helpful. For example, "I can help my mom walk the dog."</p>	<p>Language and Literacy Standard: Strand 1; Concept 3; Indicator A &amp; B.</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicators A &amp; B.</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicator</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicator C.</p> <p>Language and Literacy Strategy: Strand 2; Concept 5; Indicator D.</p>
During Subsequent Interactive Readings	<p>Explain that even though the mouse was so much smaller than the lion, she was able to use her skills to help him. Ask, "Can you think of a way that you can help someone much bigger than you?"</p>	<p>Children describe various way they can be helpful. For example, "I can help my mom walk the dog."</p>	<p>Language and Literacy Strategy: Strand 2; Concept 5; Indicator D.</p>



# Thematically Related Activities and Resources

## Grow It, Eat It Kit

### Thematic Books:

- Grow It, Cook It by DK Publishing
- Up, Down, and Around by Katherine Ayres
- Go, Go, Grapes by April Pulley Sayre
- Let's Eat! by Ana Zamorano

### Other Books to Share:

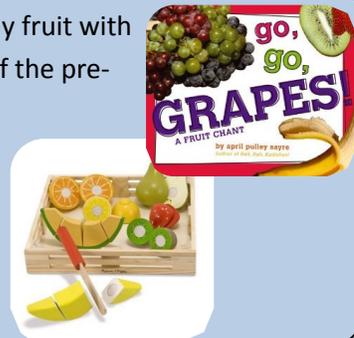
- Little Red Hen Makes a Pizza by Philomen Sturges
- Carrot Soup by John Sega
- Rah, Rah, Radishes by April Pulley Sayre
- The Very Hungry Caterpillar by Eric Carle
- Eating the Alphabet by Lois Ehlert
- Rah, Rah, Radishes! By April Pulley Sayre
- Let's Go Nuts by April Pulley Sayre

**Activity #1 Cooking with Kids:** Create a recipe based on the theme of one of the books. After reading *Carrot Soup* or *Little Red Hen Makes a Pizza* with your children, use the book as a reference for creating your recipe. If you are unable to cook items in your learning environment, combine the ingredients together with the children and send the item home with the families to heat or cook! To make cooking more community oriented, ask families to donate one item that could be added to a dish. (*Social Studies Standard: Strand 2; Concept 2; C. Approaches to Learning Standard: Strand 3; Concept 1; Indicator A-C.*)

**Activity #2 How Does Your Garden Grow?:** There are several, easy-to-grow vegetables you can use to create a garden. Using the book *Grow It, Cook It* as a reference, select with the children items you would like to try to grow. The book also has easy, child-friendly recipes. The vegetable you grow can be used in the recipes you create or, if you are short on time, you can purchase vegetables from the store. Pair this book with the realistic books *Rah, Rah, Radishes: A Vegetable Chant* and *Up, Down, and Around*. (*Science Standard: Strand 1; Concept 1; Indicators A-E. Approaches to Learning Standard: Strand 5; Concept 1; Indicators A-C.*)



**Activity #3:** Set up an invitation for the children using dramatic play fruit with the book *Go, Go Grapes*. Children can compare the characteristic of the pretend fruit with photos of actual fruit in the book. Read the chants in the book as the children play, inviting them to chime in. (*Social Studies Standard: Strand 1; Concept 1; Indicators A-F. Approaches to Learning Standard: Strand 3; Concepts 1; Indicators A & B.*)



