



PreK→K Florida Transition to Kindergarten

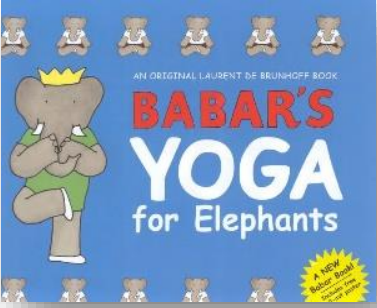
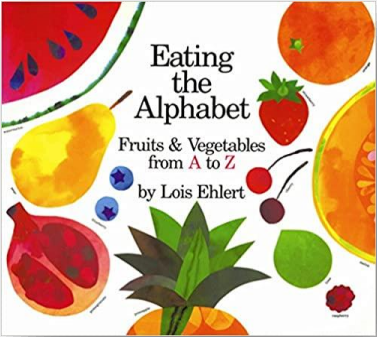
# Preschool Booklist



*This content is provided by the Florida Department of Education.*

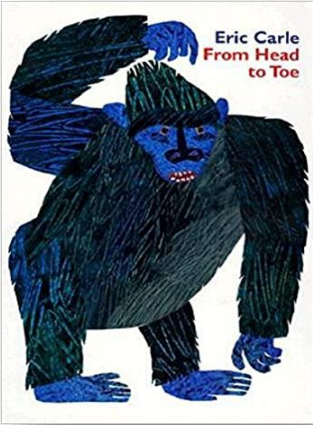
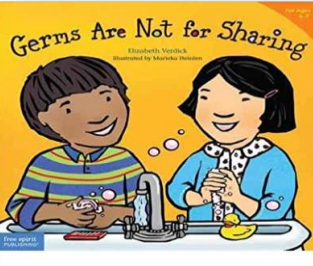


## Physical Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Babar's Yoga for Elephants</b> by Laurent de Brunhoff	Through easy-to-follow instructions and illustrated steps, <i>Babar's Yoga for Elephants</i> presents 15 positions and stretches as well as helpful breathing exercises. The book also provides useful advice on what to do with your trunk while in position, a dilemma that human yoga books often ignore.	<b>Physical Development:</b> <b>I.B.a.1.a.</b> Balances, such as, on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. <b>I.B.b.1.a.</b> Acts and moves with purpose and independently recognizes differences in direction, distance and location. <b>Social and Emotional Development:</b> <b>III.B.1.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.
	<b>Eating the Alphabet</b> by Lois Ehlert	While teaching upper- and lowercase letters to preschoolers, Ehlert introduces fruits and vegetables from around the world. A glossary at the end provides interesting facts about each food.	<b>Physical Development:</b> <b>I.A.d.1.b.</b> Recognizes nutritious foods choices and healthy eating habits. <b>Language and Literacy:</b> <b>IV.F.3.b.</b> Recognizes almost all letters when named (e.g. when shown a group of letters, can accurately identify, verbally or non-verbally, the letter that is named). <b>Social Studies:</b> <b>VII.A.4.</b> Explores cultural attributes by comparing and contrasting different characteristics (e.g. language, literature, music, arts, artifacts, foods, architecture and celebrations).

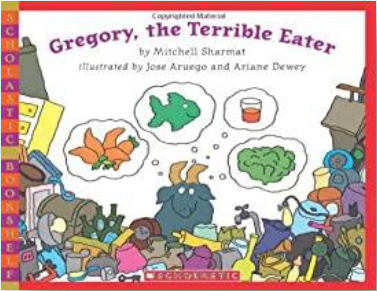
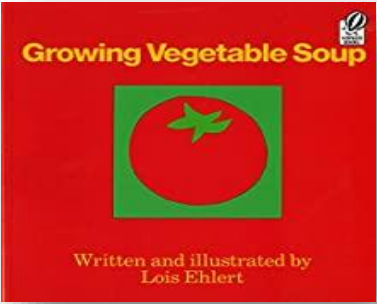


## Physical Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>From Head to Toe</b> by Eric Carle	Giraffes can bend their necks, monkeys can wave their hands, and donkeys can kick their legs, and so can you! Throughout this interactive board book, the animals of <i>From Head to Toe</i> invite young readers to copy their antics as they play.	<b>Physical Development:</b> <b>I.A.a.1.a.</b> Seeks to engage in physical activities or active play routinely with increased intensity and duration. <b>I.B.a.1.b.</b> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running. <b>Scientific Inquiry:</b> <b>VI.B.1.a.</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g. camouflage, body covering, eye color, other adaptations and types of trees and where they grow).
	<b>Germs Are Not for Sharing</b> by Elizabeth Verdick and Marieka Heinlen	Sneezes, coughs, runny noses, spills, and messes are facts of everyday life with children. This book is a short course for kids on what germs are, what they do, and why it is so important to cover them up, block them from spreading, and wash them down the drain. It includes tips and ideas for discussion and activities with parents and caregivers.	<b>Physical Development:</b> <b>I.A.c.1.a.</b> Initiates and completes familiar hygiene routines independently.

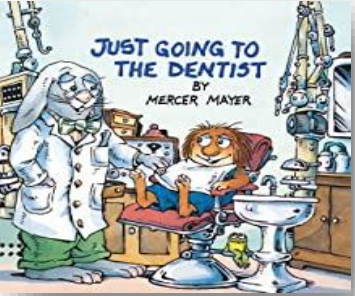
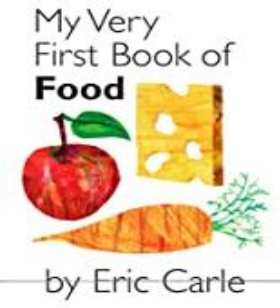
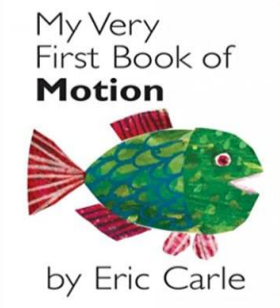


## Physical Development Domain

	<p><b>Gregory, the Terrible Eater</b> by Mitchell Sharmat</p>	<p>Gregory is not like most goats. Instead of indulging in delicacies like old shoes, boxes, and bottle caps, he prefers to eat fruits, vegetables, eggs, and fish. Mother Goat and Father Goat are disgusted, and after several attempts to get Gregory to eat like a proper goat, they finally take him to see Dr. Ram. When Gregory finally develops a taste for flat tires and broken violins, he is not just eating like a goat--he is eating like a pig! Will Gregory be able to find a healthy balance before he eats everything in the house?</p>	<p><b>Physical Development:</b> <b>I.A.d.1.b.</b> Recognizes nutritious foods choices and healthy eating habits.</p>
	<p><b>Growing Vegetable Soup</b> by Lois Ehlert</p>	<p>"Dad says we are going to grow vegetable soup." So begins this bright, bold picture book about vegetable gardening for the very young. There are labels on pictures of tools and the seeds (green bean, pea, corn, zucchini squash, and carrot). Then the real gardening happens . . . planting, weeding, harvesting, washing, chopping, and cooking! In the end? "It was the best soup ever." Simple, colorful cut-paper-style illustrations are child-friendly, as is the big black type. A recipe for vegetable soup tops it all off!</p>	<p><b>Physical Development:</b> <b>I.A.d.1.a.</b> Assists adults in preparing simple foods to serve to self or others. <b>Scientific Inquiry:</b> <b>VI.A.2.a.</b> Uses tools and various technologies to support exploration and inquiry (e.g. digital cameras and scales). <b>VI.B.1.c.</b> Understands that all living things grow, change and go through life cycles.</p>
	<p><b>I Will Never Not Ever Eat a Tomato</b> by Lauren Child</p>	<p>Lola is a fussy eater. A very fussy eater. She will not eat her carrots (until her brother Charlie reveals that they are orange twiglets from Jupiter). She will not eat her mashed potatoes (until Charlie explains that they are cloud fluff from the pointiest peak of Mount Fuji). There are many things Lola will not eat, including — and especially — tomatoes, or will she? Two endearing siblings star in a witty story about the triumph of imagination over proclivity.</p>	<p><b>Physical Development:</b> <b>I.A.d.1.b.</b> Recognizes nutritious foods choices and healthy eating habits.</p>

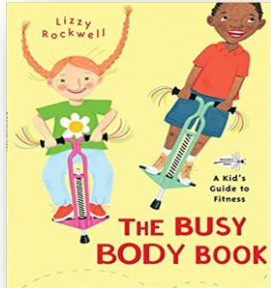


## Physical Development Domain

	<p><b>Just Going to the Dentist</b> by Mercer Mayer</p>	<p>Mercer Mayer's Little Critter is having a checkup at the dentist in this classic, funny, and heartwarming book. Whether he is having an X-ray taken, getting a teeth cleaning, or finding a cavity, both parents and children alike will relate to this beloved story. A perfect way to help allay any fears of going to the dentist!</p>	<p><b>Physical Development:</b> <b>I.A.c.1.a.</b> Initiates and completes familiar hygiene routines independently.</p>
	<p><b>My Very First Book of Food</b> by Eric Carle</p>	<p>In the sumptuous <i>My Very First Book of Food</i>, children can match each animal with the food it eats. Do you know what a squirrel eats? How about a seal?</p>	<p><b>Physical Development:</b> <b>I.A.d.1.b.</b> Recognizes nutritious foods choices and healthy eating habits. <b>Scientific Inquiry:</b> <b>VI.B.1.b.</b> Notices the similarities and differences among various living things.</p>
	<p><b>My Very First Book of Motion</b> by Eric Carle</p>	<p>In <i>My Very First Book of Motion</i>, children can match each animal with the way it moves. Which animal hops? Which one waddles? Only you can match them.</p>	<p><b>Physical Development:</b> <b>I.B.a.1.b.</b> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running. <b>Scientific Inquiry:</b> <b>VI.B.1.a.</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g. camouflage, body covering, eye color, other adaptations and types of trees and where they grow).</p>



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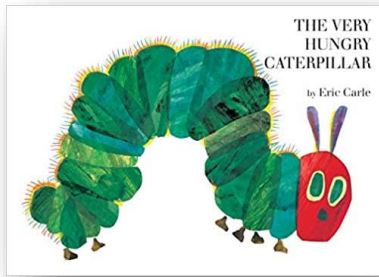


**The Busy Body Book: A Kid's Guide to Fitness**  
by Lizzy Rockwell

This book explains how your bones and muscles, heart and lungs, nerves and brain all work together to keep you on the go. Kids walk and skate, and tumble, through these pages with such exuberance that even sprouting couch potatoes will want to get up and bounce around—and that is the ultimate goal. Through education, information, and encouragement, this book aims to inspire a new generation of busy bodies!

**Physical Development:**

- I.A.a.1.a.** Seeks to engage in physical activities or active play routinely with increased intensity and duration.
- I.B.a.1.d.** Engages in physical activities of increasing level of intensity for sustained periods of time.



**The Very Hungry Caterpillar**  
by Eric Carle

This book is perfect for teaching the days of the week and offers readers an interactive experience. It also teaches good eating habits. Children learn what can happen when the caterpillar has bad eating habits, mathematical thinking, counting numbers 1-5, and scientific inquiry for the butterfly cycle.

**Physical Development:**

- I.A.d.1.b.** Recognizes nutritious foods choices and healthy eating habits.

**Scientific Inquiry:**

- VI.1.c.** Understands that all living things grow, change and go through life cycles.

**Mathematical Thinking:**

- V.A.2.** Counts and identifies the number sequence 1 to 31.
- V.A.6.** Uses counting and matching strategies to find which is more, less than or equal to.



**We're Going on a Bear Hunt**  
by Helen Oxenbury

This book is full of delightful comedy and high drama, a tale of a brave family's joyous romp through sweeping landscapes. Follow a father and his family as they go on an adventure to find a bear. They have to face numerous obstacles to get there, and once they arrive at the cave they are scared by what they find.

**Physical Development:**

- I.B.a.1.b.** Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hoping and running.

**Mathematical Thinking:**

- V.E.1.** Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity.

