




PreK→K Florida Transition to Kindergarten

Transition to Kindergarten Booklist


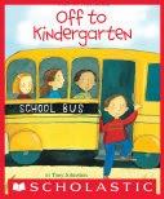


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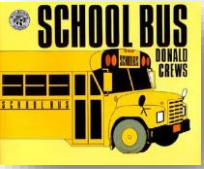

School Rules & Getting Ready

COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>How Do Dinosaurs Go to School?</i> by Jane Yolen and Mark Teague</p>	<p>Yolen's short, rhyming text and Teague's irresistible, cavorting dinosaurs perfectly convey how dinosaurs could behave in school, large and powerful though they may be. Fans of the other titles in the series will welcome this new lesson on how to behave properly yet manage to remain a true dinosaur.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>

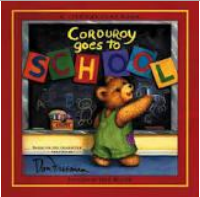
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	<p><i>Miss Bindergarten Gets Ready for Kindergarten</i> by Joseph Slate</p>	<p>This rhyming, brightly illustrated book is an ideal way to practice the alphabet while introducing young children to kindergarten.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Language and Literacy: IV.F.3.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).</p>
	<p><i>Off to Kindergarten</i> by Tony Johnston</p>	<p>Award-winning author Tony Johnston rhyming text is paired with Melissa Sweet's delightful illustrations to create a joyful story about the first day of kindergarten! A touching story of first-day jitters and hopes.</p>	<p>Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>



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	<p><i>School Bus</i> by Donald Crews</p>	<p>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.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social Studies: VII.D.2. Identifies difference and similarities between own environment and other locations. VII.D.4. Uses spatial words.</p>
	<p><i>David Goes to School</i> by David Shannon</p>	<p>The rambunctious but lovable David is back...and he brings his antics into the classroom! Children will love the simple text and entertaining illustrations that detail David's misbehavior as he draws on his table, refuses to raise his hand...and ultimately learns that good behavior will earn him a gold star.</p>	<p>Approaches to Learning: II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.2.a. Persists at individual planned experiences,</p>


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			<p>caregiver-directed experiences and planned group activities. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Corduroy Goes to School</i> by Don Freeman and B.G. Hennessy</p>	<p>Corduroy has a lot to do at school today. He has to bring in something that starts with the letter “B,” feed the classroom pets, listen to a story, paint, have a snack, and help clean up. And all of his favorite friends are there to share the school day with him. In seven colorful spreads, children can lift the flaps and see what’s hiding in the cubby, behind the swing, under the drawing pad or in many more inventive places. And Corduroy, the lovable, cuddly bear, is just the right, reassuring presence to make children feel comfortable with all the new experiences school can bring.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>


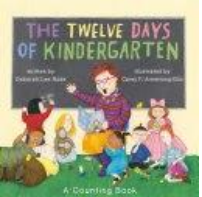
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	<p><i>How To Get Your Teacher Ready</i> by Jean Reagan</p>	<p>This humorous book takes readers through a fun and busy school year. A class of adorable students gives tips and tricks for getting a teacher ready--for the first day of school, and all the events and milestones that will follow (picture day, holiday concert, the 100th day of school, field day). And along the way, children will see that getting their teacher ready is really getting themselves ready. Filled with charming role-reversal humor, this is a playful and heartwarming celebration of teachers and students, and the perfect gift for back-to-school readiness or graduation.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>Countdown to Kindergarten</i> by Alison McGhee</p>	<p>It's just ten days before kindergarten, and this little girl has heard all there is to know--from a first grader--about what it's going to be like. You can't bring your cat, you can't bring a stuffed animal, and the number one rule? You can't ask</p>	<p>Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.</p>

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		<p>anyone for help. Ever. So what do you do when your shoes come untied, if you're the only one in the class who doesn't know how to tie them up again?</p> <p>Told with gentle humor by Alison McGhee and brought to exuberant life by New Yorker cartoonist Harry Bliss, this lighthearted take on pre-kindergarten anxiety will bring a smile to the face of every child--and parent--having first-day jitters.</p>	<p>III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Kindergarten, Here I Come!</i> By D.J. Steinberg</p>	<p>This adorable picture book celebrates all the familiar milestones and moments shared by every single kindergartener. Whether it's the first-day-of-school jitters or the hundredth-day-of-school party, every aspect of the kindergarten experience is introduced with a light and funny poem--not to mention charming illustrations.</p>	<p>Approaches to Learning:</p> <p>II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p> <p>II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development:</p> <p>III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p> <p>III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>

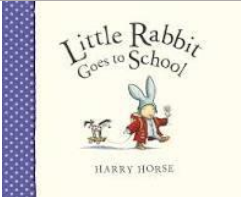
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	<p><i>Welcome to Kindergarten</i> by Anne Rockwell</p>	<p>Join Tim as he visits his future kindergarten classroom and learns what he will be doing during his first year of school! He'll explore the reading, math, and art centers. Sit at the desk where he will practice writing, counting, and telling time. The classroom may look a little too big at first, but after finding out about all the fun ahead, it doesn't seem too big at all. In fact, it's just the right size.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>The Twelve Days of Kindergarten</i> by Deborah Lee Rose</p>	<p>The Twelve Days of Kindergarten is a welcoming introduction to school. Upbeat text celebrates the new adventure of school, and hilariously detailed illustrations showcase kindergarteners that every child, teacher, and parent will recognize with glee. Readers of all ages will want to enroll!</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p>

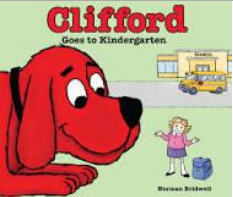
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	<p><i>Annabelle Swift Kindergarten</i> by Amy Schwartz</p>	<p>"Annabelle Swift is more than ready for kindergarten, for she has been tutored by her older sister, Lucy. Poor Annabelle embarrasses herself, but proves her mettle by becoming the first kindergarten milk monitor. The story is given a fine reading here, with the narrator showing real empathy for Annabelle and her know-it-all sister is given just the right amount of sassiness." - School Library Journal, starred review</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>The King of Kindergarten</i> by Derrick Barnes and Vanessa Brantley-Newton</p>	<p>Starting kindergarten is a big milestone--and the hero of this story is ready to make his mark. He's dressed himself, eaten a pile of pancakes, and can't wait to be part of a whole new kingdom of kids. The</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p>