# Examples for Repeated Interactive Reading

## Grow It, Eat It Kit

### Let's Eat!

By Ana Zamorano



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the Children Ready to Listen	<p>Invite the children to study the illustration on the front cover. Ask the children who they think the people are on the front cover. Ask the children what they think the people are doing?</p> <p>Tell the children you are going to read a story together called <i>Let's Eat</i> (point to the title). Tell the children it's the story of a family that eats together every day around a big wooden table. Ask the children about their mealtimes with their families.</p>	<p>With prompting and support, children identify the characters of a story.</p> <p>Children make connections to their own lives and personal experiences.</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicators B.</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicator D.</p>
During First Interactive Reading	<p>Throughout the story, Mama says the phrase "Ay, qué pena." Have children chime in with the phrase as they become more familiar with the story pattern.</p> <p>Each day of the week, another family member is missing from the table. As you read the story, have the children chime in with the day of the week.</p>	<p>With prompting and support, children chime in during repetitive or predictable stories.</p> <p>Children understand the days of the week as a passage of time.</p>	<p>Language and Literacy Standard: Strand 2; Concept 5; Indicator J.</p> <p>Social Studies Standard: Strand 3; Concept 1; Indicator A</p>
During Subsequent Interactive Readings	<p>Let the children examine the illustrations closely. Notice with the children that one of the chairs at the table is empty. Ask the children why the chair is empty or who is missing from the table.</p> <p>Help the children make connections between the book and their roles in their own families. Ask the children how they spend time with their families. Have the children compare their families (size and family members) to the people in the story.</p>	<p>Children talk about the missing family member and their role in the family.</p> <p>Children talk about their families.</p>	<p>Social Studies Standard: Strand 1; Concept 1; Indicator B.</p> <p>Social Studies Standard: Strand 1; Concept 1; Indicators A-D.</p>

## Insects Kit

### Thematic Books

- Bugs Galore by Peter Stein
- Hey, Little Ant  
by Phillip & Hannah Hoose
- Step Out Gently by Helen Frost
- The Beetle Book by Steve Jenkins

### Other Books to Share

- Life-Size Zoo  
by Teruyuki Komiya
- Actual Size  
by Steve Jenkins
- I Love Bugs  
by Emma Dodd
- A Butterfly Is Patient by  
Dianna Hutts Aston &  
Sylvia Long
- Am I an Insect? By Kristine  
Duehl & Katy Castronovo
- About Insects by Cathryn  
Sill & John Sill

**Activity #1 Insect Actual Size:** Set out a collection of toy bugs and the non-fiction books *The Beetle Book*, *Step Out Gently*, and *Actual Size*. Engage the children in comparing the toy bugs (which are the actual size of the bugs) with the photos and illustrations in the books. Children can compare size, shape, color, amount of legs, etc. Children can also sort insect vs. non-insect with support. (*Science Standard: Strand 1; Concept 1; Indicators A-E. Approaches to Learning Standard: Strand 1; Concept 2; Indicator A-C*)



**Activity #2:** Have magnifying glasses, microscopes, and bug catchers available in your outdoor learning environment. Provide children with writing materials (paper, markers, clipboards, etc.). After reading the books *Step Out Gently* and *Hey, Little Ant*, invite children to notice the insects that live in their outdoor environment. Encourage the children to look closely at the insects using the magnifiers and bug catchers, while being very gentle so as not to harm the insects. Invite the children to create stories and draw pictures of the insects they find. (*Language and Literacy Standard: Strand 2; Concept 5; Indicator D. Approaches to Learning Standard: Strand 5; Concept 1; Indicators A-C.*)



**Activity #3:** Set up an invitation for children to draw their own beetles. Encourage children to share characteristics of their beetles with you. What color is the beetle? How many legs, wings, eyes, or antennae does it have? How does the beetle protect itself (glow in the dark, squirts hot water, smells stinky, makes a loud noise, etc.)? Help the children label parts of their beetles as done in *The Beetle Book*. (*Language and Literacy Standard: Strand 1; Concept 3; Indicators A-C.*)

\**The Beetle Book* contains an index in the back of the book. Model using this resource to find information about a beetle. (*Language and Literacy Standard: Strand 1; Concept 1; Indicators E.*)