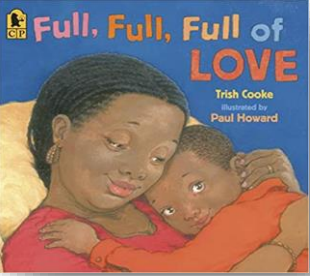
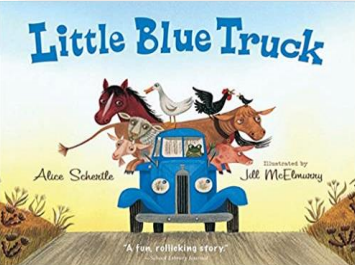
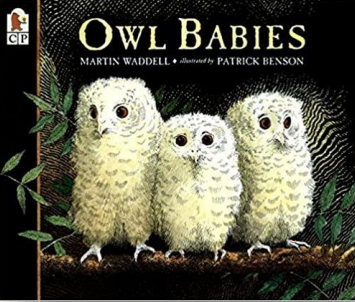


# Approaches to Learning Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Beautiful Oops</b> by Barney Saltzberg	A life lesson that all parents want their children to learn: It is OK to make a mistake. In fact, hooray for mistakes! A mistake is an adventure in creativity, a portal of discovery. A spill does not ruin a drawing—not when it becomes the shape of a goofy animal. An accidental tear in your paper? Do not be upset about it when you can turn it into the roaring mouth of an alligator.	<b>Approaches to Learning:</b> <b>II.C.1.</b> Approaches daily activities with creativity and inventiveness. <b>II.D.1.</b> Demonstrates some planning and learning from experiences. <b>Creative Expression through the Arts:</b> <b>VIII.E.1.</b> Uses appropriate art vocabulary to describe own art creations and others. <b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.
	<b>Big Al</b> by Andrew Clements	Poor Big Al! He just wants to make friends. In the whole-wide blue, sea you cannot find a nicer fish, but because Big Al is large and scary-looking, the little fish are afraid to get to know him. What can he do? He tries everything he can think of -- from disguising himself with seaweed to burrowing under the ocean floor so he will look smaller. Something always goes wrong, and lonely Big Al wonders if he will ever have a single friend. Then one frightening day, when a fishing net captures the other fish, Big Al gets the chance to prove what a wonderful friend he can be!	<b>Approaches to Learning:</b> <b>II.D.1.</b> Demonstrates some planning and learning from experiences. <b>Social and Emotional Development:</b> <b>III.C.4.a.</b> Able to take the perspective of others and actively respond in a manner that is consistent and supportive. <b>III.A.1.a.</b> Recognizes the emotions of peers and responds with empathy and compassion. <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.



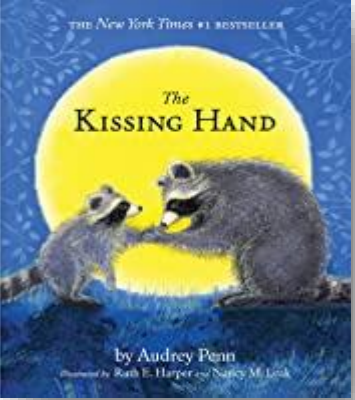
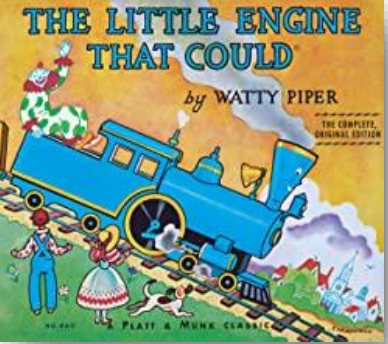
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	<b>Full, Full, Full of Love</b> by Trish Cooke	For the youngest member of an exuberant extended family, Sunday dinner at Grannie’s can be full indeed — full of hugs and kisses, full of tasty dishes, full to the brim with happy faces, and full, full, full of love. A special focus on the bond between little Jay and his grannie introduces us to a gregarious family.	<b>Approaches to Learning:</b> <b>II.B.1.</b> Attends to tasks for a brief period of time.
	<b>Little Blue Trucks</b> by Alice Schertle	<i>Beep! Beep! Beep!</i> Meet Blue. A muddy country road is no match for this little pick up--that is, until he gets stuck while pushing a dump truck out of the muck. Luckily, Blue has made a pack of farm animal friends along his route. They are willing to do whatever it takes to get their pal back on the road. With a text full of truck sounds and animal noises to read aloud, here is a rollicking homage to the power of friendship and the rewards of helping others.	<b>Approaches to Learning:</b> <b>II.C.1.</b> Approaches daily activities with creativity and inventiveness. <b>Social and Emotional Development:</b> <b>III.C.3.a.</b> Able to independently engage in simple social problem solving including offering potential solutions and reflecting on appropriateness of the solution.
	<b>Owl Babies</b> by Martin Waddell	"I want my mommy!" Three-baby owls awake one night to find their mother gone, and they cannot help but wonder where she is. What is she doing? When will she be back? What scary things move all around them? Stunning illustrations from striking perspectives capture the anxious little owls as they worry. Not surprisingly, joyous flapping and dancing, and bouncing greet the mother’s return, lending a celebratory tone to the ending of this comforting tale.	<b>Approaches to Learning:</b> <b>II.A.1.</b> Shows increased curiosity and is eager to learn new things and have new experiences. <b>Social and Emotional Development:</b> <b>III.C.1.a.</b> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.



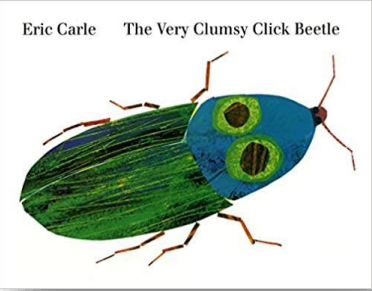
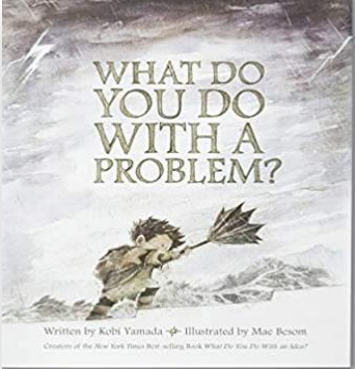


## Approaches to Learning Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>The Kissing Hand</b> by Audrey Penn	School is starting in the forest, but Chester Raccoon does not want to go. To help ease Chester's fears, Mrs. Raccoon shares a family secret called the Kissing Hand to give him the reassurance of her love any time his world feels a little scary. This heartwarming book has become a children's classic that has touched the lives of millions of children and their parents, especially at times of separation, whether starting school, entering daycare, or going to camp. It is widely used by kindergarten teachers on the first day of school. Stickers at the back will help children and their parents keep their Kissing Hand alive.	<b>Approaches to Learning:</b> <b>II.A.1.</b> Shows increased curiosity and is eager to learn new things and have new experiences. <b>Social and Emotional Development:</b> <b>III.C.1.a.</b> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. <b>III.D.3.a.</b> Demonstrates willingness to be flexible if routines must change.
	<b>The Little Engine that Could</b> by Watty Piper	The story of a train filled with toys and gifts for little boys and girls that breaks down before reaching the children. After asking several passing trains for help over the hill, a little blue train agrees to help the stranded toys. Even though she is small, the blue train tries her best to bring the toys to the children on the other side of the hill.	<b>Approaches to Learning:</b> <b>II.B.1.</b> Attends to tasks for a brief period of time.

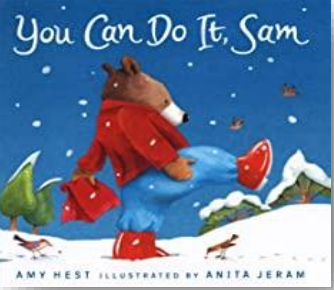
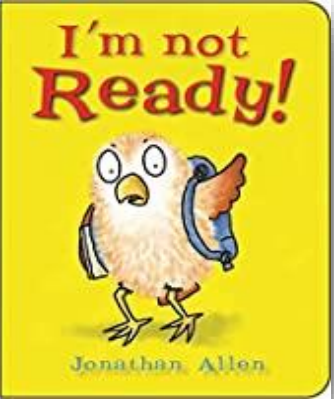


## Approaches to Learning Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>The Very Clumsy Click Beetle</b> by Eric Carle	When a little click beetle falls onto his back, he seeks the help of a wise old click beetle. "Look at me," says the more experienced click beetle, giving a loud CLICK and flipping onto its feet. However, try as he might, the clumsy little click beetle just cannot get the hang of it--or can he? A story of perseverance and pride in achievement complete with an ingenious fiber-optic microchip that truly gives voice to the valiant little beetle as it CLICKs its way through the colorful pages and somersaults into your heart.	<b>Approaches to Learning:</b> <b>II.B.1.</b> Attends to tasks for a brief period of time. <b>II.D.1.</b> Demonstrates some planning and learning from experiences.
	<b>What Do You Do With a Problem?</b> by Kobi Yamada	A book that encourages you to look closely at problems and discover the possibilities they can hold. This is the story of a persistent problem and the child who is not so sure what to make of it. The problem seems to get bigger. However, when the child finally musters up the courage to face it, the problem turns out to be something quite different than it appeared. <i>What Do You Do With a Problem?</i> is a story for anyone, at any age, who has ever had a problem that they wished would go away.	<b>Approaches to Learning:</b> <b>II.D.1.</b> Demonstrates some planning and learning from experiences. <b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.

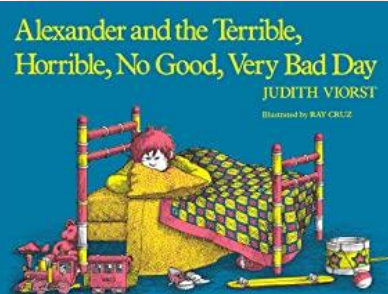
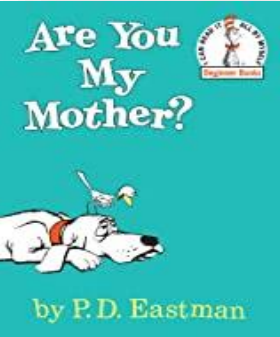


## Approaches to Learning Domain

	<p><b>You Can Do It, Sam</b> by Amy Hest</p>	<p>One winter morning, while the moon is still up, Mrs. Bear and Sam bake cakes for all their friends on Plum Street. Who do you think takes the cakes up to each doorstep... all by himself?</p>	<p><b>Approaches to Learning:</b> <b>II.A.1.</b> Shows increased curiosity and is eager to learn new things and have new experiences.</p>
	<p><b>I'm Not Ready!</b> by Jonathan Allen</p>	<p>The time comes for every baby bird to fly from its nest ... but Baby Owl is not ready. It is the first day of preschool, and Mama's in a hurry: "Please, Baby Owl, we have to go!" However, Baby Owl will do almost anything to stay at home—even put his toys away! Can Mama convince Baby Owl that school will be fun? This is a comforting and cozy story, filled with wit, appealing art, and delightful surprises.</p>	<p><b>Approaches to Learning:</b> <b>II.A.1.</b> Shows increased curiosity and is eager to learn new things and have new experiences. <b>II.D.1.</b> Demonstrates some planning and learning from experiences.</p>





## Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Alexander and the Terrible, Horrible, No Good, Very Bad Day</b> by Judith Viorst</p>	<p>Alexander knew it was going to be a terrible day when he woke up with gum in his hair. It got worse...his best friend deserted him. There was no dessert in his lunch bag. On top of all that, there were lima beans for dinner and kissing on TV!</p>	<p><b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings. <b>III.D.4.b.</b> Recognizes preferences of others. <b>III.D.4.c.</b> Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size). <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><b>Are You My Mother?</b> by P.D. Eastman</p>	<p>When a mother bird's egg starts to jump, she hurries off to make sure she has something for her little one to eat. However, as soon as she is gone, out pops the baby bird. He immediately sets off to find his mother, but not knowing what she looks like makes it a challenge. The little hatchling is determined to find his mother, even after meeting a kitten, a hen, a dog, and a Snort.</p>	<p><b>Social and Emotional Development:</b> <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>

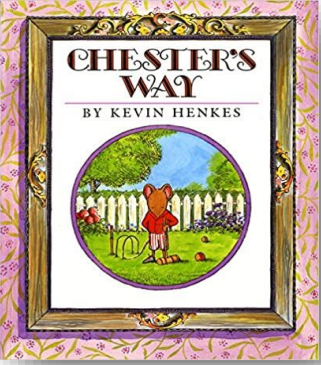



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Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>A Weekend with Wendell</b> by Kevin Henkes	Wendell was spending the weekend at Sophie's house. Playing house, Wendell was the mother, the father, and the children; Sophie was the dog. Playing bakery, Wendell was the baker and Sophie was the sweet roll. Wendell shone his flashlight in Sophie's eyes when she tried to sleep. When he gave her a new hairdo with shaving cream, it was the last straw, and Sophie made up a game that left Wendell speechless for a time -- and won the day for friendship.	<b>Social and Emotional Development:</b> <b>III.C.2.a.</b> Plays with peers in a coordinated manner including assigning roles, materials and actions. <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.D.1.a.</b> Engages in associative play and begins to play cooperatively with friends.
	<b>Bear Feels Sick</b> by Karma Wilson and Jane Chapman	Sweet Bear is not feeling well at all. He is achy, sneezy, wheezy, and just plain sick! He is in no shape to go outside to play. Therefore, Mole, Hare, Mouse, and the rest of the gang try to make Bear feel as comfortable as possible in his cave. Bear starts to get better, but as soon as Bear is well, all of his friends get sick!	<b>Social and Emotional Development:</b> <b>III.A.1.a.</b> Recognizes the emotions of peers and responds with empathy and compassion. <b>III.A.2.a.</b> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately. <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.C.4.a.</b> Able to take the perspective of others an actively respond in a manner that is consistent and supportive. <b>III.D.3.a.</b> Demonstrates willingness to be flexible if routines must change. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings. <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).