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		<p>day will be jam-packed, but he's up to the challenge, taking new experiences in stride with his infectious enthusiasm And afterward, he can't wait to tell his proud parents all about his achievements--and then wake up to start another day.</p> <p>Newbery Honor-winning author Derrick Barnes's empowering story will give new kindergarteners a reassuring confidence boost, and Vanessa Brantley-Newton's illustrations exude joy.</p>	<p>II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development:</p> <p>III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.</p> <p>III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>
	<p><i>Little Rabbit Goes to School</i> by Harry Horse</p>	<p>It's Little Rabbit's first day at school. He decides his favorite toy, Charlie Horse, wants to start school too, so they set off together. Before they've even got to school, Charlie Horse has made Little Rabbit eat his whole packed lunch and then proceeds to create mischief all day - galloping when he should be listening and jumping in the cake mix. Little Rabbit gets very upset when Charlie Horse leads him away from his new friends on a nature walk and they find themselves all alone in the wood ...</p>	<p>Approaches to Learning:</p> <p>II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p> <p>II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development:</p> <p>III.B.1.a. Recognizes and names own emotions and manages and exhibits</p>

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		<p>But Little Rabbit's teacher and friends find them and Little Rabbit goes home happy, looking forward to his next day at school - having decided Charlie Horse isn't ready to start school and can stay at home!</p>	<p>behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>Clifford Goes to Kindergarten</i> by Norman Bridwell</p>	<p>Join Clifford in this brand-new storybook as he spends the day with Emily Elizabeth in kindergarten! Emily Elizabeth is starting kindergarten and she's a little nervous. Good thing that the teacher sent a note home that says each child can bring something from home to make the transition a little easier. But the teacher didn't bet on a child bringing something--or someone--as big as Clifford!</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as</p>

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			<p>cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>Pirates Don't Go to Kindergarten</i> by Lisa Robinson and Eda Kaban</p>	<p>Pirate Emma is about to start kindergarten! But Emma's not so sure she's ready for a new captain and crew. Especially since Cap'n Chu—the roughest, toughest, awesomest preschool cap'n ever—is right down the hall. So Emma decides to head back to the preschool ship to see if she can stir up a mutiny against kindergarten! Is that what she really wants? Or does she just miss her beloved Cap'n Chu? Batten down the hatches, mateys, because the first day of school is going to be stormy!</p>	<p>Approaches to Learning: II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>

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School's First Day of School by Adam Rex

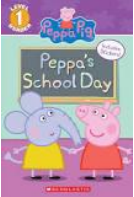
It's the first day of school at Frederick Douglass Elementary and everyone's just a little bit nervous, especially the school itself. What will the children do once they come? Will they like the school? Will they be nice to him? The school has a rough start, but as the day goes on, he soon recovers when he sees that he's not the only one going through first-day jitters.

Approaches to Learning:
II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.
II.D.1. Demonstrates some planning and learning from experiences.
Social and Emotional Development:
III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
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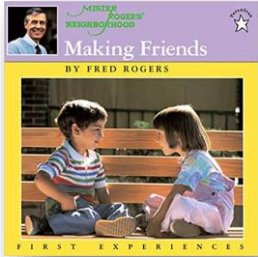
Making Friends

COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>Timothy Goes to School</i> by Rosemary Wells</p>	<p>Timothy is very excited about starting school until he meets Claude, a student who wears all the right clothes and says all the right things. Timothy is feeling down, but then he meets Violet, a girl who's having the same problem with her seatmate, Grace.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p> <p>Social and Emotional Development: III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion. III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.C.4.a. Able to take the perspective of others an actively respond in a manner</p>

Making Friends

			<p>that is consistent and supportive.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>
	<p><i>Peppa's School Day</i> by Meredith Rusu</p>	<p>There's a new student in Peppa's class! Her name is Emily Elephant. At first, Emily is very shy and quiet. Peppa helps her adjust to school and make new friends as they learn, play games, and of course, jump in muddy puddles!</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p>

Making Friends

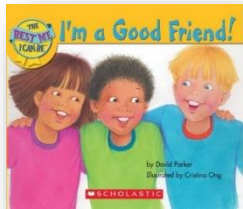


Making Friends
by Fred Rogers

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.

Social and Emotional Development:
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.D.1.a. Engages in associative play and begins to play cooperatively with friends.
III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.
III.D.4.b. Recognizes preferences of others.
III.D.4.c. Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size).
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).

Making Friends



I'm a Good Friend
by David Parker

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

Social and Emotional Development:
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.D.1.a. Engages in associative play and begins to play cooperatively with friends.
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).



Fox Makes Friends
by Adam Relf

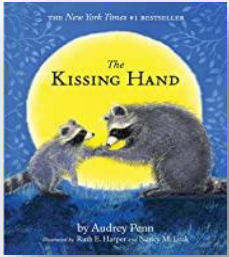
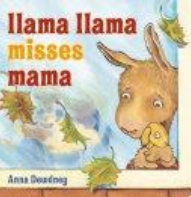
When Fox wants someone to play with, he takes his Mom's advice and sets off to make a friend. What happens along the way surprises him! Fox is about to make the best friends he could ever hope for, but not in the way he imagined.

Social and Emotional Development:
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.D.1.a. Engages in associative play and begins to play cooperatively with friends.
III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.
III.D.4.b. Recognizes preferences of others.

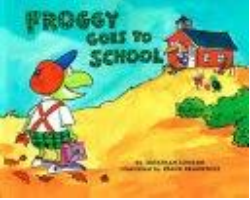
Making Friends

			III.D.4.c. Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size).
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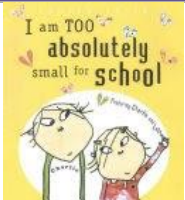
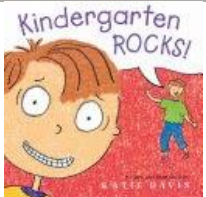
Social & Emotional Behavior

COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>The Kissing Hand</i> by Audrey Penn</p>	<p>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.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p>
	<p><i>Llama Llama Misses Mama</i> by Anna Dewdney</p>	<p>It's Llama Llama's first day of preschool! And Llama Llama's mama makes sure he's ready. They meet the teachers. See the other children. Look at all the books and games. But then it's time for Mama to leave. And suddenly Llama Llama isn't so excited anymore. Will Mama Llama come back? Of course she</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults</p>