# Examples for Repeated Interactive Reading

## Insects Kit

Hey, Little Ant

By Phillip and Hannah Hoose



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	Have the collection of bugs ready inside the kit. Let the children know that you have many bug friends to introduce to them. Take each bug out one at a time and model looking closely at the bug and describing the characteristics, such as the color of the eyes, the number of legs, the shape of the body, and length of the antenna.	Children begin to understand and use increasingly complex vocabulary. Children identify attributes of living things, and describe similarities, differences and relationships.	Language and Literacy Standard: Strand 1; Concept 3; Indicators A, B, & C. Science Standard: Strand 1; Concept 1; Indicators A, B, D, & E.
During First Interactive Reading	Show children the cover of <i>Hey, Little Ant</i> . Encourage the children to think about the characteristics of the insect. Ask them what they notice about the ant.  While reading, insert a short explanation about keys words, such as "a giant, that is a person who is very big." Include a visual representation when possible. "Speck, that is something so very small (show an example of a speck)."  After several readings, ask an analytic question, such as, "Do you think the boy will squish the ant? Why or why not? What would you do?"	Children identify attributes of living things, and describe similarities, differences and relationships.  Children begin to understand and use increasingly complex vocabulary.  Children make connections between their own lives and the story events.	Science Standard: Strand 1; Concept 1; Indicators A, B, D, & E.  Language and Literacy Standard: Strand 1; Concept 3; Indicators A, B, & C.  Language and Literacy Standard: Strand 2; Concept 5; Indicator D.
During Subsequent Interactive Readings	Ask inferential questions such as, "What would happen if the ant were giant and the boy were small?"	With prompting and support, children answer a variety of questions about books or stories.	Language and Literacy Standard: Strand 2; Concept 5; Indicator B.



# Thematically Related Activities and Resources

## Ranching Kit

### Thematic Books

- Are You a Horse? by Andy Rash
- Life-Size Farm by Teruyuki Komiya
- Cowboy Up! Ride the Navajo Rodeo by Nancy Bo Flood & Jan Sonnemair
- Cowboys: Roundup On An American Ranch by Joan Anderson & George Ancona

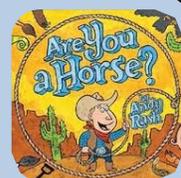
### Other Books to Share

- Gallop! by Rufus Butler Seder
- The Tortoise and the Jackrabbit by Susan Lowell
- The Three Little Javelinas by Susan Lowell
- B is for Buckaroo: A Cowboy Alphabet by Gleaves Whitney, Louise Doak Whitley, & Susan Guy
- Charlie the Ranch Dog by Ree Drummond & Diane de Groat
- Farm by Alisha Cooper

**Activity #1:** Informally share *Cowboy Up! Ride the Navajo Rodeo* and *Cowboys: Roundup On An American Ranch*. Invite the children to draw connections from story events to personal experiences. Provide children with art and writing materials to tell their own stories. Model the writing process as children dictate their stories. (*Language & Literacy Standard: Strand 3; Concept 1; Indicators A-G. Social Studies Standard: Strand 1; Concept 1; Indicators A-F & Strand 2; Concept 1, Indicator A*) (*Social Studies Standard: Strand 2; Concept 2; C. Approaches to Learning Standard: Strand 3; Concept 1; Indicator A-C*)

**Activity #2:** Share the book *Gallop!* by Rufus Butler Seder. Talk about which of the animals in the book the children might see on a ranch. Act out the animals' movements with the children and add other ranch animal movements as well. As you act out movements to a pony, sing the song "I Love to Ride my Pony" which can be found at [http://cowboykids.nationalcowboymuseum.org/song\\_pony.html](http://cowboykids.nationalcowboymuseum.org/song_pony.html). (*Fine Arts Standard: Strand 2; Concept 1; Indicators A-D*) (*Science Standard: Strand 1; Concept 1; Indicators A-E. Approaches to Learning Standard: Strand 5; Concept 1; Indicators A-C.*)

**Activity #3:** Share the horse puppet with the children. Using the puppet as a prop, describe the horse, expanding on the descriptions used in the book, *Are You a Horse?* (an animal, has legs, does not lay eggs, is clean, fast, etc.). Using *Life-Size Farm* as a reference, describe other farm animals with the children.