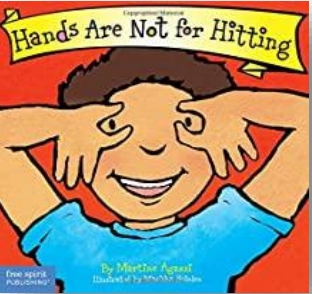
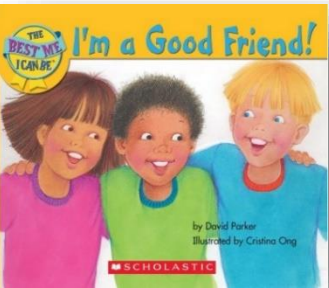
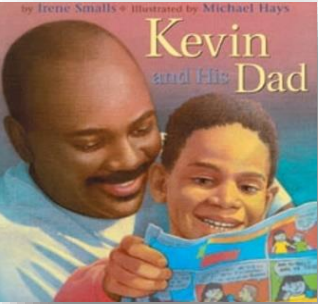


## Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Chester's Way</b> by Kevin Henkes	Chester and Wilson had their own way of doing things, and they did everything together. When they cut their sandwiches, it was always diagonally. When they rode their bikes, they always used hand signals. If Chester was hungry, Wilson was too. They were two of a kind, until indomitable Lilly, who had her own way of doing things, moved into the neighborhood.	<b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.D.1.a.</b> Engages in associative play and begins to play cooperatively with friends. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings. <b>III.D.4.b.</b> Recognizes preferences of others. <b>III.D.4.c.</b> Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size). <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).
	<b>Friends</b> by Eric Carle	When a best friend moves away, it can be painful for the child left behind. The spunky boy in this upbeat story makes up his mind to find his missing playmate. Young readers will cheer on the boy as he braves currents, climbs mountains, and dashes through rain before, finally, reuniting with his friend. A story alive with love and perseverance.	<b>Social and Emotional Development:</b> <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.D.2.a.</b> Persists at individual planned experiences, caregiver-directed experiences and planned group activities.

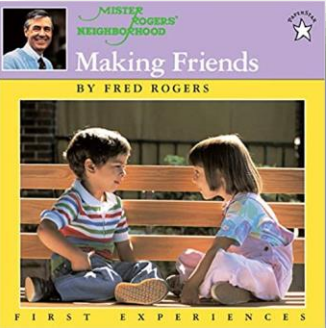
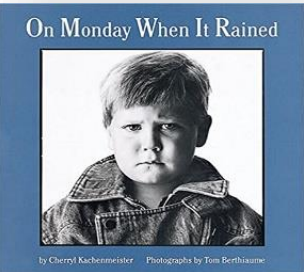


# Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Hands Are Not for Hitting</b> by Martine Agassi</p>	<p>It is never too soon for children to learn that violence is never okay, hands can do many good things, and everyone is capable of positive, loving actions. In this bright, inviting, book, simple words and full-color illustrations teach these important concepts in ways even very young children can understand. Includes tips for parents and caregivers.</p>	<p><b>Social and Emotional Development:</b>  <b>III.A.2.a.</b> Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to responds appropriately.  <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.  <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>
	<p><b>I'm a Good Friend</b> by David Parker</p>	<p>This book is about friendship. As adults, we know that friendship is a give-and-take interaction. This book models for children active ways of doing for each other in the friendship relationship</p>	<p><b>Social and Emotional Development:</b>  <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.  <b>III.D.1.a.</b> Engages in associative play and begins to play cooperatively with friends.  <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><b>Kevin and His Dad</b> by Irene Smalls and Michael Hays</p>	<p>A simple, graceful text and illustrations infused with warmth and love make this story of a day a boy and his dad spend together a special reading experience. This book celebrates the ordinary things dads and kids can do together.</p>	<p><b>Social and Emotional Development:</b>  <b>III.C.1.a.</b> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.  <b>Language and Literacy:</b>  <b>IV.C.2.a.</b> Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words).</p>



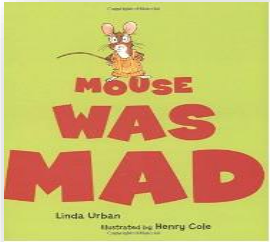
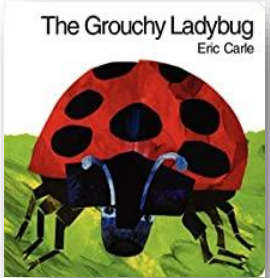
## Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Making Friends</b> by Fred Rogers</p>	<p>Who better to teach children about making friends than the friendliest neighbor of them all, Mr. Rogers! In his gently written picture book, children will see firsthand how much fun making new friends can be. Loaded with real pictures of friends having fun together, this will help any early reader get excited about meeting new people.</p>	<p><b>Social and Emotional Development:</b> <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.D.1.a.</b> Engages in associative play and begins to play cooperatively with friends. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings. <b>III.D.4.b.</b> Recognizes preferences of others. <b>III.D.4.c.</b> Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size). <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><b>On Monday When It Rained</b> by Cherry Kachenmeister</p>	<p>In simple, straightforward text and marvelously expressive pictures, the author and photographer have captured the thoughts and feelings of one small boy. Whether he is proud or scared, lonely or excited, the boy's face mirrors his emotion with the wonderful directness of childhood.</p>	<p><b>Social and Emotional Development:</b> <b>III.A.2.a.</b> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>



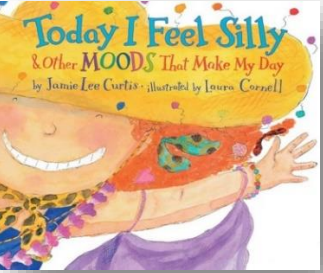
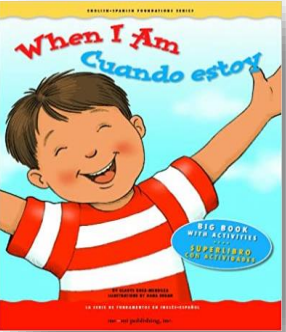



## Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Mouse Was Mad</b> by Linda Urban	Who knows the best way to be mad? Bear stomps. Hare hops. Bobcat screams. Mouse? He just cannot get it right. When he finds the way that works for him--still and quiet--he discovers that his own way might be the best of all.	<b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.
	<b>The Grouchy Ladybug</b> by Eric Carle	As children follow the Grouchy Ladybug on her journey, they will learn the important concepts of time, size, and shape, as well as the benefits of friendship and good manners. The Grouchy Ladybug is a bad-tempered bug who won't say "please" or "thank you," won't share, and thinks she is bigger and better than anyone else.	<b>Social and Emotional Development:</b> <b>III.A.1.a.</b> Recognizes the emotions of peers and responds with empathy and compassion. <b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1-31. <b>Social Studies:</b> <b>VII.E.1.</b> Identifies changes within a sequence of events to establish a sense of order and time.

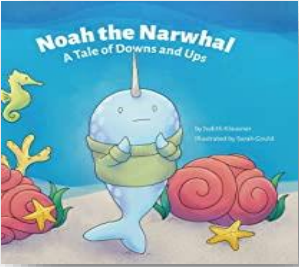
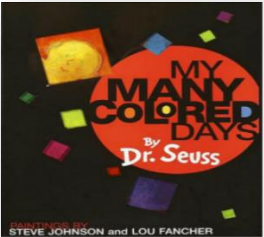
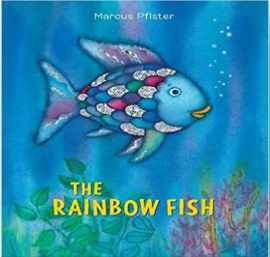


# Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Today I Feel Silly and Other Moods that Make My Day</b> By Jamie Lee Curtis	Silly, cranky, excited, or sad, everyone has moods that can change each day. Zany and touching verse, paired with whimsical and original illustrations, helps kids explore, identify, and, even have fun with their ever-changing moods.	<b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>Language and Literacy:</b> <b>IV.F.2.a.</b> Distinguished individual words within spoken phrases or sentences.
	<b>When I Am/Cuando estoy</b> by Gladys Rosa Mendoza	Help your child understand the international language of emotion with this useful English and Spanish language-learning book. It teaches children vocabulary words for emotions and even suggests constructive ways to deal with some of their negative feelings. The brightly illustrated boys and girls express a variety of emotions and tell how they react. Children will easily relate to the everyday situations depicted on the pages. A pronunciation guide at the back of the book makes it easy for children to practice saying all of the new words they have learned.	<b>Social and Emotional Development:</b> <b>III.A.2.a.</b> Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to responds appropriately. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.
	<b>The Lion and the Mouse</b> By Jerry Pinkney	In this wordless adaptation of one of Aesop's most beloved fables, an unlikely pair learn that no act of kindness is ever wasted. After a ferocious lion spares a cowering mouse that he had planned to eat, the mouse later comes to his rescue, freeing him from a poacher's trap. Includes vivid depictions of the landscape of the African Serengeti.	<b>Social and Emotional Development:</b> <b>III.A.2.a.</b> Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to responds appropriately. <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.

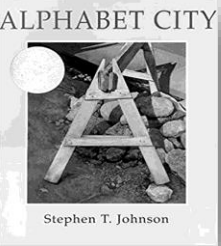




## Social and Emotional Development Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Noah the Narwhal: A Tale of Downs and Ups</b> By Judith Klausner	Noah the Narwhal has good days, when he is productive and social, and pain days, when he needs to rest. His friends and family can find it difficult to handle the unpredictability. Can they come to see that having him in their lives is absolutely worth it?	<b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.
	<b>My Many Colored Days</b> by Dr. Seuss	This book is a wonderful way for parents to talk with children about their feelings. A spectrum of vibrant colors and a menagerie of animals show a range of human moods and emotions.	<b>Social and Emotional Development:</b> <b>III.B.1.a.</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. <b>III.D.4.a.</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings.
	<b>The Rainbow Fish</b> by Marcus Pfister	Rainbow-colored foil stamping glitters on every page of this unique book about a beautiful fish who learns to make friends by sharing his most prized possessions, his shimmering scales.	<b>Social and Emotional Development:</b> <b>III.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. <b>III.D.1.a.</b> Engages in associative play and begins to play cooperatively with friends.

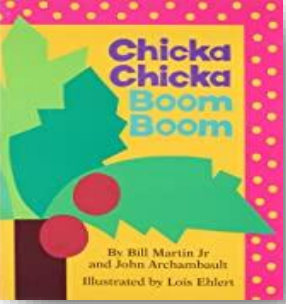
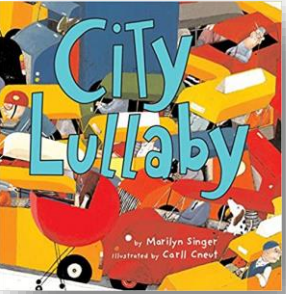
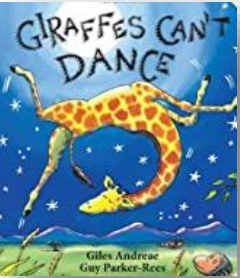


## Language and Literacy Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Alphabet City</b> by Stephen T. Johnson	The urban landscape will never look the same again. As Stephen T. Johnson demonstrates in a series of strikingly realistic pastels and watercolors, a simple sawhorse can contain the letter "A" while lampposts alongside a highway can form a row of elegant, soaring Ys. This sophisticated; wordless alphabet book is sure to appeal to young and old alike.	<b>Language and Literacy:</b> <b>IV.F.3.b.</b> Recognizes almost all letters when named (e.g. when shown a group of letters, can accurately identify, verbally or non-verbally, the letter that is named).
	<b>Beatrice Doesn't Want To</b> by Laura Numeroff	Beatrice does not like books, and she does not like tagging along with her brother to the library. She does not want to get books from the shelf. She does not want to let Henry work, and she certainly does not want to sit in a room full of kids during story hour. Is there anything that could possibly change her mind?	<b>Language and Literacy:</b> <b>IV.F.1.a.</b> Selects books for reading enjoyment and reading related activities including pretending to read to self or others.
	<b>Bear Snores On</b> by Karma Wilson	One by one, a whole host of different animals and birds find their way out of the cold and into Bear's cave to warm up. Even after they brew the tea and pop the corn, Bear just snores on! See what happens when he finally wakes up and finds his cave full of uninvited guests, all of them having a party without him!	<b>Language and Literacy:</b> <b>IV.C.2.a.</b> Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words). <b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence from 1-31. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors. <b>VI 1.b.</b> Notices the similarities and difference among various living things.