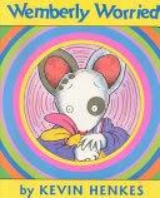

Social & Emotional Behavior

		<p>will. But before she does, the other children show Llama Llama how much fun school can be!</p>	<p>while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>
	<p><i>Froggy Goes to School</i> by Jonathan London</p>	<p>Froggy's mother knows that everyone's nervous on the first day of school. "Not me!" says Froggy, and together they leapfrog to the bus stop -- flop flop flop. Froggy's exuberant antics, complete with sound effects, will delight his many fans and reassure them that school can be fun. "This is a great read-aloud with sounds and words that encourage active participation.... A charming story to calm those pre-school jitters." -- School Library Journal Jonathan London is the author of many books for children, including <i>I See the Moon</i> and <i>the Moon Sees Me</i>, <i>Like Butter on Pancakes</i> and four other books about Froggy.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>

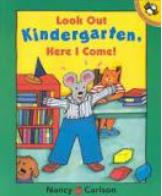
Social & Emotional Behavior

	<p><i>I Am Too Absolutely Small for School</i> by Lauren Child</p>	<p>Lola is not so sure about school. After all, why would she need to count higher than ten when she never eats more than ten cookies at a time? Once again, it's up to ever-patient big brother Charlie to persuade Lola that school is worthwhile — and that her invisible friend, Soren Lorensen, will be welcome, too.</p>	<p>Social and Emotional Development: III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings. III.D.4.b. Recognizes preferences of others. III.C.4.a. Able to take the perspective of others and actively respond in a manner that is consistent and supportive.</p>
	<p><i>Kindergarten Rocks!</i> by Katie Davis</p>	<p>Dexter knows everything there is to know about kindergarten and is not at all scared about his first day there, but his stuffed dog, Rufus, is very nervous. Just in time for the new school year comes a book that eases fears about the first day of kindergarten with lots of laughs.</p>	<p>Social and Emotional Development: III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings. III.D.4.b. Recognizes preferences of others. III.C.4.a. Able to take the perspective of others and actively respond in a manner that is consistent and supportive.</p>

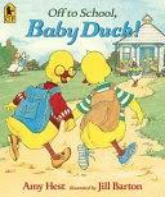


Social & Emotional Behavior

	<p><i>Wemberly Worried</i> by Kevin Henkes</p>	<p>Wemberly worried about spilling her juice, about shrinking in the bathtub, even about snakes in the radiator. She worried morning, noon, and night. "Worry, worry, worry," her family said. "Too much worry." And Wemberly worried about one thing most of all: her first day of school. But when she meets a fellow worrywart in her class, Wemberly realizes that school is too much fun to waste time worrying! "Henkes once again puts his finger on the pulse of young children, combining good storytelling, careful characterization, and wonderfully expressive artwork to create an entertaining and reassuring picture book." — School Library Journal (starred review)</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>
	<p><i>First Day Jitter</i> by Julie Danneberg</p>	<p>Sarah Jane Hartwell is hiding under her covers as Mr. Hartwell asks, "You don't want to miss the first day at your new school, do you?" From under the blanket she replies, "I'm not going." When he reminds her how much she liked her other school and asks her to think of all the new friends she'll meet, she imagines a</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and</p>



Social & Emotional Behavior

		<p>classroom where a paper airplane is flying, a boy is pulling his neighbor's pigtail, and another is blowing a gigantic bubble.</p> <p>Mr. Hartwell finally gets Sarah to stumble out of bed, eat a bit of toast, and get into the car where she slumps down into her seat. At school, the principal cheerfully welcomes her and takes her to the classroom where she is introduced as "Mrs. Sarah Jane Hartwell," the new teacher. The joke provides a good laugh and children may find it reassuring that they are not alone in their anxieties about new situations.</p>	<p>manages and exhibits behavioral control with or without adult support.</p> <p>III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Look Out Kindergarten, Here I Come!</i> by Nancy Carlson</p>	<p>The first day of kindergarten is finally here, and Henry can't wait to paint pictures, sing songs, and practice counting. When he gets to school, though, he's not so sure he's ready for kindergarten. But before long Henry discovers that the only thing he's not ready for is how much fun he's going to have at school!</p> <p>This gently humorous, encouraging story will give children about to enter kindergarten an extra boost of confidence.</p>	<p>Approaches to Learning:</p> <p>II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p> <p>Social and Emotional Development:</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>

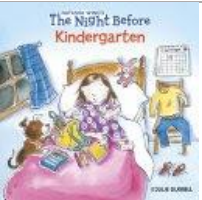
Social & Emotional Behavior

	<p><i>Off to School, Baby Duck!</i> by Amy Hest</p>	<p>When Baby Duck feels jittery about her first day at school, Grampa is there to help her work through it. Baby Duck realizes she is not alone when she meets her friend Davy Duck, and learns that school is not what she thought it would be.</p>	<p>Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.</p>
	<p><i>The Pigeon HAS to Go to School</i> by Mo Willems</p>	<p>Mo Willems' Pigeon is BACK in a hilarious story perfect for those about to start school or nursery. The Pigeon is about to get SCHOOLED. Do YOU think he should go? Why does the Pigeon have to go to school? He already knows everything! Well ... almost everything. And what if he doesn't like it? What if the teacher doesn't like him? I mean, what if he learns TOO MUCH!?!</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Planet Kindergarten</i> by Sue Ganz-Schmitt</p>	<p>This clever picture book will prepare young explorers to boldly go where they have never gone before: Planet Kindergarten. Suit up for a daring adventure as this young hero navigates the unknown reaches and</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p>


Social & Emotional Behavior

		<p>alien inhabitants of a strange new world. Hilarious and confidence-boosting, this exciting story will have new kindergarteners ready for liftoff!</p>	<p>Social and Emotional Development: III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Mae's First Day of School</i> by Kate Berube</p>	<p>As Mae's first day of school approaches she decides she IS. NOT. GOING. School is scary! What if the other kids don't like her? Or what if she's the only one who doesn't know how to write? Or what if she misses her mom? Mae's anxiety only builds as she walks to school. But then she meets Rosie and Ms. Pearl. Will making new friends show her that they can conquer their fears together?</p>	<p>Social and Emotional Development: III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>
	<p><i>Otto Goes to School</i> by Todd Parr</p>	<p>The first day of school is both scary and exciting for Otto. At first, he is very nervous, but then he realizes how much fun school can be. Otto learns all kinds of things - how to share his toys, how to play games, and even how to remember that</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p>