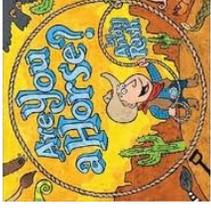
\**Life-Size Farm* includes a table of contents at the beginning of the book. Model using this resource for the children. (*Science Standard: Strand 1; Concept 1; Indicator B*)



# Examples for Repeated Interactive Reading

## Ranching Kit

Are You A Horse? By Ana Zamorano



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Build anticipation for the story. Introduce the children to the main character in the book <i>Are You a Horse?</i> Point to the boy on the front cover. "This is Roy and he doesn't know what a horse looks like." Point to and describe the various tails, paws, and claws and ask if that could be part of a horse. Ask children to describe what a horse looks like. Pull a plush horse /puppet out of the kit and expand the discussion with the children while looking at the horse.</p> <p>Point to certain illustrations to help children expand their vocabulary. For example, say, "Here's the rust on the wagon where the paint has come off." "Here's the stripes on the zebra. Does anyone have stripes on their clothing today? "</p> <p>Help children expand their vocabulary by making connections to their lives and routines. When the lion appears in the story, tell the children that when they jump and run around outside they are romping just like a lion. Use the word, "romp" in context throughout the week.</p> <p>At the end of the story when Roy is going through his checklist of what a horse should be, point to each illustration that helps him evaluate the different characteristics as you talk about them.</p> <p>Use the language pattern, "A cactus is a plant but a horse is an ..animal; a sloth is slow but a horse is ....fast; an owl lays eggs but a horse doesn't not lay eggs, and so on.</p> <p>After reading, ask other animal puppets and other props if they are a horse. Have the children provide the response that the animal would give. For example, an insect might say, "No I'm not a horse, a horse is big and I am little. A horse has ears and I have antennae." Model the language pattern first with a prop.</p>	<p>With modeling and support, children use age-appropriate vocabulary across many topic areas using descriptive words.</p> <p>Children make relevant responses to questions and comments from others.</p> <p>The children understand and use increasingly complex vocabulary.</p> <p>The children understand and use increasingly complex vocabulary.</p> <p>The children understand and use increasingly complex vocabulary.</p>	<p>Language and Literacy Standard: Strand 1; Concept 2; Indicators A - H &amp; Concept 3; Indicator A.</p> <p>Language and Literacy Standard: Strand 1; Concept 3; Indicators A-C.</p> <p>Language and Literacy Standard: Strand 1; Concept 3; Indicators A-C.</p> <p>Language and Literacy Standard: Strand 1; Concept 3; Indicators A-C.</p>
During First Interactive Reading		<p>With modeling and support, uses increasingly complex phrases and sentences.</p> <p>With modeling and support, uses increasingly complex phrases and sentences.</p> <p>Begins to describe similarities between objects or living things.</p>	<p>Language and Literacy Standard: Strand 1; Concept 2; Indicators H.</p> <p>Language and Literacy Standard: Strand 1; Concept 2; Indicators H.</p> <p>Science: Strand 1; Concept 1; Indicator D &amp; E.</p>
During Subsequent Interactive Readings			



## Thematically Related Activities and Resources

### Southwest Kit

#### Thematic Books

- Desert Babies A-Z by Bill Broyles
- A Desert Hello by Abby Mogollón
- Guess Who's in the Desert by Charline Profiri
- Whose Tail on the Trail at Grand Canyon? by Midji Stephenson

**Activity #1 Desert Dwellers Cards:** These cards can be used to ask as well as answer children's questions about the animals that live in the desert around us. Play a game and ask the children simple, open-ended questions about the animals. For example, you may ask: "where have you seen me?," "what do I like to eat?," or "when am I active?" Place the cards somewhere in your learning environment where children can refer to them. (*Science Standard: Strand 1; Concept 1; Indicators A-E. Approaches to Learning Standard: Strand 1; Concept 2; Indicators A-C.*)

**Activity #2:** After repeated interactive readings of the books in the kits, set up an invitation for the children to retell the desert stories using finger puppets. Place books and finger puppets together in a place in your learning environment that is accessible to children. Allow the children to pour over the books and use them as a reference in re-telling the stories or creating one of their own. (*Language and Literacy Standard: Strand 2; Concept 5; Indicator 1. Approaches to Learning Standard: Strand 1; Concept 1; Indicator A-C.*)