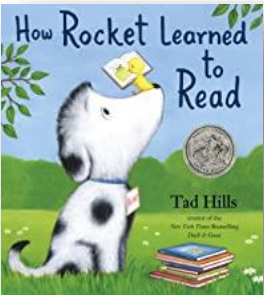
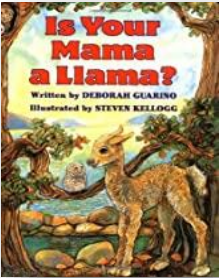
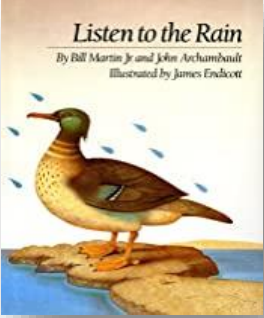


## Language and Literacy Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Chicka Chicka Boom Boom</b> by Bill Martin Jr.	A told B and B told C, I'll meet you at the top of the coconut tree. In this lively alphabet rhyme, all the letters of the alphabet race each other up the coconut tree. Will there be enough room? Oh, no - Chicka Chicka Boom! Boom! The authors have created a rhythmic alphabet chant that rolls along on waves of fun. A rainbow of bright, bold, cheerful colors makes the merry parade of letters unforgettable.	<b>Language and Literacy:</b> <b>IV.F.3.b.</b> Recognizes almost all letters when named (e.g. when shown a group of letters, can accurately identify, verbally or non-verbally, the letter that is named). <b>IV.F.2.f.</b> Combines onset and rime to form a familiar one-syllable with and without pictorial support (e.g. when shown different pictures and adult says “/c/” + “at”, child can select the picture of the cat).
	<b>City Lullaby</b> by Marilyn Singer	Ice cream truck jing-a-linging. Nine phones ringing, ten horns beeping. In the stroller, Baby is sleeping. Will anything wake up that snoozing baby? Follow the red stroller through the cacophony (noise) of the city and find out! Rhythm, rhyme, and lots of noisy onomatopoeia, coupled with chaotic, colorful art, make this a rowdy read-aloud, with plenty of things to find and count on every page.	<b>Language and Literacy:</b> <b>IV.C.1.a.</b> Demonstrate understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g. world knowledge, names of body parts and feelings).
	<b>Giraffes Can't Dance</b> by Giles Andreae	<i>Giraffes Can't Dance</i> is a touching tale of Gerald the giraffe, who wants nothing more than to dance. With crooked knees and thin legs, it is harder for a giraffe than you would think. Gerald is finally able to dance to his own tune when he gets some encouraging words from an unlikely friend. With light-footed rhymes and high-stepping illustrations, this tale is gentle inspiration for every child with dreams of greatness.	<b>Language and Literacy:</b> <b>IV.F.2.a.</b> Distinguished individual words within spoken phrases or sentences. <b>Social and Emotional Development:</b> <b>II.C.2.b.</b> Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.

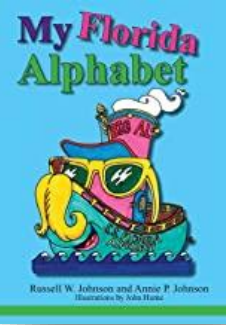
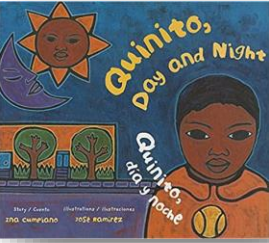



## Language and Literacy Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>How Rocket Learned to Read</b> by Tad Hills	Follow along as Rocket masters the alphabet, sounds out words, and finally . . . learns to read all on his own!	<b>Language and Literacy:</b> <b>IV.F.1.a.</b> Selects books for reading enjoyment and reading related activities including pretending to read to self or others. <b>IV.F.3.c.</b> Deletes a word from a compound word (e.g. “starfish” - “star” = “fish”) <b>IV.F.3.d.</b> Combines syllables into words (e.g. “sis” + “ter” = “sister”).
	<b>Is Your Mama a Llama?</b> by Deborah Guarino	Six lovable animals use humorous rhymes to help Lloyd the llama discover what kind of animal his mother is.	<b>Language and Literacy:</b> <b>IV.C.2.b.</b> Uses a variety of word-meaning relationships (e.g. part-whole, object-function, object- location). <b>IV.F.2.a.</b> Distinguished individual words within spoken phrases or sentences. <b>Social and Emotional Development:</b> <b>III.D.4.d.</b> Identifies self as a unique member of a group (e.g. class, school, family or larger community).
	<b>Listen to the Rain</b> By Bill Martin Jr. By Bill Martin Jr. and John Archambault Illustrated by James Endicott	This book evokes the beauty and the mystery, and the sounds and the silences of rain. The melodies and rhythm of language, combined with almost abstract paintings, have created a lyrical book that is perfect for reading aloud on a rainy day.	<b>Language and Literacy:</b> <b>IV.C.2.a.</b> Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words). <b>IV.F.2.a.</b> Distinguished individual words within spoken phrases or sentences.



# Language and Literacy Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>My Florida Alphabet</b> by Annie P. Johnson	<i>My Florida Alphabet</i> is not just another alphabet. Join Big Al, the tugboat, as he chugs through Florida from A to Z, and sing along, performing the gestures for each letter. Research continues to prove that adding movement, music, and rhythm facilitates learning.	<b>Language and Literacy:</b> <b>IV.C.2.a.</b> Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words). <b>IV.F.3.d.</b> Combines syllables into words (e.g. “sis” + “ter” = “sister”). <b>Social Studies:</b> <b>VII.A.4.</b> Explores cultural attributes by comparing and contrasting different characteristics (e.g. language, literature, music, arts, artifacts, foods, architecture and celebrations).
	<b>Quinito, Day and Night</b> <b>Quinito, día y noche</b> (Spanish version) by Ina Cumpiano	This is a delightful story full of opposites. From first thing in the morning until he goes to sleep at night, Quinito is up and running fast or slow, depending on the day. If it is sunny, he is off to the park to swing high and low. If it's rainy, Quinito stays home, where he can be quiet at naptime and loud at playtime. There is so much to do before the sun sets.	<b>Language and Literacy:</b> <b>IV.C.1.b.</b> Demonstrates understanding of functional and organizational language (e.g. same and different, in front of and behind, next to, opposite, below) in multiple environments. <b>IV.C.2.b.</b> Uses a variety of word-meaning relationships (e.g. part-whole, object-function, object-location).
	<b>Wish</b> by Emma Dodd	This brave little wolf cub has someone special who always wants the very best for him and loves teaching him the ways of the world. Side by side, they make a super team!	<b>Language and Literacy:</b> <b>IV.C.2.a.</b> Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words). <b>Social and Emotional Development:</b> <b>III.C.1.a.</b> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.




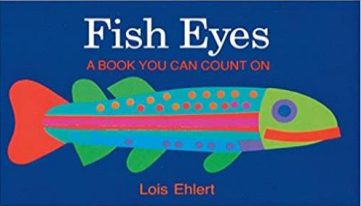
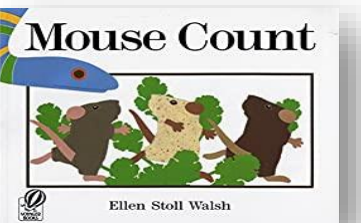
## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>10 Black Dots</b> by Donald Crews	This picture book is an excellent choice to share with children ages 4 to 6. What can you do with ten black dots? One dot can make a sun, two dots can make the eyes of a fox, three dots can make a snowman's face, and that is just the beginning in this unique counting book!	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.
	<b>Baby Goes to Market</b> by Atinuke	When Baby and Mama go to the market, Baby is so adorable that the banana seller gives him six bananas. Baby eats one and puts five in the basket, but Mama does not notice. As Mama and Baby wend their way through the stalls, cheeky Baby collects five oranges, four biscuits, three ears of sweet corn, and two pieces of coconut, until Mama notices that her basket is getting very heavy! Poor Baby, she thinks, he must be very hungry by now! Rhythmic language, visual humor, and a bounty of delectable food make this a tale that is sure to whet little appetites for story time.	<b>Mathematical Thinking:</b> <b>V.B.2.</b> Begins to demonstrate how to compose and decompose (build and take apart) set up to eight, using objects, fingers and acting out.
	<b>Chicka, Chicka 1, 2, 3</b> by Bill Martin, Jr. and Michael Sampson	In the story, 101 numbers climb up an apple tree (1-20, one at a time, then by 10s). As each group of numbers climbs up, a worried zero asks "Chicka Chicka 1, 2, 3... Will there be a place for me?" Before zero can climb the tree, along comes two bees and the other numbers scramble down.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>Language and Literacy:</b> <b>IV.F.2.a.</b> Distinguished individual words within spoken phrases or sentences. <b>IV.F.2.f.</b> Combines onset and rime to form a familiar one-syllable with and without pictorial support (e.g. when shown different pictures and adult says "/c/" + "at", child can select the picture of the cat).



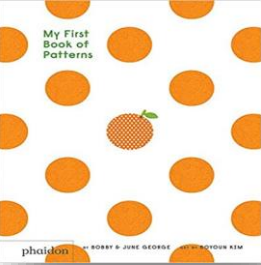

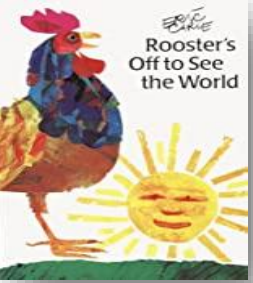


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Cubes, Cones, Cylinders &amp; Spheres</b> by Tana Hoban	Cubes, cones, cylinders, and spheres. The incomparable photographs are the stuff of everyday life. They are all around us all the time. In our houses, on our streets, in our hands.	<b>Mathematical Thinking:</b> <b>V.D.4.</b> Constructs with three-dimensional shapes in the environment through play (e.g. building castles in the construction area).
	<b>Fish Eyes</b> by Lois Ehlert	With cutout fish eyes to touch and an energetic fish friend to guide them, children will have so much fun they will not even notice they are learning!	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>Language and Literacy:</b> <b>IV.F.1.a.</b> Selects books for reading enjoyment and reading related activities including pretending to read to self or others.
	<b>Mouse Count</b> by Ellen Stoll Walsh	This book introduces the concept of counting forward and backward in a suspenseful story that will keep young readers guessing.	<b>Mathematical Thinking:</b> <b>V.B.2.</b> Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out.

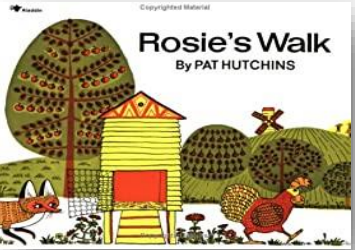
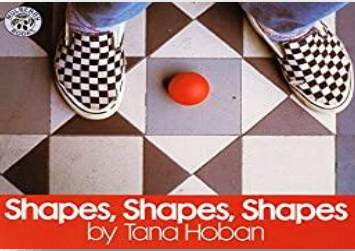


## Mathematical Thinking Domain

	<p><b>My First Book of Patterns</b> by Bobby &amp; June George, Boyoun Kim</p>	<p>A patterns concept book that provides readers with the vocabulary to name what they see in the world around them. Stripes, polka dots, plaid, chevron, and more. See ten of the most prevalent patterns presented first as a single element (<i>This is a circle ...</i>), then as a pattern, (<i>... many circles make polka dots!</i>).</p>	<p><b>Mathematical Thinking:</b> <b>V.C.1.</b> Identifies and extends a simple AB repeating pattern. <b>V.C.2.</b> Duplicates a simple AB pattern using different objects <b>V.C.3.</b> Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g. ABB or ABC).</p>
	<p><b>National Geographic Kids Look and Learn: Patterns</b> by National Geographic Kids</p>	<p>Children will learn how to identify simple patterns. Through photography, colorful designs, and simple text children are able to learn quickly with this exciting and approachable tool.</p>	<p><b>Mathematical Thinking:</b> <b>V.C.1.</b> Identifies and extends a simple AB repeating pattern.</p>
	<p><b>Rooster's Off to See the World</b> by Eric Carle</p>	<p>This book is a simple introduction to the meaning of numbers and sets. Fourteen animals join a rooster on his way to see the world.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.</p>

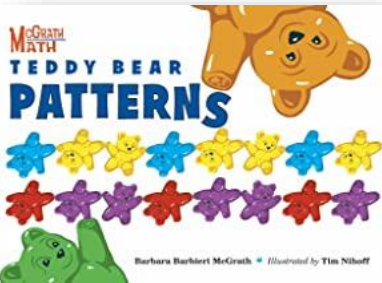
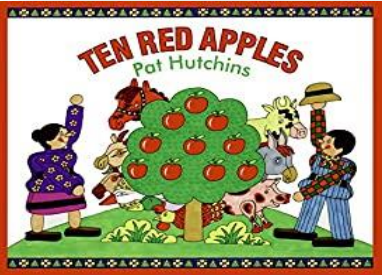
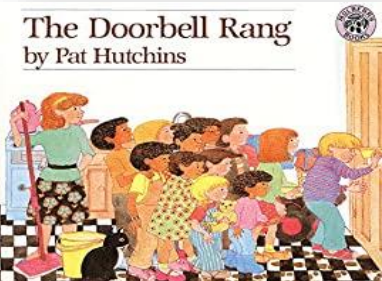


## Mathematical Thinking Domain

	<p><b>Rosie's Walk</b> by Pat Hutchins</p>	<p>Rosie the hen leaves the chicken coop and sets out for a little walk. Right behind her is the fox, slyly trying to catch up with her. Rosie's walk is quiet, uneventful and eventually leads her back to the coop, blissfully unaware of the fox's travails as he tries, unsuccessfully, to navigate the obstacle course as he follows Rosie.</p>	<p><b>Mathematical Thinking:</b> <b>V.E.1.</b> Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity.</p>
	<p><b>Shapes, Shapes, Shapes</b> by Tana Hoban</p>	<p>Whenever you are inside or outside, there are shapes to discover. Look around. How many circles, squares, stars, triangles, hearts, and rectangles can you see? They are everywhere!</p>	<p><b>Mathematical Thinking:</b> <b>V.D.1.</b> Recognizes and names two-dimensional shapes of different size and orientation.</p>

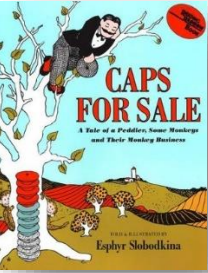

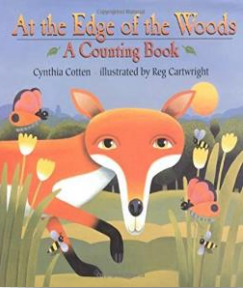


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Teddy Bear Patterns</b> by Barbara Barbieri McGrath	<i>Teddy Bear Patterns</i> uses rhyming verse to explain the concepts illustrated by the colorful teddies. This simple text helps children to follow along as the teddy bears sort by color, and arrange into patterns of two colors, three colors, and so on. Readers will also discover how they can use patterns to skip count, add, and even multiply, before trying their hand at creating a pattern of their own.	<b>Mathematical Thinking:</b> <b>V.C.1.</b> Identifies and extends a simple AB repeating pattern. <b>V.C.2.</b> Duplicates a simple AB pattern using different objects <b>V.C.3.</b> Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g. ABB or ABC).
	<b>Ten Red Apples</b> by Pat Hutchins	Ten red apples hanging on a tree. Yippee, fiddle-dee-fee! However, they are not there for long. Horse, cow, donkey, pig, hen, and the other farm animals each eat one. "Save one for me," calls the farmer. What about the farmer's wife? Count on Pat Hutchins to solve the problem happily, and count the red apples before they are all gone!	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.
	<b>The Doorbell Rang</b> by Pat Hutchins	Each ring of the doorbell brings more friends to share the delicious cookies Ma has made in this beloved classic. This enjoyable read-aloud picture book about friendship, sharing, and the use of cookies introduce basic math concepts to young children.	<b>Mathematical Thinking:</b> <b>V.B.2.</b> Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out.