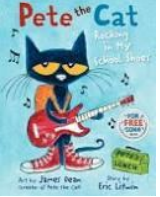
Social & Emotional Behavior

		<p>shoes are for wearing, not for eating. (Silly Otto!)</p> <p>Todd Parr's bold illustrations and simple text are the perfect fit for children just starting their reading journey. At the end of the story, Todd offers a reassuring message to cure those back-to-school jitters: "The first day of school is fun and exciting. You will meet new friends, learn new things, and then you will be really, really smart! Love, Otto and Todd."</p>	<p>II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development:</p> <p>III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.</p> <p>III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>
	<p><i>The Night Before Kindergarten</i> by Natasha Wing</p>	<p>'Twas the night before kindergarten, and as they prepared, kids were excited, and a little bit scared. It's the first day of school!</p> <p>Join the kids as they prepare for kindergarten, packing school supplies, posing for pictures, and the hardest part of all-saying goodbye to Mom and Dad. But maybe it won't</p>	<p>Approaches to Learning:</p> <p>II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.</p> <p>Social and Emotional Development:</p> <p>III.B.1.a. Recognizes and names own emotions and manages and exhibits</p>

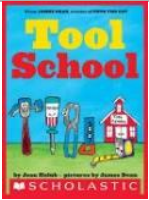
Social & Emotional Behavior

		<p>be so hard once they discover just how much fun kindergarten really is! Colorful illustrations illuminate this uplifting takeoff on the classic Clement C. Moore Christmas poem.</p>	<p>behavioral control with or without adult support. III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. Language and Literacy: IV.F.2.f. 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).</p>
	<p><i>A Place Called Kindergarten</i> by Jessica Harper</p>	<p>Even those who wait at home are eager to hear all about kindergarten. The animals in the barn are in a tizzy: Tommy is missing! The dog says Tommy is gone to a place called kindergarten. "Where is kindergarten?" they exclaim. "What will happen to Tommy there? Will he ever come back?!" Eventually Tommy bursts into the barn with tales of the fun he had and all he learned. A charming and tender story that's sure to reassure any child heading to kindergarten.</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits</p>

Social & Emotional Behavior

			<p>behavioral control with or without adult support. III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>
	<p><i>Pete the Cat: Rocking in My School Shoes</i> by Eric Litwin</p>	<p>Pete the Cat is rocking in his school shoes. Pete discovers the library, the lunch room, the playground, and lots of other cool places at school. And no matter where he goes, Pete never stops moving and grooving and singing his song...<i>because it's all good.</i></p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support. III.D.4.d. Identifies self as a unique member of a group</p>

Social & Emotional Behavior

			<p>(e.g. class, school, family or larger community).</p> <p>Social Studies: VII.D.2. Identifies difference and similarities between own environment and other locations.</p>
	<p><i>Tool School</i> by Joan Holub</p>	<p>Get ready young builders to twist and turn with laughter. Join a hammer, screwdriver, tape measurer, saw, and pair of pliers on their first day of school. Together, they make puzzles and play games, but when it's time to build something it's suddenly every tool for itself. Working alone, each tool soon realizes that to make something great all need to cooperate! Young children will love the irresistible bold artwork and fun rhyming text as they learn that a little teamwork can make a big difference. <i>Tool School</i> introduces some of the most basic household tools, and cool tips explain how to successfully use them with the help of a grown-up!</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.1.a. Engages in associative play and begins to play cooperatively with friends. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>

Social & Emotional Behavior



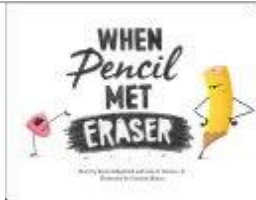
The Crayon Box That Talked by Shane DeRolf

After overhearing some crayons in toy store complaining about one another, a little girl decides to buy them all and take them home. The girl picks up the colors one by one and draws. When the crayons see the picture they have all helped create, they realize that beautiful things can happen when everyone works together.

This classroom favorite began as a poem, and its important message of cooperation was chosen as a theme for the National Anti-Discrimination Campaign for Children.

Approaches to Learning:
II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.
II.D.1. Demonstrates some planning and learning from experiences.

Social and Emotional Development:
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.D.1.a. Engages in associative play and begins to play cooperatively with friends.
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).

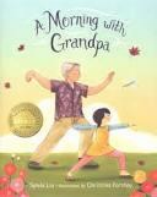


When Pencil Met Eraser by Karen Kilpatrick and Luis O. Ramos Jr.

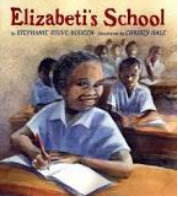
When Pencil draws on the pages of this book, Eraser erases parts of Pencil's work, and the book itself becomes a canvas for their different takes on creativity—until the two discover their artwork is even better when they work together.

Approaches to Learning:
II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.

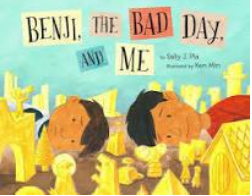
Social & Emotional Behavior

		<p>From Karen Kilpatrick, Luis O. Ramos, Jr., and illustrator Germán Blanco, <i>When Pencil Met Eraser</i> brings to life something kids use every day at school and at home. Engaging art, adorable characters, and a clever ending create a memorable message about friendship and creativity.</p>	<p>II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.D.1.a. Engages in associative play and begins to play cooperatively with friends. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>A Morning With Grandpa</i> by Sylvia Liu</p>	<p>Mei Mei's grandpa is practicing tai chi in the garden, and Mei Mei is eager to join in. As Gong Gong tries to teach her the slow, graceful movements, Mei Mei enthusiastically does them with her own flair. Then Mei Mei takes a turn, trying to teach Gong Gong the yoga she learned in school. Will Gong Gong be able to master the stretchy, bendy poses? Winner of the LEE & LOW New Voices Award, this title celebrates,</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults.</p>

