

Backseat A-B-See

A CLEL Silver Bell Award Book for READ

by Maria Van Lieshout
ISBN-13: 978-1452106649
Chronicle, 2012



From the backseat, what do you see? *Backseat A-B-See* showcases a different road sign for each letter of the alphabet as a parent and a child drive in a car. Recognizing and reading road signs is one of the first ways children begin to understand that print is all around us, and that it carries meaning.

Activity Ideas for *Backseat A-B-See*:

- Share other books about cars or trucks with the children, both nonfiction and fiction. Are there road signs in the pictures? What do the signs mean? What facts do they learn about cars or trucks from the books? Talking about objects like signs and books lets children know that we read for many different purposes (for directions from signs, for information from nonfiction books, for stories from picture books), and gives them many reasons to learn to read themselves.
- Go on a scavenger hunt in your house, classroom, or library with the children. Where can they recognize letters, numbers, or words? On labels, books, computers, containers, T-shirts, advertisements? Talk about why all these different objects have print on them. Before they can learn to read, children need to be able to see that print is different than pictures and be able to recognize it wherever it appears.
- Sing the "ABC Song" slowly as you turn the pages of the book. Point to each letter as you sing it, or have the children point to it. Pointing to the letter as you sing or say its name helps children realize that each sound in the "ABC Song" corresponds to a specific letter, and that each letter has a different shape. Knowing that letters have names, and shapes, and sounds is a first step to learning to read.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

The Bear in the Book

A CLEL Silver Bell Award Book for READ

by Kate Banks, illus. by Georg Hallensleben
ISBN-13: 978-0374305918
Farrar Straus Giroux, 2012



At bedtime, a boy and his mother snuggle together and read a book about a bear hibernating in the winter. The boy asks questions and the mother answers him as the reader looks over their shoulders and enjoys the book with them. *The Bear in the Book* models a cozy bedtime routine and engaging reading practices such as having a conversation about the story, noticing details in the illustrations, and interacting with the characters.

Activity Ideas for *The Bear in the Book*:

- In the book, the child and his mother share a favorite story. Ask the children about their favorite book. What is it about? What do they like about it? Can they tell you the story in the book without looking at it? The ability to recall a story and retell it in their own words is an important pre-reading skill related to comprehension.
- The bear in the story is preparing to hibernate by eating berries and gathering twigs for a bed. Visit the library and borrow a nonfiction book about bears. Read it together and talk about why they hibernate. How else do they get ready for the winter? How do they know it's time to wake up? Sharing nonfiction books is a good way to gain background knowledge. The more they know about the world around them, the easier it will be to understand and connect to what they read.
- Sing "The Bear Went Over the Mountain," to the tune of "For He's a Jolly Good Fellow."
The bear went over the mountain, the bear went over the mountain
The bear went over the mountain to see what she could see.
To see what she could see, to see what she could see,
The other side of the mountain, the other side of the mountain,
The other side of the mountain was all that she could see.
Make up your own verses, such as "The bear climbed up the pine tree," or "The bear swam through the river," so that the children have a chance to hear some words that often appear together in sentences (climb-tree, swim-river).

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

Lola at the Library

A CLEL Silver Bell Award Book for READ

by Anna McQuinn, illus. by Rosalind Beardshaw
ISBN-13: 978-1580891134
Charlesbridge, 2006



Tuesdays are library days for Lola and her mother, and Lola describes everything they do to get ready, including their walk to the library and what they do during their visit. *Lola at the Library* is a wonderful expression of the enjoyment one family finds in reading, discovering new books, and sharing them together.

Activity Ideas for *Lola at the Library*:

- When reading books together, let children open the cover and turn the pages. Board books from the library make this easier to do for younger children. When children turn the pages, they become more engaged in the reading experience, they learn how books work, and they practice the fine motor skills and dexterity that they will use when they scribble, draw, and write.
- “Lola” and “library” are words that start with the same letter and the same sound. Help the children find other words in the story that start with the same sound. (Such as “bag” and “book” or “sometimes” and “singing.”) Can they think of other words that aren’t in the book that start with these sounds? Hearing the beginning sounds of words, and knowing when two words start with the same sound, are phonological awareness skills that will help children sound out words when they read.
- Talk to the children about places they visit. Do they go to the grocery store, or the bus stop, or a restaurant, or the laundromat? What types of activities do they do at each place? Where’s someplace they would like to go? Talking about the places and events in their environment increases their general knowledge. The more they know about people, places, events, and ideas, the deeper the understanding they will have about what they read.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

Maybe a Bear Ate It

A CLEL Silver Bell Award Book for READ

by Robie Harris, illus. by Michael Emberley
ISBN-13: 978-0439929615
Orchard Books, 2008



A cat-like creature begins to fall asleep after reading a favorite book, but then realizes the book is gone and imagines all the terrible things that could have happened to the book. Did a bear eat it? Did a stegosaurus stomp on it? This character demonstrates the joy and comfort that readers feel for their books.

Activity Ideas for *Maybe a Bear Ate It*:

- Make small books with the children by folding and stapling printer or construction paper together. Have them draw pictures inside of things that are important to them, and write down what each picture shows. Let the children read their books to each other. Writing and reading skills develop together, and children need to be able to see themselves as both readers and writers.
- Ask children to talk about a time when they lost a treasured object. What did they do to try to find it again? What happened next? Did they find the object or not? Describing events from their own lives helps children learn that stories have a beginning, a middle, and an end. Understanding this structure helps them to make sense out of the stories that they read.
- In the story, the bear, bat, shark, stegosaurus, rhino, and elephant turned out to be stuffed toys that the character owned and imagined took the book. Get out stuffed animals or other favorite toys and have the children imagine what would those toys would do if they had the book. Would they chomp on it with their teeth? Would they hide it in their pouch? Imaginative play gives children a chance to put their thoughts into words. Children have an easier time reading the words that they speak more than words that they understand but don't say themselves.
- Choose one of your favorite books to read to the children. Tell them who used to read it to you, or why you like it, or how it makes you feel. Grownups are powerful models of reading behavior; if the adults in their lives demonstrate that books and reading are important to them, children are more likely to believe books and reading are important, too.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

Wolf!

A CLEL Silver Bell Award Book for READ

by Becky Bloom, illus. by Pascal Biet

ISBN-13: 978-0531301555

Scholastic, 1999



A very hungry wolf who can't get any respect from some literate farm animals decides to learn to read by going to school, practicing his reading skills, using the library, and buying a book of his own. In the end, the wolf becomes just as enthralled with the magic of books as the other animals. *Wolf!* shares a story about how reading can change lives in positive ways.

Activity Ideas for *Wolf!*:

- As you read this story, ask the children open-ended questions, such as: "How do you think the wolf feels when the farm animals ignore him?", "What would you do if you were as hungry as the wolf?" Asking questions that don't have simple yes or no answers involves the children by giving them a chance to tell part of the story, too.
- On the front title page, the Wolf is practicing his writing. Practicing writing helps children learn that print has meaning. Explore letters with the children in different ways: Spell "Wolf" or each child's name by drawing the letters in the air, or pretending to write the letters on the floor. Or pass around magnetic letters, or toys with letter shapes on them (like blocks or puzzle pieces) and have the children trace the letters with their fingers. Tracing shapes with fingers allows children to practice the small and large muscle movements needed to form letters without having to hold on to a crayon or pencil at the same time.
- Talk about what animals lived on the farm in this story. Sing a song like "Old MacDonald Had a Farm," using only the animals that appear in the book. In songs, each syllable has a separate note, which helps children hear that words can be broken up into separate syllables. This awareness will help them sound out words one part at a time when they read.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.