**Activity #3:** While in your outdoor learning environment, be aware of the desert animals around you and the children. As the children are playing outside, point out some of the animals you see. Refer back to the books you have been sharing with the children, such as, "I remember seeing a picture of Anna's Hummingbird in our book." If you have access to a camera, take pictures of the animals you see outside. Allow the children to take pictures as well, as this allows for many different perspectives. Print out the pictures and document with the children the desert animals you have observed. (*Language and Literacy Standard: Strand 3; Concept 1; Indicators A-C. Approaches to Learning Standard: Strand 2; Concepts 1; Indicators A-C.*)

#### Other Books to Share

- Book Fiesta by Pat Mora
- There Was a Coyote who Swallowed a Flea by Jennifer Ward
- Way Out in the Desert by T.J. Marsh & Jennifer Ward
- The Seed and the Giant Saguaro by Jennifer Ward
- Josefina Javelina: A Hairy Tale by Susan Lowell

#### Informational Text to Share

*Desert Dwellers: Southwest Animals from A-Z Flashcards* by Julie Rustad



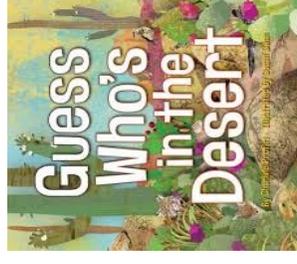


# Examples for Repeated Interactive Reading

## Southwest Kit

### Guess Who's in the Desert

By Charline Profiri



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	<p>Build anticipation for the story. Talk to the children about how we live in a special place called the Sonoran Desert. Explain to the children that there are certain animals that only live in our very special desert.</p> <p>Tell the children that you are going to read a book together that is also a guessing game! Explain that the book will give them several clues about an animal in the desert and together they will try to guess the animal.</p>	<p>Children begin to recognize differences and similarities between their community and others. For example, they may see differences between living in the desert as opposed to living near the water.</p> <p>With modeling and support, children use the name of animals and can describe their habitats.</p>	<p>Social Studies Standard: Strand 2; Concept 1; Indicator A-C.</p> <p>Language and Literacy Standard: Strand 1; Concept 3; Indicators A.</p>
During First Interactive Reading	<p>Read each page slowly, allowing time for the children to pour over the illustrations.</p> <p>Help the children look closely at each illustration for the "clues" to help answer the questions.</p> <p>Ask the children open-ended questions about the illustrations to assist in guessing the animal.</p> <p>Use lots of wait time between pages and allow children to chime in.</p> <p>Repeat what the children mention that they notice.</p>	<p>Children talk about what is happening on the pages.</p> <p>Children actively engage in guessing the next animal based on the words and pictures in the book.</p>	<p>Language and Literacy Standard: Strand 1; Concept 3; Indicator A &amp; B.</p> <p>Language and Literacy Standard: Strand 2; Concept 5; Indicators A &amp; B.</p>
During Subsequent Interactive Readings	<p>Hide desert animal finger puppets inside the kit bag.</p> <p>Using the same language pattern as in the book, have the children guess which desert animal finger puppet you are hiding in the bag.</p>	<p>Children understand the verbal clues and actively engage in guessing.</p>	<p>Language and Literacy: Strand 1; Concept 1; Indicators A &amp; B.</p>



# Thematically Related Activities and Resources

## Water Kit

### Thematic Books

- [A Cool Drink of Water](#)  
by Barbara Kerley
- [A Drop of Water](#) by Walter Wick
- [Rain](#) by Manya Stojic

**Activity #1 Drops of Rain:** Provide the children with sheets of wax paper, eye droppers, and small containers of water. Ask the children what they think will happen to the water when it is dropped on the wax paper. Using the eye droppers, allow the children to add small drops of water onto the wax paper. Observe with the children what happens. Confirm with the children if their hypothesis was true. Allow the children the opportunity to experiment, retest, and investigate. (*Science Standard: Strand 1; Concept 2; Indicators A-D. Approaches to Learning Standard: Strand 1; Concept 2; Indicator A.*)