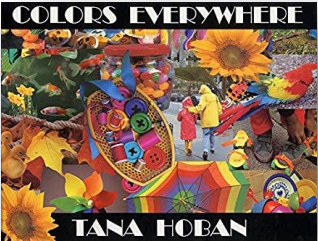
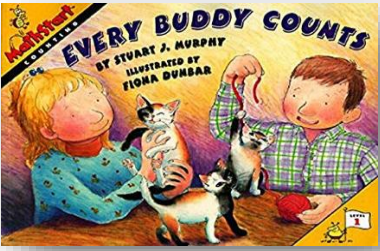
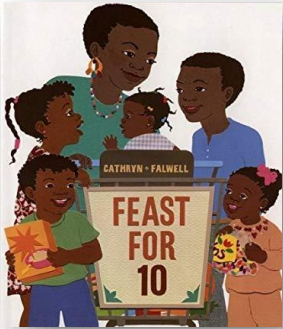


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Caps for Sale</b> by Esphyr Slobodkina</p> <p><b>Se venden gorras</b> by Esphyr Slobodkina (Spanish version)</p>	<p>A peddler walks around town trying to sell caps that he keeps in a big stack on his head. The stack of caps lends itself well to teaching patterns to children. After leaning against a tree to take a nap, the peddler learns that monkeys have stolen all but one of his caps. The story continues as the peddler attempts to get his caps back from the monkeys. Once getting the caps back, the peddler must duplicate the identical pattern of stacked caps at the beginning of the story.</p>	<p><b>Mathematical Thinking:</b> <b>V.C.3.</b> Recognizes the unit of repeat of a more complex pattern and extends the pattern.</p>
	<p><b>Christmas Eve Blizzard</b> by Andrea Vlahakis and Emanuel Schongut</p>	<p>Nicholas and his grandfather push aside their Christmas preparation to rescue a beautiful cardinal during a blizzard. The bird quickly responds to their kindness, regains its strength, and flies off. The cardinal sweetly and unexpectedly rewards the boy, his grandfather, and their entire village with a lifetime of Christmas cheer. Several counting opportunities exist throughout the book including the number of Nicholas' scarves, steps, and cardinals in the tree.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.</p> <p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors.</p>
	<p><b>At the Edge of the Woods: A Counting Book</b> by Cynthia Cotton</p>	<p>This book depicts chipmunk, foxes, bees, mice, butterflies, ants, and other forest animals. Each page depicts a number, corresponding text, and animals to count. At the end, all of the animals unite while hiding from a bear. This gives children one final counting opportunity.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.</p> <p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>

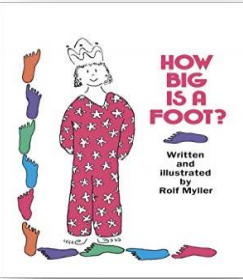
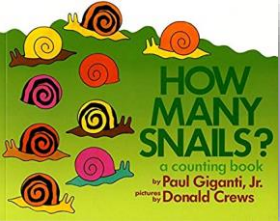
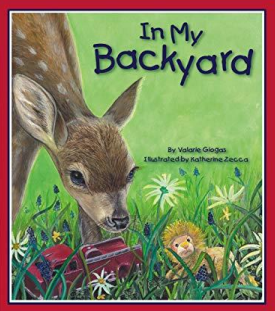


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Colors Everywhere</b> by Tana Hoban	This wordless book features photos of colorful objects and settings that are the perfect backdrop for counting and discussing objects.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.
	<b>Every Buddy Counts</b> by Stuart J. Murphy	In <i>Every Buddy Counts</i> , a young girl counts her friends and her pets in order to cheer herself up. Children are able to see the written numbers, hear the number names within the text and count the sets of objects illustrated on each page. At the end of the book, children are able to summarize their counting from one to ten. There are suggestions at the end for related activities, such as measuring to make cookies.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.
	<b>Feast for 10</b> by Cathryn Falwell	In this rhyming counting book, a mother and her children shop for and prepare dinner. At the grocery store, the counting begins with one grocery cart and ends with ten hands helping to load the car. Back at home, the numbers repeat from one car to ten people ready to eat dinner. The book assigns numerical representations among written numerals, sets of objects, and number names from one to ten.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.

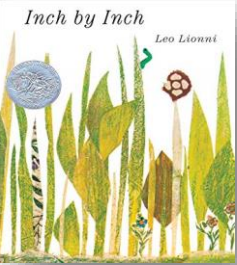
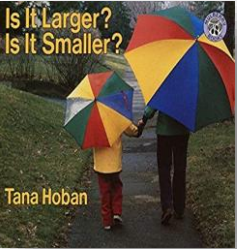
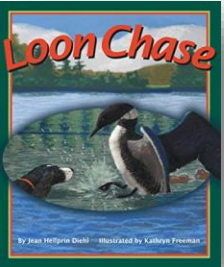


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>How Big Is A Foot?</b> by Rolf Myller</p>	<p>The King wants to give the Queen something special for her birthday. The Queen has everything, everything except a bed. The trouble is that no one in the Kingdom knows the answer to a very important question, “How Big is a Bed?” because beds at the time did not exist. The Queen's birthday is only a few days away. How can they figure out what size the bed should be?</p>	<p><b>Mathematical Thinking:</b> <b>V.F.2.</b> Identifies measureable attributes such as length and weight and solves problems by making direct comparison of objects.</p>
	<p><b>How Many Snails: A Counting Book</b> by Paul Giganti</p>	<p>This book helps readers count sets of objects and compare the differences between various sets (e.g., "How many clouds were there? How many clouds were big and fluffy? How many clouds were big, fluffy, and gray?"). There are vivid drawings of interesting things on each page for children to count. On each page, there is an increasing number of objects to count, going as high as the 40's.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities. <b>V.A.6.</b> Uses counting and matching strategies to find which is more, less or equal to.</p>
	<p><b>In My Backyard</b> by Valarie Giogas</p>	<p>In this rhyming counting book, readers learn to count from one to ten and learn the names of many backyard animals. The book assigns numerical representations among written numerals, sets of objects, and number names from one to ten.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>



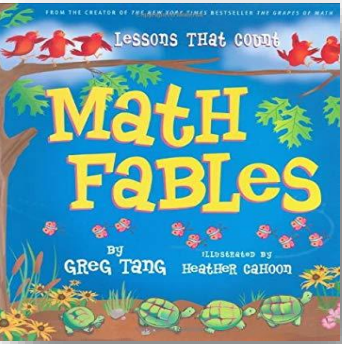
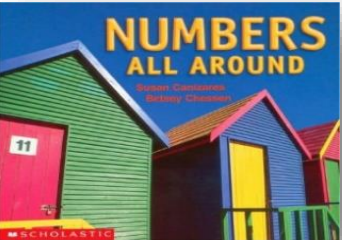
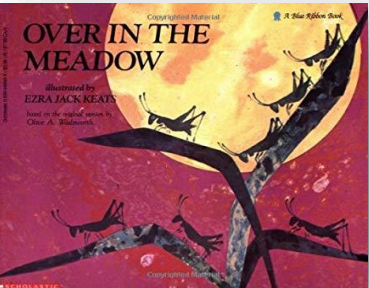
## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Inch By Inch</b> by Leo Lionni	A small green inchworm is proud of his skill at measuring anything, a robin's tail, a flamingo's neck, a toucan's beak. Then one day a nightingale threatens to eat him if he cannot measure his song. Children will enjoy the clever inchworm's solution and delight in finding the tiny hero on every page.	<b>Mathematical Thinking:</b> <b>V.F.2.</b> Identifies measurable attributes such as length and weight and solves problems by making direct comparison of objects. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.
	<b>Is It Larger? Is It Smaller?</b> by Tana Hoban	This wordless book features photos of everyday objects and events that can be used to discuss comparison and measurement vocabulary such as small, smaller, smallest (seriation), more than, same, pair (two of an object).	<b>Mathematical Thinking:</b> <b>V.F.2.</b> Identifies measurable attributes such as length and weight and solves problems by making direct comparison of objects.
	<b>Loon Chase</b> by Jean Heilprin Diehl	In this book, a boy and his mother are canoeing with their bird dog. The dog sees a loon and chases after it. The boy tries to stop the dog from reaching the endangered loon. The text throughout the book uses positional words and describes the dog's position from the boy's perspective. The story teaches math concepts although the heavy text may necessitate reading the book over the course of several days.	<b>Mathematical Thinking:</b> <b>V.E.1.</b> Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors.



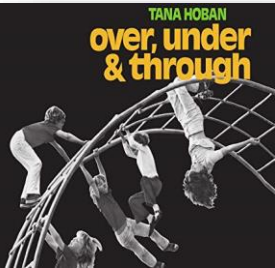
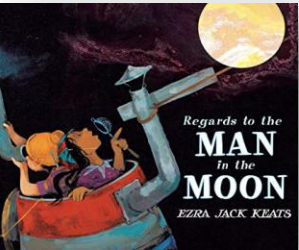
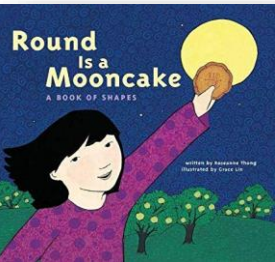


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Math Fables</b> by Greg Tang	From 1 to 10, these "lessons that count" are math magic for learning addition and subtraction through charming "fables" about concepts that are relevant to the very youngest math learners, sharing, teamwork, etc. Children are encouraged to see the basics of addition and subtraction in entirely new ways. Fresh, fun, and most of all, inspiring, <i>Math Fables</i> is perfect for launching young readers on the road to math success!	<b>Mathematical Thinking:</b> <b>V.B.1.</b> Explores quantities up to eight using objects, fingers and dramatic play to solve real-world problems.
	<b>Numbers All Around</b> by Betsey Chessen and Susan Canizares	Simple text and photographs depict the numbers one to twelve in interesting places.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.
	<b>Over in the Meadow</b> by Ezra Jack Keats	A little turtle, two little fish, three little bluebirds, four little muskrats, five little honeybees, six little crows, seven little crickets, eight little lizards, nine little frogs, and ten little fireflies all do what their mothers ask.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.