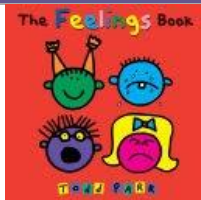
Social & Emotional Behavior

		<p>with lively spirit and humor, the special bond between grandparent and grandchild and the joy of learning new things together. Readers of all ages will want to try out some tai chi and yoga too!</p>	
	<p><i>Elizabeth's School</i> by Stephanie Stuve-Bodeen</p>	<p>It's the first day of school and Elizabeth can hardly wait. She puts on her new uniform and feels her shiny shoes. School must surely be a very special place! Shortly after arriving at school, however, Elizabeth begins to miss her family. What if Mama needs help cleaning the rice? What if her baby sister wants to play? What if her little brother wants to go for a walk? But soon Elizabeth is making friends and learning her lessons. Best of all, she shares her experiences with her family that evening -- and can apply what she has learned right away. In this contemporary Tanzanian story, author Stephanie Stuve-Bodeen and artist Christy Hale once again bring the sweet innocence of Elizabeth to life. Readers are sure to recognize this young child's emotions as she copes with her first</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Social and Emotional Development: III.C.1.a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.</p>

Social & Emotional Behavior

		<p>day of school and discovers the wonder and joy of learning.</p>	
	<p><i>Benji, The Bad Day, and Me</i> by Sally Pla</p>	<p>Nothing seems to be going right for Sammy today. At school, he got in trouble for kicking a fence, then the cafeteria ran out of pizza for lunch. After he walks home in the pouring rain, he finds his autistic little brother Benji is having a bad day too. On days like this, Benji has a special play-box where he goes to feel cozy and safe. Sammy doesn't have a special place, and he's convinced no one cares how he feels or even notices him. But somebody is noticing, and may just have an idea on how to help Sammy feel better.</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>

Social & Emotional Behavior



The Feelings Book
by Todd Parr

The Feelings Book vibrantly illustrates the wide range of moods we all experience. Kids and adults will appreciate Todd Parr's quirky intelligence as he pays special attention to the ever-changing, sometimes nonsensical emotions that we all feel. Targeted to young children first beginning to read, this book will inspire kids to discuss their multitude of feelings in a kid-friendly, accessible format, told through Parr's trademark bold, bright colors and silly scenes.

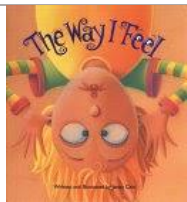
Social and Emotional Development:

III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.

III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.

Language and Literacy:

IV.C.1.a. 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).



The Way I Feel
by Janan Cain

Feelings are a normal part of life for children as well as adults, believes author Janan Cain, who wanted kids both to understand the concept of emotions and be able to express their feelings with words. Illustrations and rhyming text portray children experiencing a range of emotions,

Social and Emotional Development:


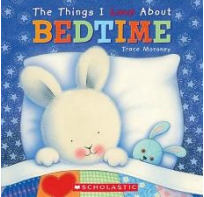
III.B.1.a. Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support.

Social & Emotional Behavior

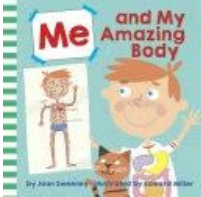
including frustration, shyness, jealousy, and pride. Feelings are neither good nor bad, they simply are. Kids need words to name their feelings, just as they need words to name food, clothes, toys, people, etc. Strong, colorful, and expressive images go along with the verses to help children connect the word and the emotion

III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.
Language and Literacy:
IV.C.1.a. 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).

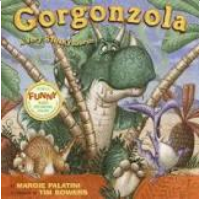
Daily Routines

COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>I Don't Want To Go To Bed</i> by Julie Sykes</p>	<p>Little Tiger doesn't like to go to bed. Every night, Mommy Tiger calls, "Bedtime!" But every night, Little Tiger refuses. Finally, Mommy Tiger has had enough. "All right!" she says one night. "You can stay up all night long!" So Little Tiger sets off into the woods by himself. He sees his friends getting ready for bed, but he's still not ready to settle down. Then he meets Bush Baby, who helps him realize that home is where he needs to be.</p>	<p>Approaches to Learning: II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities. III.D.3.a. Demonstrates willingness to be flexible if routines must change. III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p>
	<p><i>Things I Love About Bedtime</i> by Trace Moroney</p>	<p>A book that celebrates the joys of bedtime! There are so many things to love at bedtime: playing, reading, talking, and dreaming! THINGS I LOVE ABOUT BEDTIME is a board book that celebrates the joys of the bedtime process. From taking a bath to brushing teeth to</p>	<p>Approaches to Learning: II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. Approaches to Learning: II.B.1. Attends to tasks for a brief period of time.</p>

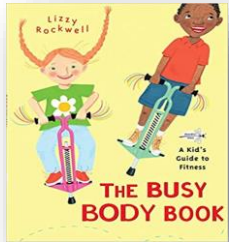
Daily Routines

		<p>putting on pajamas to reading books in bed, follow one happy little bunny through an adorably illustrated, classic bedtime routine that puts the "sweet" in "sweet dreams."</p>	<p>Social and Emotional Development: III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities. Physical Development: I.A.c.1.a. Initiates and completes familiar hygiene routines independently.</p>
	<p><i>Me and My Amazing Body</i> by Joan Sweeney</p>	<p><i>What exactly can your body do?</i> A beloved bestseller that helps children understand anatomy, from their eyes to their toes, is back! Now refreshed with new art from Ed Miller. What is under your skin? Why do you have bones? What do your muscles do? Where does the food that you eat go? <i>Me and My Amazing Body</i> can show you! From your head to your toes and everything in between, this playful introduction to anatomy explains all the important parts of your body. Easy to read and easy to understand, <i>Me and My Amazing Body</i> helps children appreciate everything their bodies can do.</p>	<p>Physical Development: I.A.c.1.a. Initiates and completes familiar hygiene routines independently. Language and Literacy: IV.C.1.a. 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). Social Studies: VII.B.1. Identifies characteristics of self as an individual.</p>

Daily Routines

			<p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>Gorgonzola A Very Stinky Saurus</i> by Margie Palatini</p>	<p>Long, long ago, when dinosaurs ruled the land, there lived a dino who was the worst of them all: Gorgonzola. Not really large, not really scary, Gorgonzola was known near and far for his dinosaur odor. From horn to toe, Gorgonzola was one serious stinker. That is, until a bold little birdie decides it's high time to show this soap-challenged big boy just how to clean up his act. Young readers will laugh, squeal, and wrinkle their noses as this very stinkysaurus learns to freshen up.</p>	<p>Approaches to Learning: II.B.1. Attends to tasks for a brief period of time. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.D.3.a. Demonstrates willingness to be flexible if routines must change. Physical Development: I.A.c.1.a. Initiates and completes familiar hygiene routines independently.</p>

Daily Routines



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 Pigeon Needs a Bath! by Mo Willems

The Pigeon really needs a bath! Except, the Pigeon's not so sure about that. Besides, he took a bath last month! Maybe. It's going to take some serious convincing to try and get the Pigeon to take the plunge.