### Other Books to Share

- [The Snowy Day](#)  
by Ezra Jack Keats
- [Mouse Paint](#)  
by Ellen Stoll Walsh
- [Curious George at the Aquarium](#) by H. A. Rey
- [ABC Under the Sea](#)  
by Barbara Knox
- [A Swim Through the Sea](#)  
by Kristin Joy Pratt-Serafini
- [Hello Ocean](#) by Pam Munoz & Mark Astrella
- [Out of the Ocean](#)  
by Debra Frasier

**Activity #2 Water Color Mixing:** This activity can be an extension of Activity #1. Complete the same process as above but, instead of clear water, use colored water. Color the water yellow, blue, and red. Allow the children to add the drops of water to the wax paper. Ask the children what they think will happen if they combine two different colored drops (for example, the blue and the red). Observe with the children what happens. Children can also retell the story of *Mouse Paint* (giveaway book) using this process. After the children have dropped the colors on the wax paper, they can use a cotton ball to represent the white mouse who “dances” and “swirls” around in the paint. Record and document children’s retelling of the story. (*Science Standard: Strand 1; Concept 3; Indicators A-C. Approaches to Learning Standard: Strand 1; Concept 1; Indicator C.*)

**Activity #3 Forms of Water:** Pair the narrative book *A Snowy Day* with the informational book *A Drop of Water*. Talk to the children about what happens to water when it gets very cold, (frozen, ice, snowflakes), when it gets warm (liquid, water), and when it is very hot (steam, vapor). Provide children with cubes of ice either in tubs or in a sensory table for them to touch and hold. Ask the children what they think will happen to the ice if they leave it inside the classroom, outside on the playground, in the freezer, etc. Freeze colored water in ice cube trays and allow the children to paint with the ice. (*Science Standard: Strand 1; Concept 4; Indicator A-C.*)

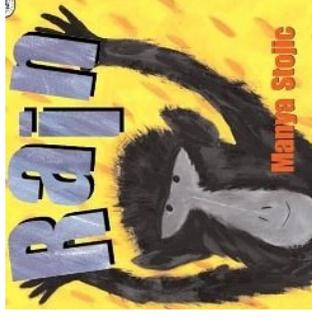


# Examples for Repeated Interactive Reading

## Water Kit

### Rain

By Manya Stojic



Suggestions on What to Do	Teacher's Role	Indicators in Children	ADE Standard
Getting the children ready to listen	Start the story by supporting real world connections to children's experiences. Tell the children that the title of the book is <i>Rain</i> . Spray water on their hands and ask them how it feels on their skin. If you have a creosote branch, make it "rain" on the branch by misting it. Then invite the children to smell the branch and ask if it reminds them of anything.	Children talk about their personal experiences, (for example, describing a time when it rained).	Language and Literacy Standard: Strand 2; Concept 5; Indicator D.
During First Interactive Reading	Draw or have a picture of an eye, an ear, a hand, a mouth and a nose. Tell the children that the characters in the book are going to use their eyes, nose, ears, skin, and tongue to experience the rain. After reading the story the first time, re-read the story and invite the children to help you tell the story. Pause as you get to the action words, "smell," "hear," "see," "feel," and "taste." Point to the part of the body that corresponds with the action. For example, "Porcupine can (pause and point to nose), smell it. The zebras can (pause and point to eye), see it. We can (pause and point to ear) hear it."	Children investigate by using a variety of items. Children use the words from the story across many topic areas. For example, during lunch a child may say "I can smell and taste my lunch."	Science Standard: Strand 1; Concept 2; Indicator A. Language and Literacy Standard. Strand 1; Concept 3; Indicator A & B.
During Subsequent Interactive Readings	Pair the story with the informational text, <i>A Cool Drink of Water</i> . Have the children compare their own relationship with drinking water with children around the world, as well as, the zebras getting a refreshing drink from the water hole. Along with the book, provide props similar in appearance to the animals in the books. Set up an area in your environment so that the children can use the props in conjunction with the book to retell the story.	Children talk about their families and describe some of the things that they do. For example, a child may say "In my house, we drink water from a big bottle." Children use the props to portray the characteristics of the animals in the book.	Social Studies Standard: Strand 1; Concept 1; Indicators C & D. Language and Literacy Standard: Strand 2; Concept 5; indicators G, H, & I.