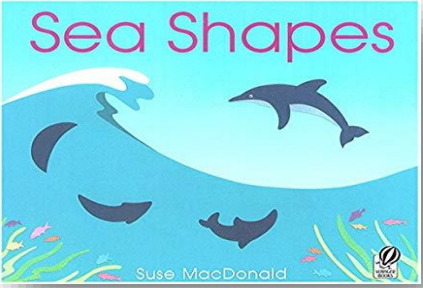

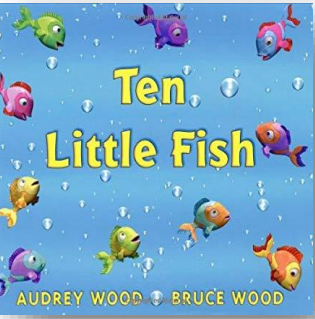


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Over, Under, Through</b> by Tana Hoban	Leap-frogging over a fire hydrant, ducking under "London Bridge," and crawling through a pipe tunnel. Brilliant photographs of children transform these activities into a fascinating exploration of spatial concepts. There are twelve concepts in all and some surprising discoveries for the young child.	<b>Mathematical Thinking:</b> <b>V.E.2.</b> Uses directions to move through space and finds places in space.
	<b>Regards to the Man in the Moon</b> by Ezra Jack Keates	Louie makes a spaceship out of junk. As he journeys through space in his spaceship, positional words within the text allow Louie and his friends to navigate through space and realize where various objects are in space. As Louie and his friends travel through a rock storm, they use directions to navigate around the danger and positional words allow children to understand where Louie's spaceship is in relation to the rocks.	<b>Mathematical Thinking:</b> <b>V.E.2.</b> Uses directions to move through space and finds places in space. <b>Scientific Inquiry:</b> <b>VI.D.1.</b> Begins to explore and discuss simple observations of characteristics and movement of clouds, sun, moon and stars.
	<b>Round is a Mooncake</b> by Roseanne Thong	A little girl's urban neighborhood becomes a discovery ground for all things round, square, and rectangular in this lyrical picture book. Most items are Asian in origin, others universal: round rice bowls and a found pebble, square dim sum and the boxes that the pizzas come in, rectangular Chinese lace and a very special pencil case. Bright, whimsical art accompanies the narrative rhyme, and a short glossary adds cultural significance to the objects featured in the book.	<b>Mathematical Thinking:</b> <b>V.D.1.</b> Recognizes and names two-dimensional shapes of different size and orientation.

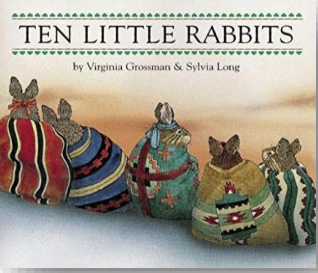
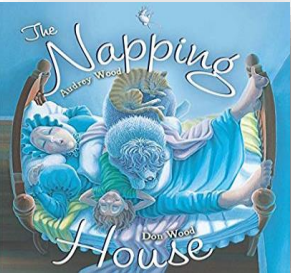
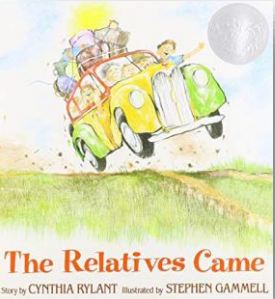


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Sea Shapes</b> by Suse MacDonald	This engaging concept book invites very young children to identify basic shapes that transform into beautiful undersea creatures. Includes an informative glossary of sea facts.	<b>Mathematical Thinking:</b> <b>V.D.1.</b> Recognizes and names two-dimensional shapes of different size and orientation. <b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.
	<b>So Many Circles, So Many Squares</b> by Tana Hoban	Some circles are parts of spheres or cylinders. Some squares are a part of cubes. There are shapes all around us.	<b>Mathematical Thinking:</b> <b>V.D.1.</b> Recognizes and names two-dimensional shapes of different size and orientation.
	<b>Ten Little Fish</b> by Audrey and Bruce Wood	Follow ten little fish as they swim along a beautiful ocean reef, one by one departing from the school for different reasons, eventually leaving one fellow all alone. What will he do? Along comes another, and that makes two! Soon they become a father and a mother with ten little children of their own. The rhyming text helps readers go from one to ten and back again, and each illustration pops with all the color and depth of an underwater playground.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.

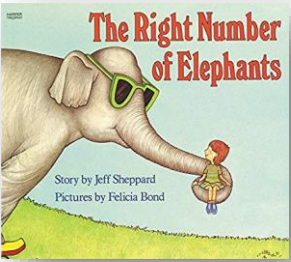
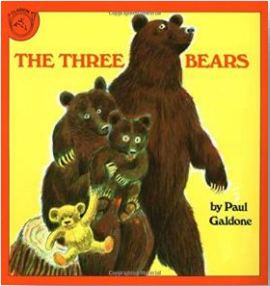
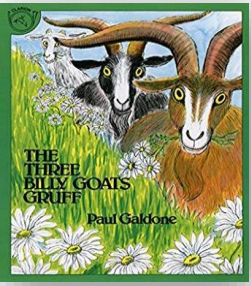


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Ten Little Rabbits</b> by Virginia Grossman and Sylvia Long	This rhyming counting book celebrates Native American culture and rabbits. From one lonely traveler to ten sleepy weavers, children are able to hear the number name within the text and count the sets of objects on each page. The only drawback is that the written numeral does not appear on the pages. There are numerals from one to ten on the last page.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.
	<b>The Napping House</b> by Don Wood	A cozy bed piled high with a snoring granny, a dreaming child; a dozing dog, a snoozing cat, and a slumbering mouse are in the napping house. All is at peace until the appearance of an unexpected visitor, and before you know it, no one is sleeping!	<b>Mathematical Thinking:</b> <b>V.F.3.</b> Seriates up to six objects in order by height or length. <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.
	<b>The Relatives Came</b> by Cynthia Rylant	In a rainbow-colored station wagon that smelled like a real car, the relatives came. When they arrived, they hugged and hugged from the kitchen to the front room. All summer they tended the garden and ate up all the strawberries and melons. They plucked banjos and strummed guitars. When they finally had to leave, they were sad, but not for long. They all knew they would be together next summer.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.C.3.</b> Recognizes the unit of repeat of a more complex pattern and extends the pattern. <b>V.D.1.</b> Recognizes and names two-dimensional shapes of different size and orientation.

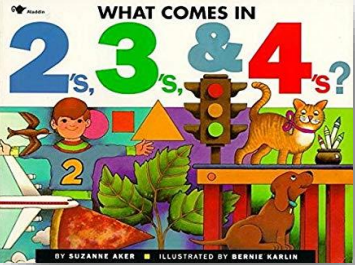


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>The Right Number of Elephants</b> by Jeff Sheppard	This is a counting book with a humorous tone. Children will be encouraged to count from ten down to one. The numerical representations throughout the book are in written numerals and illustrated with sets of elephants. Children and their teacher can count along with the story from ten to one.	<b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31. <b>V.A.7.</b> Reads and writes some numeral one to 10 using appropriate activities.
	<b>The Three Bears</b> by Paul Galdone	This traditional story of the three bears features illustrations that show seriation in the size of bears, bowls, chairs, and beds.	<b>Mathematical Thinking:</b> <b>V.F.3.</b> Seriates up to six objects in order by height or length. <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.
	<b>The Three Billy Goats Gruff</b> by Paul Galdone	This traditional retelling of <i>The Three Billy Goats Gruff</i> features seriation. The sizes of the goats as well as the sound of the goats going over the bridge are both types of seriation (visual and aural).	<b>Mathematical Thinking:</b> <b>V.F.3.</b> Seriates up to six objects in order by height or length.

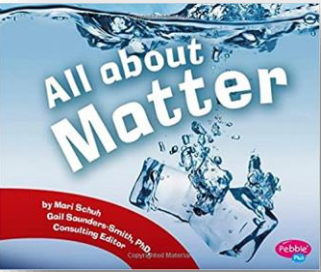
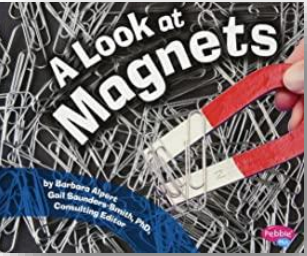
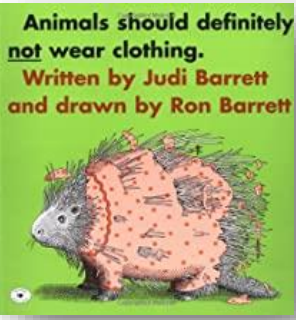


## Mathematical Thinking Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>What Comes in 2's, 3's and 4's?</b> by Suzanne Aker</p>	<p>This book features sets of everyday objects found in children's lives, whether grouped by twos (body parts), threes (eating utensils), or fours (wheels on a car). Many pictures include symmetrical objects, allowing the exploration of symmetry and non-symmetry.</p>	<p><b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.</p>

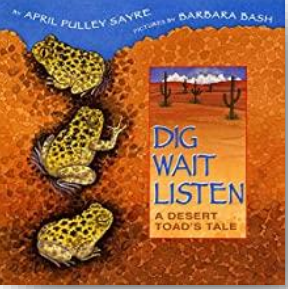
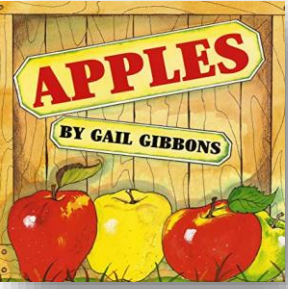
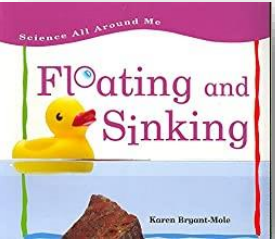


## Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>All About Matter</b> by Mari Schuh</p>	<p>This is a children's physical science book. This book gives information (e.g., the definition and the components of matter) and brief facts about matter. There are different examples of the various types of matter (liquid, solid, gas).</p>	<p><b>Scientific Inquiry:</b> <b>VI.1.d.</b> Investigates and describes changing states of matter...liquid, solid, gas.</p>
	<p><b>A Look at Magnets</b> by Barbara Alpert</p>	<p>Introduce young learners to the science behind magnets! Through full-color photos and simple, easy-to-follow text, this nonfiction book introduces emergent readers to the basics of magnets (e.g., how magnets work, magnetic fields) and more!</p>	<p><b>Scientific Inquiry:</b> <b>VI.A.3.e.</b> Makes predictions and tests their predictions through experimentation and investigation. <b>VI.A.3.c.</b> Begins to form conclusions and construct explanations. <b>VI.A.3.d.</b> Shares findings and outcomes of experiments.</p>
	<p><b>Animals Should Definitely <u>not</u> Wear Clothing</b> by Judi and Ronald Barrett</p>	<p>Animals should definitely not wear clothing, because a snake would lose it, a Billy goat would eat it for lunch, and it would always be wet on a walrus! This book shows children why animals' clothing is perfect, just as it is.</p>	<p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>



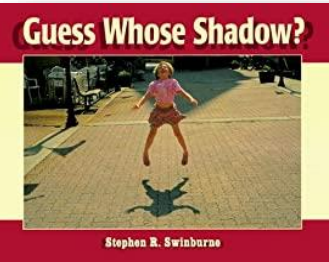


## Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Dig, Wait, Listen</b> by April Pulley Sayre</p>	<p>The desert Southwest is full of sounds, Skitter, skitter, and scratch. A scorpion is crawling. Pop, pop, pop. But the spadefoot toads quiet in her underground burrow, listening for one sound in particular...What is that sound? What will the spadefoot toad do when she hears it?</p>	<p><b>Scientific Inquiry:</b>  <b>VI.B.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors.  <b>VI.B.1.b.</b> Notices the similarities and difference among various living things.</p>
	<p><b>Apples</b> by Gail Gibbons</p>	<p>Apple trees grow in more parts of the world than any other fruit tree. From blossom to pollination to picking, here is information about how they grow their various parts, and the different varieties. Instructions on how to plant and care for an apple tree are included.</p>	<p><b>Scientific Inquiry:</b>  <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors.</p>
	<p><b>Floating and Sinking</b> by Karen Bryant-Mole</p>	<p>This book describes why things float or sink and presents simple experiments to demonstrate the scientific principles involved.</p>	<p><b>Scientific Inquiry:</b>  <b>VI.A.3.e.</b> Makes predictions and tests their predictions through experimentation and investigation.  <b>VI.A.3.c.</b> Begins to form conclusions and construct explanations.  <b>VI.A.3.d.</b> Shares findings and outcomes of experiments.</p>



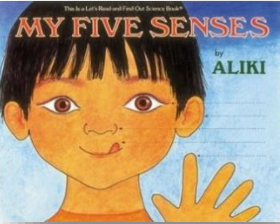
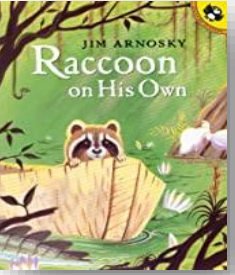
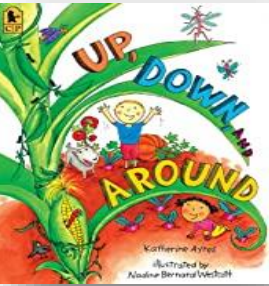


# Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Guess Whose Shadow?</b> by Stephen R. Swinburne</p>	<p>Young children learn how shadows are created and tangible reasons why shadows vary in size, shape, and location. Half of the book invites readers to guess the origins of the shadows in vivid full-color photographs; subsequent pages provide the answers to the mysteries. A foreword contains information regarding the scientific reasons for shadows.</p>	<p><b>Scientific Inquiry:</b> <b>VI.C.1.e.</b> Explores the relationship of objects to light.</p>
	<p><b>Hot and Cold</b> by Sian Smith</p>	<p>With engaging photos and patterned text, books in this series are perfect for introducing emergent readers to the topic of opposites. In this book, readers are shown fun and familiar examples of hot and cold things and quizzed on their ability to identify things that are hot or cold.</p>	<p><b>Scientific Inquiry:</b> <b>VI.D.1.a.</b> Describe properties of water including changes in the states of water liquid, solid and gas. <b>VI.A.3.e.</b> Begins to form conclusions and construct explanations.</p>
	<p><b>I Love Bugs!</b> by Philemon Sturges</p>	<p>Come explore the amazing world of bugs! The friendly bugs that crawl all over these pages include hungry caterpillars, busy ants, and graceful dragonflies.</p>	<p><b>Scientific Inquiry:</b> <b>VI.B.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.B.1.b.</b> Notices the similarities and difference among various living things.</p>