Approaches to Learning:

II.B.1. Attends to tasks for a brief period of time.
II.D.1. Demonstrates some planning and learning from experiences.

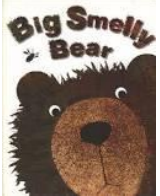

Social and Emotional Development:

III.D.3.a. Demonstrates willingness to be flexible if routines must change.

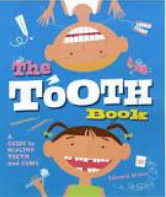
Physical Development:

I.A.c.1.a. Initiates and completes familiar hygiene routines independently.

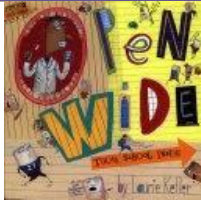
Daily Routines

	<p><i>Big Smelly Bear</i> by Britta Teckentrup</p>	<p>Splish, splash—who needs a bath? BIG SMELLY BEAR! It's never bath time for Big Smelly Bear: his smell is simply unBEARable! Then, one day, he wakes with an awful, unreachable itch. He could use a scratch from a friend, but he stinks so much that no one will help! Will Big Smelly Bear change his ways and bathe? Kids will love this lighthearted tale about keeping clean—and really relate to the bath-resistant adorable hero.</p>	<p>Approaches to Learning: II.B.1. Attends to tasks for a brief period of time. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.D.3.a. Demonstrates willingness to be flexible if routines must change. Physical Development: I.A.c.1.a. Initiates and completes familiar hygiene routines independently.</p>
	<p><i>Brush Your Teeth, Please</i> by Leslie McGuire</p>	<p>What child can resist imitating a chimp brushing its teeth back and forth? Or a shark that flosses every day? Youngsters will have lots of fun learning about proper dental hygiene in this delightful pop-up book.</p>	<p>Approaches to Learning: II.B.1. Attends to tasks for a brief period of time. II.D.1. Demonstrates some planning and learning from experiences. Social and Emotional Development: III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p>

Daily Routines

			<p>III.D.3.a. Demonstrates willingness to be flexible if routines must change.</p> <p>Physical Development:</p> <p>I.A.c.1.a. Initiates and completes familiar hygiene routines independently.</p>
	<p><i>The Tooth Book A Guide to Healthy Teeth and Gums</i> by Edward Miller</p>	<p>Every child studies dental care in school and this lively picture book makes learning how to care for your teeth fun.</p> <p>Taking good care of your teeth and gums is an important part of maintaining overall health. After all, you need your pearly whites to eat, smile, and talk. But what should you expect when you go to the dentist? What should you do if you lose a tooth? Full of straightforward advice and animated, colorful art, as well as some bite-sized bits of history and lore, this guide provides accessible information about taking care of your teeth. The much-needed dental advice in this book is both timely and accessible to today's children.</p>	<p>Approaches to Learning:</p> <p>II.B.1. Attends to tasks for a brief period of time.</p> <p>II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development:</p> <p>III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p> <p>Physical Development:</p> <p>I.A.c.1.a. Initiates and completes familiar hygiene routines independently.</p>

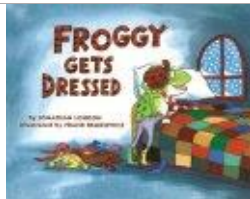
Daily Routines



Open Wide A Tooth School Inside by Laurie Keller

It's time for tooth school and Dr. Flossman is excited to meet the incoming class of 32--eight incisors, four canines, eight premolars, and twelve molars, including the four wisdom teeth. There's just so much to learn--from brushing and flossing to dentin and pulp to every student's nightmare: tooth decay! Best read with a toothbrush in hand, this hilarious book is full of interesting facts (for instance, George Washington's teeth were not made of wood, despite popular belief) and a classroom full of quirky characters. Young readers will laugh their way to a better appreciation for those pearly whites that beckon them to brush. And from there it's just a short hop to flossing.

Approaches to Learning:
II.B.1. Attends to tasks for a brief period of time.
II.D.1. Demonstrates some planning and learning from experiences.
Social and Emotional Development:
III.D.3.a. Demonstrates willingness to be flexible if routines must change.
Physical Development:
I.A.c.1.a. Initiates and completes familiar hygiene routines independently.

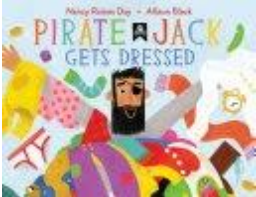


Froggy Gets Dressed by Jonathan London

Abundant onomatopoeia and dialogue between a young frog and his mother make this straightforward story a good choice for reading aloud. The rambunctious Froggy has more pressing pursuits on his mind than hibernating through the winter-- "Snow! Snow! I want to play in the snow!" Accompanied by kid-pleasing sound effects (zoop! zup! zat!) he

Approaches to Learning:
II.B.1. Attends to tasks for a brief period of time.
II.D.1. Demonstrates some planning and learning from experiences.
Social and Emotional Development:
III.D.2.a. Persists at individual planned experiences,

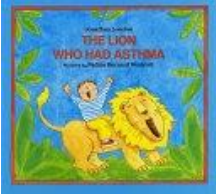

Daily Routines

		<p>excitedly dons cold-weather gear and “flop flop flop” outdoors. His mother, however, quickly points out that he has forgotten a few items; he returns to the house repeatedly for such essential apparel as pants, a shirt and a coat--and his long johns. Any youngster who has ever bundled up for wintertime play will surely laugh out loud over this addled amphibian's constant undressing and dressing.</p>	<p>caregiver-directed experiences and planned group activities. III.D.3.a. Demonstrates willingness to be flexible if routines must change. Language and Literacy: IV.F.1.a. Selects books for reading enjoyment and reading related activities including pretending to read to self or others.</p>
	<p><i>Pirate Jack Gets Dressed</i> by Nancy Raines Day</p>	<p>Ahoy, matey! Join jaunty pirate Captain Jack as he uses every color of the rainbow to pick out his outfit in this bright and bold read-aloud. It's the crack o' dawn, and dapper Pirate Jack is ready t' get dressed for a day out on the high seas with his motley crew. He'll need every color of the rainbow to make his outfit complete—from his itchy gray long johns and his toasty pink socks to his bright red sash and his cozy purple coat. And he won't be forgettin' his black eye patch and trusty brown peg leg, either! But just as he's about to step outside, he realizes he's still missing one color: green! Thank goodness a</p>	<p>Approaches to Learning: II.C.1. Approaches daily activities with creativity and inventiveness. II.B.1. Attends to tasks for a brief period of time. II.D.1. Demonstrates some planning and learning from experiences.</p> <p>Social and Emotional Development: III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p>

Daily Routines

		certains feathered friend is ready to jump from her swing and onto his shoulder to complete his colorful look. Squawk!	
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Disabilities

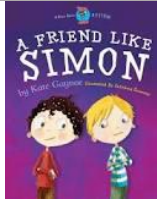
COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>The Lion Who Had Asthma</i> by Jonathan London</p>	<p>Sean roars like a lion. But the lion who is Sean has asthma, and suddenly it's hard for him to breath. The whole family pitches in to help deliver the treatment, and soon Sean is King of the Jungle again—roaring louder than ever.</p>	<p>Social and Emotional Development: III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community). Social Studies: VII.B.1. Identifies characteristics of self as an individual. VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>Uniquely Wired: A Story About Autism and Its Gifts</i> by Julie Cook</p>	<p>This touching story helps others understand autism, as well as some of the unique behaviors or unconventional responses of kids with autism. Zak is obsessed with watches. Before that it was trains. He owns hundreds of watches (he has quite</p>	<p>Social and Emotional Development: III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion. III.A.2.a. Demonstrates cognitive empathy</p>

Disabilities

the watch collection) and is quick to tell everyone everything about them. Zak also has autism, so he sometimes responds to the world around him in unconventional ways. As Zak describes his point of view, young readers gain a better understanding of his behaviors and learn valuable lessons about patience, curiosity, tolerance and understanding. Written for kids in grades K-5, this book is a great gift for children living with autism spectrum disorders (ASD) to share with friends. It's also a great gift for siblings who have someone with autism or Asperger's in their life. A great tool for parents of children with autism or special education teachers. Tips for parents, counselors and educators are included.

(recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.C.4.a. Able to take the perspective of others and actively respond in a manner that is consistent and supportive.
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).
Social Studies:
VII.B.1. Identifies characteristics of self as an individual.
VII.C.1. Identifies differences and similarities of self and others as part of a group.

Disabilities

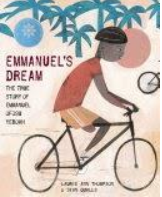


A Friend Like Simon
by Kate Gaynor
(autism)


This is a special education children’s picture books that introduces autism. When an autistic child joins a mainstream school, many children can find it difficult to understand and cope with a student that is somewhat ‘different’ to them. This story encourages other children to be mindful and patient of the differences that exist and to also appreciate the positive contribution that an autistic child can make to the group.

Social and Emotional Development:
III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.
III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to responds appropriately.
III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.
III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).
Social Studies:

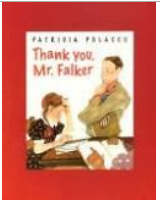
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			<p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>Emmanuel's Dream: A True Story of Emmanuel Ofosu Yeboah</i> by Laurie Ann Thompson and Sean Qualls (deformity)</p>	<p>Emmanuel Ofosu Yeboah's inspiring true story—which was turned into a film, <i>Emmanuel's Gift</i>, narrated by Oprah Winfrey—is nothing short of remarkable. Born in Ghana, West Africa, with one deformed leg, he was dismissed by most people—but not by his mother, who taught him to reach for his dreams. As a boy, Emmanuel hopped to school more than two miles each way, learned to play soccer, left home at age thirteen to provide for his family, and, eventually, became a cyclist. He rode an astonishing four hundred miles across Ghana in 2001, spreading his powerful message: disability is not inability. Today, Emmanuel continues to work on behalf of the disabled.</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p> <p>Social Studies:</p>

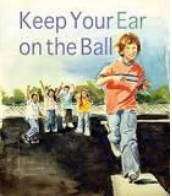
Disabilities

			<p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>Howie Helps Himself</i> by Joan Fassler (cerebral palsy)</p>	<p>Though he enjoys life with his family and attends school, Howie, a child with cerebral palsy, wants more than anything else to be able to move his wheelchair by himself.</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p> <p>III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p>

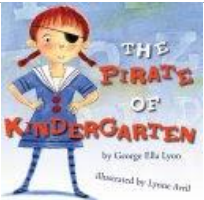
Disabilities

			<p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>Thank You, Mr. Falker</i> by Patricia Polacco (dyslexia)</p>	<p>The real-life, classic story of a dyslexic girl and the teacher who would not let her fail. A perfect gift for teachers and for reading students of any age.</p> <p>Patricia Polacco is now one of America's most loved children's book creators, but once upon a time, she was a little girl named Trisha starting school. Trisha could paint and draw beautifully, but when she looked at words on a page, all she could see was jumble. It took a very special teacher to recognize little Trisha's dyslexia: Mr. Falker, who encouraged her to overcome her reading disability. Patricia Polacco will never forget him, and neither will we. Thank You, Mr. Falker will make a beautiful gift for the special child who needs encouragement or any</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p> <p>III.D.4.d. Identifies self as a unique member of a group</p>

Disabilities

		<p>special teacher who has made a difference in the child's life.</p>	<p>(e.g. class, school, family or larger community). Social Studies: VII.B.1. Identifies characteristics of self as an individual. VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>Keep Your Ear on the Ball</i> by Genevieve Petrillo (visual impairment)</p>	<p>* Moonbeam Award * Even though Davey is blind, he is quite capable—until he tries to play kickball. After several missed kicks and a trampled base keeper, no one wants Davey on the team. But maybe, just maybe, there's a solution that will work for everybody.</p>	<p>Social and Emotional Development: III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion. III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.C.3.a. Able to independently engage in simple social</p>