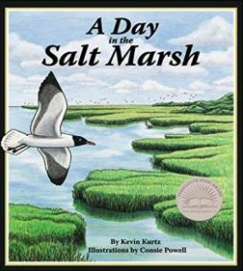




## Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>My Five Senses</b> by Aliko	How do children learn what the world is like? Through their five senses! Each sound and taste, each smell, sight, and touch helps one to discover something new. This book helps children find out more about their senses, including what they are and what they can learn through them about the exciting world.	<b>Scientific Inquiry Domain</b> <b>VI.A.1.e.</b> Identifies each of the five senses and their relationship to each of the sense organs. <b>VI.A.1.b.</b> Begins to identify and make observations about what can be learned about the world using each of the five senses.
	<b>Raccoon on His Own</b> by Jim Arnosky	A baby raccoon feels afraid as he goes downstream in an abandoned canoe. Soon he notices all kinds of things he has never seen before, and from the safety of his little boat, he begins to explore the world around him. Paralleling the exciting-and often frightening-experience of a child's first adventure away from home, <i>Raccoon on His Own</i> offers little ones a glimpse of being on their own for the very first time.	<b>Scientific Inquiry Domain</b> <b>VI.B.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.B.1.b.</b> Notices the similarities and difference among various living things.
	<b>Up, Down and Around</b> by Katherine Ayres	From seeds dropping into soil to corn bursting from its stalks, from children chasing butterflies to ants burrowing underground, everything in this vibrant picture book pulses with life, in all directions! Lively illustrations set the mood for a rhythmic text that follows nature's course to a feast of backyard bounty.	<b>Scientific Inquiry Domain</b> <b>VI.B.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI. B.1.b.</b> Notices the similarities and difference among various living things. <b>VI. B.1.e.</b> Observes that living things differ with regard to their needs and habitats. <b>Mathematical Thinking Domain</b> <b>V.F.2.</b> Identifies measureable attributes such as length and weight and solves problems by making direct comparisons of objects.

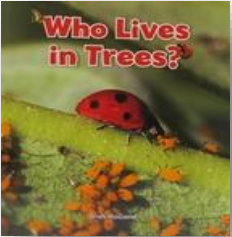

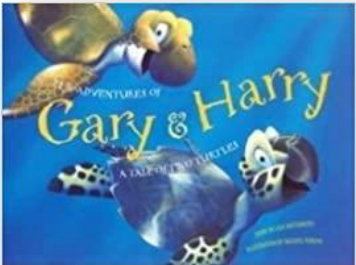


## Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>A Day In the Salt Marsh</b> by Kevin Kurtz	The book describes a salt marsh throughout the day. Beginning at sunrise, the verses present a hour-by-hour look at the activities of various creatures and changes in the tide. The text of the story includes positional words and measurement vocabulary, such as long, small, high, and above.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristics of a variety of plants and animals, including physical attributes and behaviors. <b>VI 1.b.</b> Notices the similarities and difference among various living things. <b>Mathematical Thinking:</b> <b>V.E.1.</b> Describes relationships between objects with words and gestures by constructing models to demonstrate and understand of proximity.
	<b>Feathers for Lunch</b> by Lois Ehlert	An escaped house cat encounters twelve common birds in the backyard but captures only feathers for lunch. A wonderful introduction to bird watching.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.
	<b>What Do You Do With a Tail Like This?</b> by Steve Jenkins and Robin Page	A nose for digging? Ears for seeing? Eyes that squirt blood? Explore the many amazing things animals can do with their ears, eyes, mouths, noses, feet, and tails in this beautifully interactive guessing story.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.

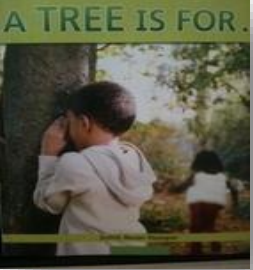
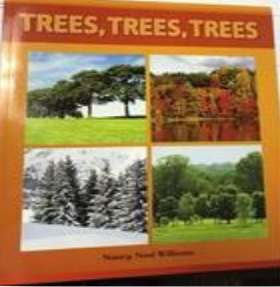
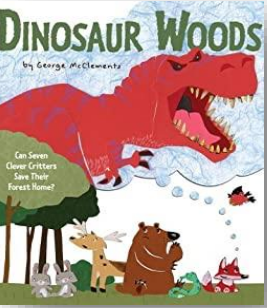


## Scientific Inquiry Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Who Lives in the Trees?</b> by Trish Holland	Real-life photographs introduce children to animals who live in trees. Text gives information about the animal and includes its name in bold type.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.
	<b>Growing Trees</b> by Judith Bauer Stamper	This book discusses the process of a young girl going out and picking out a tree to plant in her yard. She learns how trees grow in the forest.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.
	<b>The Adventures of Gary and Harry</b> by Lisa Matsumoto	Deep in the sparkling sea two playful sea turtles, Gary, a green sea turtle and Harry, a hawksbill turtle explore their ocean home. Together, the two friends discover a vast array of fascinating marine life and the challenges they often face in the deep blue sea.	<b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.

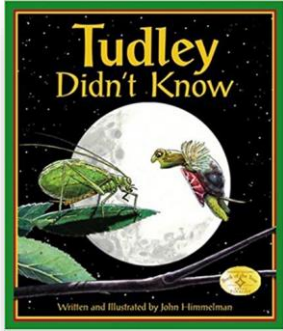


## Scientific Inquiry Domain

	<p><b>A Tree is for...</b> by Judith Bauer Stamper</p>	<p>Have you ever wondered what chocolate, a canoe and a pencil have in common? They all come from trees. Find out what other cool things come from tree, you might be surprised.</p>	<p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>
	<p><b>Trees, Trees, Trees</b> by Nancy Noel Williams</p>	<p>This book discusses different types of trees, how and where they grow, and how animals can use them.</p>	<p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>
	<p><b>Dinosaur Woods</b> by George McClements</p>	<p>Rojo and his pals have a problem: The forest where they live is going to be torn-down and replaced with a Plastic Trees factory. The animals are at a loss, until they come up with a plan to scare away the builders using sticks, burlap, power tools, and a gigantic dinosaur. Do these seven endangered friends have what it takes to save their home? Turns out they do, in ways they never expected.</p>	<p><b>Scientific Inquiry:</b> <b>VI.1.a.</b> Identifies characteristic of a variety of plants and animals including physical attributes and behaviors. <b>VI.1.b.</b> Notices the similarities and difference among various living things.</p>



## Scientific Inquiry Domain



**Tudley Didn't Know**  
by John Himmelman

A young turtle does not know much about what turtles are able to do. In hopes of helping his friends, Tudley flies up to a hummingbird, hops like a frog and flashes his tail like a firefly. When Tudley gets into trouble, the other turtles advise him on how to use his turtle traits. Tudley is described with various positional words (e.g., beside and next to) throughout the book. The text also includes comparative terminology (e.g., tallest) and teaches a good lesson about trying new things.

**Scientific Inquiry:**

**VI.1.a.** Identifies characteristic of a variety of plants and animals including physical attributes and behaviors.

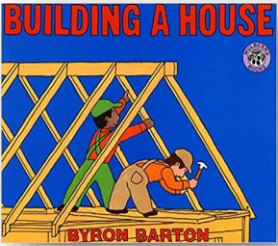
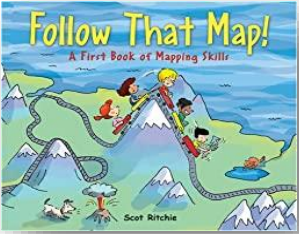
**VI.1.b.** Notices the similarities and difference among various living things.

**Mathematical Thinking:**

**V.E.1.** Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity.


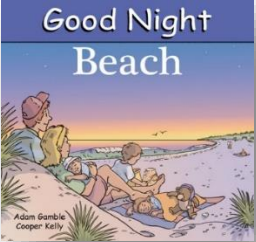
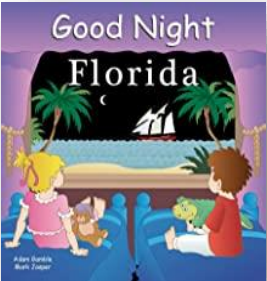


## Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Building a House</b> by Byron Barton	A machine digs a big hole. A cement mixer pours cement. Carpenters put up walls. Bricklayers, electricians, plumbers, and painters do their part. This book builds a house through brilliantly simple words and pictures.	<b>Social Studies:</b> <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.
	<b>Follow That Map! A First Book of Mapping Skills</b> by Scot Ritchie	Maps can help children understand and explore both their everyday environment and faraway places. With an appealing search-and-find technique, this is interactive picture book explains and demonstrates key mapping concepts. Children will enjoy following Sally and her friends as they search for Max and Ollie, a mischievous dog and cat who fled from the backyard. Sally and friends take an imaginative trip through the neighborhood, city and country, around the world and beyond. Children can join in the search for Max and Ollie, who are hiding somewhere in every map. An activity at the end of the book shows children how to make a map of their bedroom.	<b>Social Studies:</b> <b>VII.D.5.</b> Recognizes some geographic tools and resources.



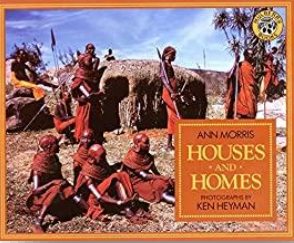

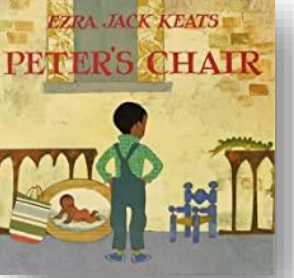
## Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Good Night Beach</b> by Mark Jasper	From swimming in the ocean to Fourth of July fireworks, this adorable board book captures the enduring spirit of summertime fun. Young readers participate in their favorite warm-weather activities, including going to the lake, building sand castles at the beach, boating, fishing, picnics, playgrounds, eating ice cream, camping, barbecues, catching fireflies, and so much more.	<b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.
	<b>Good Night Beach</b> by Mark Jasper	Grab your beach ball, your towel, and discover what the beach has to offer! The beach is just waiting for you.	<b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.
	<b>Good Night Florida</b> by Adam Gamble, Mark Jasper and Joe Veno	<i>Good Night Florida</i> includes coconut palm trees, snorkeling the Keys, dolphins, sea turtles, manatees, the Everglades and alligators, orange groves, Kennedy Space Center, Daytona 500, Ginnie Springs, and St. Augustine, swimming, beaches, and more. Young Floridians and visitors explore the most exciting attractions the Sunshine State has to offer while being lulled gently to sleep.	<b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.



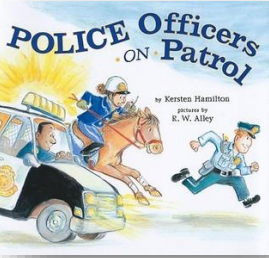
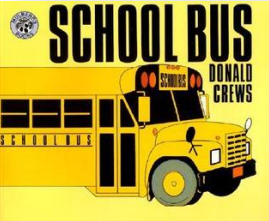
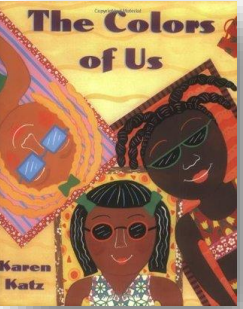


# Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Houses and Homes</b> by Ann Morris	The world is full of houses. Big houses and little houses. Houses that stay in one place and houses that move from place to place. Some houses are made of wood or stone; others made from mud or straw. But all of them are made for families to live in.	<b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.
	<b>My Mom Loves Me More Than Sushi</b> by Filomena Gomes	In this delightful, utterly delicious picture book, a little girl joins her mom to learn about—and eat—fabulous foods from around the world. Sushi, biscotti, houska, canja, couscous, megadarra, smogastarta, crepes, jambalaya and samosas all-star in full color alongside a hilarious Siamese and a beagle who join in the family's culinary adventure. There is even a dancing crayfish or two.	<b>Social Studies:</b> <b>VII.A.3.</b> Explores culture of peers and families in the classroom and community. <b>VII.A.4.</b> Explores cultural attributes by comparing and contrasting different characteristics.
	<b>Peter's Chair</b> by Ezra Jack Keats	This book is about Peter and his neighborhood friends. Peter has a new baby sister. First, his father paints Peter's old cradle pink, then his crib. Then his parents want to paint Peter's chair! "Let's run away, Willie," he says to his dog, and they do. This is a gentle and reassuring story about sibling rivalry.	<b>Social Studies:</b> <b>VII.B.1.</b> Identifies characteristics of self as an individual. <b>VII.C.1.</b> Identifies differences and similarities of self and others as part of a group.

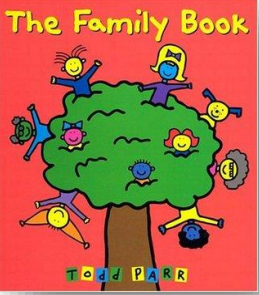
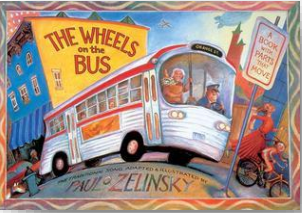
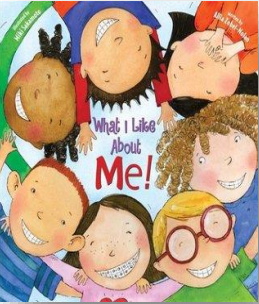


## Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Police Officers on Patrol</b> by Kerstin Hamilton and R.W. Alley	A high-energy rhyming text that begs to be read aloud, and warm and silly illustrations, this picture book is a fun and reassuring way to tell children about what police officers do.	<b>Social Studies:</b> <b>VII.C.2.</b> Explains the role of groups within a community.
	<b>School Bus</b> by Donald Crews	What is large (or small), bright yellow, and filled with students? <i>School Bus!</i> Climb aboard and let Donald Crews take you to school, and home again.	<b>Social Studies:</b> <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations. <b>VII.D.4.</b> Uses spatial words.
	<b>The Colors of Us</b> by Karen Katz	A positive and affirming look at skin color, from an artist's perspective. Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. When she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.	<b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.B.1.</b> Identifies characteristics of self as an individual. <b>VII.C.1.</b> Identifies differences and similarities of self and others as part of a group.

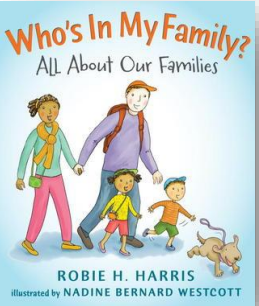
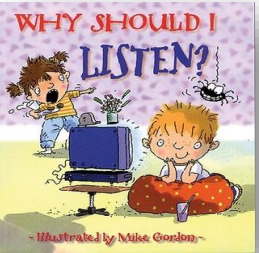
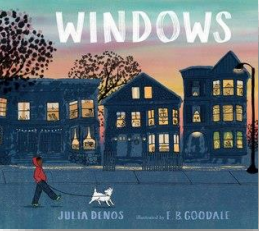


# Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>The Family Book</b> by Todd Parr	In a silly and reassuring style, this picture book celebrates the many different types of families.	<b>Social Studies:</b> <b>VII.C.1.</b> Identifies difference and similarities of self and others as part of a group. <b>VII.C.2.</b> Explains the role of groups within a community.
	<b>The Wheels on the Bus</b> by Paul O. Zelinsky	This version of <i>The Wheels on the Bus</i> offers clever characters, sly subplots, luscious colors, and the incomparable flair of its moving parts.	<b>Social Studies:</b> <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations. <b>VII.D.4.</b> Uses spatial words.
	<b>What I Like About Me!</b> by Allia Zobel Nolan	The children in "What I Like About Me," are as different as night and day, and guess what? They love it. Some adore the fact that their braces dazzle and gleam, others feel distinguished when they wear their glasses. Still others would not trade their big feet for a lifetime of free video games. This fun-loving book, which features entertaining flaps, pull tabs, and touch-and-feel elements (e.g., embedded foil yarn), and more, proves to children that, in a world where fitting in is the norm, being different is what makes us special.	<b>Social Studies:</b> <b>VII.B.1.</b> Identifies characteristics of self as an individual. <b>VII.B.2.</b> Identifies the ways self is similar to and different from peers and others.



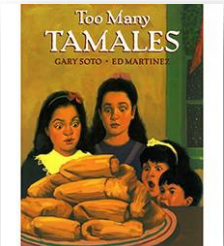


## Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<p><b>Who's in My Family?</b> by Robie H. Harris</p>	<p>Join Nellie and Gus and their family, plus all manner of other families, for a day at the zoo, where they see animal families galore! To top off their day, Nellie and Gus invite friends and relatives for a fun dinner at home. Accessible, humorous, and full of charming illustrations depicting families of many configurations, this engaging story interweaves conversations between the siblings and a matter-of-fact text, making it clear to every child that whoever makes up your family, it is perfectly normal, and very wonderful.</p>	<p><b>Social Studies:</b> <b>VII.C.1.</b> Identifies difference and similarities of self and others as part of a group. <b>VII.C.2.</b> Explains the role of groups within a community.</p>
	<p><b>Why Should I Listen?</b> by Claire Llewellyn</p>	<p>When children are captivated by the excitement of the moment, they sometimes forget to listen, and the result might be an accident or an avoidable mistake. This book helps them understand the importance of listening to parents and teachers. Children will be attracted to the amusing color illustrations on every page, and parents and teachers will appreciate the note at the back of the book offering further suggestions on answering children's questions.</p>	<p><b>Social Studies:</b> <b>VII.B.3.</b> Recognized individual responsibility as a member of a group. <b>VII.F.1.</b> Recognizes and follows rules and expectations in varied settings.</p>
	<p><b>Windows</b> By Julia Denos</p>	<p>This book is about the idea of home and the magic of curiosity, but also about how a sense of safety and belonging is something to which every child is entitled.</p>	<p><b>Social Studies:</b> <b>VII.D.3.</b> Identifies difference and similarities of basic physical characteristics. <b>VII.D.2.</b> Identifies difference and similarities between own environment and other locations.</p>

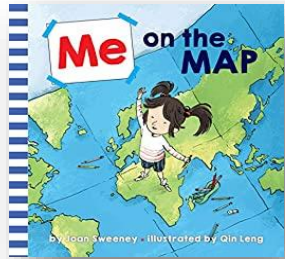


## Social Studies Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Don't Lose it-Reuse it!</b> by Nancy Noel Williams	This book talks about things that can be recycled. Meaning how you can use things that you might normally throw away and turn it into something else. For example, cardboard tubes turn into horns, telescopes, or parts of a robot. You could use a paper bag to make hand puppets or turn newspaper into paper boats. It has many ideas so you do not always have to throw things away.	<b>Social Studies:</b> <b>VII.D.6.</b> Begins to identify the relationship between human decisions and the impact to the environment.
	<b>Sam Helps Recycle</b> by Judith Bauer Stamper	Sam the family dog is eager to help with the recycling, but he is worried when he spies his beloved food bowl perched atop the pile.	<b>Social Studies:</b> <b>VII.D.6.</b> Begins to identify the relationship between human decisions and the impact to the environment.
	<b>Too Many Tamales/ ¡Que montón de Tamales!</b> (Spanish version) by Gary Soto; Ed Martínez	Everyone is coming for Christmas dinner at Maria's house. She and her mother prepare by kneading the "masa" to make tamales. When her mother takes off the ring, Maria tries it on. She is beside herself hours later when she thinks she kneaded the ring into the tamales.	<b>Social Studies:</b> <b>VII.A.1.</b> Identifies self as a member of a culture. <b>VII.A.2.</b> Understands everyone belongs to a culture. <b>VII.A.4.</b> Explores cultural attributes by comparing and contrasting different characteristics. <b>Mathematical Thinking:</b> <b>V.A.2.</b> Counts and identifies the number sequence 1 to 31.



## Social Studies Domain



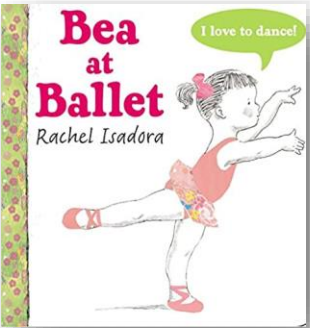
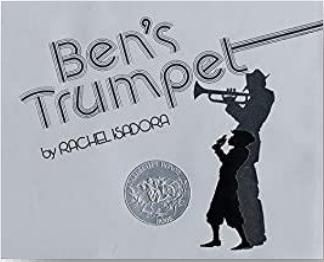
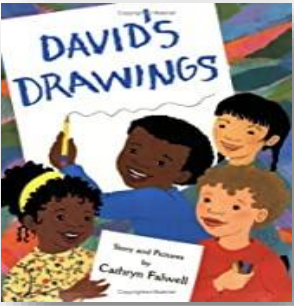
**Me on the Map**  
by Joan Sweeney

A playful introduction to maps and geography. Step by simple step, a young girl shows herself on a map of her room, her room on the map of her house, her house on the map of her street...all the way to her country on a map of the world. She demonstrates how children can find their own country, state, and town.

**Social Studies:**  
**VII.D.5.** Recognizes some geographic tools and resources.

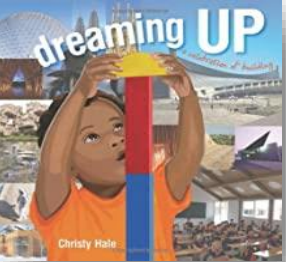
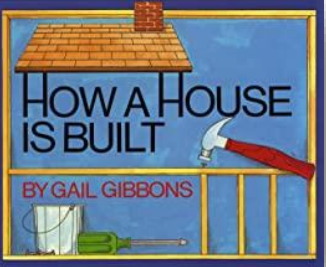
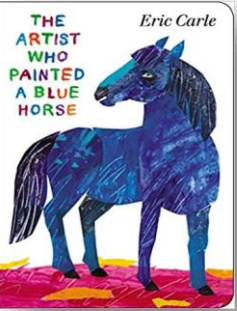


## Creative Expression Through the Arts Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Bea at Ballet</b> by Rachel Isadora	This book introduces young children to the joy of dance and creative expression as she takes them through the basics of their first ballet class. Bea loves everything about ballet class, from putting on her leotard and ballet slippers to bowing good-bye at the end of class. Bright, cheerful illustrations show Bea and her class of adorable toddlers learning the basic positions and movements, and leaping and twirling to their hearts' delight.	<b>Creative Expression Through the Arts:</b> <b>VIII.C.1.</b> Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experience and knowledge.
	<b>Ben's Trumpet</b> by Rachel Isadora	The story of Ben is fiction, but it could be the story of more than one jazz musician who grew up in the twenties. Using the art-deco style of the period, this book not only captures the poignancy and yearning of a youthful talent, but also in page after page of striking art seems to convey the very sound of music.	<b>Creative Expression Through the Arts:</b> <b>VIII.E.3.</b> Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past.
	<b>David's Drawings</b> by Cathryn Falwell	David, a shy young African American boy, makes friends in school by letting his classmates help him with his drawing of a bare winter tree. He proudly writes Our Class Picture on the finished work, including himself in the group. When David gets home from school, he begins a picture of the tree again, finding satisfaction in doing something on his own as well as creating a reminder of the activity that helped him make friends at school.	<b>Creative Expression Through the Arts:</b> <b>VIII.D.1.</b> Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally with others, using a variety of objects in own environment.




## Creative Expression Through the Arts Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Dreaming Up: A Celebration of Building</b> by Christy Hale	A collection of concrete poetry, illustrations, and photographs that shows how young children's constructions, are reflected in notable works of architecture from around the world. Includes biographies of the architects, quotations, and sources.	<b>Creative Expression Through the Arts:</b> <b>VIII.E.2.</b> Compares own art to similar art forms.
	<b>How a House is Built</b> by Gail Gibbons	This picture book how to build a home from the architect's plans through the arrival of a happy family. See the many processes of construction through simple language and bright, clear illustrations, perfect for kids starting to wonder about how the world around them works. Many different careers including carpenters, plumbers, electricians, and landscapers are doing their part to bring the picture wood-frame house to life.	<b>Creative Expression Through the Arts:</b> <b>VIII.E.1.</b> Uses appropriate art vocabulary to describe own art creations and those of others. <b>VIII.E.2.</b> Compares own art to similar art forms.
	<b>Artist Who Painted a Blue Horse</b> by Eric Carle	The artist in this book paints the world as he sees it, just like a child. There is a red crocodile, an orange elephant, a purple fox and a polka-dotted donkey. More than anything, there is imagination. This book is a tribute to the creative life and celebrates the power of art.	<b>Creative Expression Through the Arts:</b> <b>VIII.A.1.</b> Combines with intention a variety of open-ended, process-oriented and diverse art materials. <b>VIII.E.1.</b> Uses appropriate art vocabulary to describe own art creations and those of others.





## Creative Expression Through the Arts Domain

Cover	Title Author	Description	Related Early Learning Domain(s) and Standards
	<b>Zin! Zin! Zin! A Violin</b> by Lloyd Moss	When this book begins, the trombone is playing all by itself. Soon a trumpet makes a duet, a French horn a trio, and so on until the entire orchestra is on stage. Written in elegant and rhythmic verse and illustrated with playful and flowing artwork, this unique counting book is the perfect introduction to musical groups. Readers of all ages are sure to shout “Encore!” when they reach the final page of this joyous celebration of classical music.	<b>Creative Expression Through the Arts:</b> <b>VIII.B.2.</b> Expresses and represent thought, observation, imagination, feelings, experience and knowledge in individual and group music activities. <b>Mathematical Thinking Domain</b> <b>V.A.2.</b> Counts and identifies the number sequence1 to 31.

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