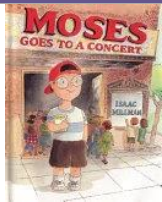
Disabilities

			<p>problem solving including offering potential solutions and reflecting on appropriateness of the solution.</p> <p>III.C.4.a. Able to take the perspective of others and actively respond in a manner that is consistent and supportive.</p> <p>III.D.2.a. Persists at individual planned experiences, caregiver-directed experiences and planned group activities.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p>
	<p><i>The Pirate of Kindergarten</i> by George Ella Lyon (visual impairment)</p>	<p>Doubles are good for lots of things—double scoops of ice cream, double features at the movies. But double vision is NOT a good kind of double. In fact, it can make kindergarten kind of hard. Ginny sees double chairs at reading circle and double words in her books. She knows that only half</p>	<p>Social and Emotional Development:</p> <p>III.A.1.a. Recognizes the emotions of peers and responds with empathy and compassion.</p> <p>III.A.2.a. Demonstrates cognitive empathy</p>

Disabilities

		<p>of what she sees is real, but which half? The solution to her problem is wondrously simple: an eye patch! Ginny becomes the pirate of kindergarten. With the help of her pirate patch, Ginny can read, run, and even snip her scissors with double the speed! Vibrant illustrations from Lynne Avril capture the realities of what Ginny sees both before and after.</p>	<p>(recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.</p> <p>III.C.3.a. Able to independently engage in simple social problem solving including offering potential solutions and reflecting on appropriateness of the solution.</p> <p>III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p> <p>Social Studies:</p> <p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
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Disabilities



Moses Goes to a Concert by Isaac Millman (deaf)

Isaac Millman tells *Moses Goes to a Concert* in pictures and written English, and in American Sign Language (ASL), introducing hearing children to the signs for some of the key words and ideas.

Moses and his school friends are deaf, but like most children, they have a lot to say. They communicate in American Sign Language, using visual signs and facial expressions. This is called signing. And even though they can't hear, they can enjoy many activities through their other senses. Today, Moses and his classmates are going to a concert. Their teacher, Mr. Samuels, has two surprises in store for them, to make this particular concert a special event.

You can learn sign language, too! At the end of the book are two full conversations in sign language and a page showing the hand alphabet.

Approaches to Learning:

II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.

II.D.1. Demonstrates some planning and learning from experiences.

Social and Emotional Development:

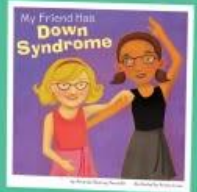
III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately.

III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.

III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive.

III.D.4.c. Uses words to demonstrate knowledge of

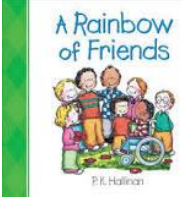
Disabilities

			<p>personal information (e.g. hair color, age, gender, or size). III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community). Social Studies: VII.B.1. Identifies characteristics of self as an individual. VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>My Friend Has Down Syndrome</i> by Amanda Doering Tourville (down syndrome)</p>	<p>My friend Sarah has a disability called Down Syndrome. But that doesn't matter to us. We tell jokes and laugh, go to ballet class together, and have a lot of fun. I'm glad Sarah is my friend!</p>	<p>Social and Emotional Development: III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to responds appropriately. III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.C.4.a. Able to take the perspective of others an actively respond in a manner</p>

Disabilities

			<p>that is consistent and supportive.</p> <p>III.D.1.a. Engages in associative play and begins to play cooperatively with friends.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p> <p>III.D.4.b. Recognizes preferences of others.</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p> <p>Social Studies:</p> <p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>We'll Paint the Octopus Red</i> by Stephanie Stuve-Bodeen (down syndrome)</p>	<p>As six-year-old Emma anticipates the birth of her new baby brother or sister, she vividly imagines all of the things they can do together. Emma feels ready to be a big sister! Then when the baby is born, her dad tells her that it's a boy and he has</p>	<p>Social and Emotional Development:</p> <p>III.A.2.a. Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and</p>

Disabilities

		<p>something called Down syndrome. Finally, she asks, "If Isaac has this Down thing, then what can't he do?". Her dad thinks about it, then tells her that as long as they are patient with him, and help him when he needs it, there probably isn't anything Isaac can't do. In this touching story, Emma helps her father as much as he helps her to realize that Isaac is the baby they dreamed of. The book concludes with a set of commonly asked questions about Down syndrome with answers for children and how it might affect their sibling and family. For ages 3-7.</p>	<p>facial expressions to responds appropriately. III.C.4.a. Able to take the perspective of others an actively respond in a manner that is consistent and supportive. III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community). Social Studies: VII.B.1. Identifies characteristics of self as an individual. VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
	<p><i>A Rainbow of Friends</i> by P.K. Hallinan (celebrating differences)</p>	<p>This book is for ages 3-5. Friends come in all colors and sizes; they can be funny or serious, musical or athletic, outgoing or quiet. This book reminds children to celebrate their differences because that is what makes each of us so special.</p>	<p>Social and Emotional Development: III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking. III.C.4.a. Able to take the perspective of others an actively respond in a manner</p>

Disabilities

			<p>that is consistent and supportive.</p> <p>III.D.1.a. Engages in associative play and begins to play cooperatively with friends.</p> <p>III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.</p> <p>III.D.4.b. Recognizes preferences of others.</p> <p>III.D.4.c. Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size).</p> <p>III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).</p> <p>Social Studies:</p> <p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
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Disabilities



You're All Kinds of Wonderful by Nancy Tillman (celebrating differences)

Part of growing up is discovering—and embracing—what makes us unique. From different abilities to different personalities, we are all wonderfully made with our own bells and whistles. Once again, New York Times-bestselling author and artist Nancy Tillman takes a universal truth and makes it accessible for readers young and old.

Social and Emotional Development:

III.C.2.b. Maintains friendships and is able to engage in prosocial behaviors such as cooperating, compromising and turn-taking.

III.C.4.a. Able to take the perspective of others and actively respond in a manner that is consistent and supportive.

III.D.1.a. Engages in associative play and begins to play cooperatively with friends.

III.D.4.a. Uses words to communicate personal characteristics, preferences, thoughts and feelings.

III.D.4.b. Recognizes preferences of others.

III.D.4.c. Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size).

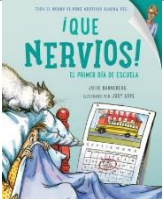
III.D.4.d. Identifies self as a unique member of a group (e.g. class, school, family or larger community).

Social Studies:

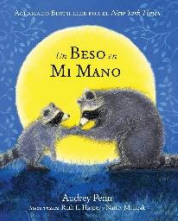
Disabilities

			<p>VII.B.1. Identifies characteristics of self as an individual.</p> <p>VII.C.1. Identifies differences and similarities of self and others as part of a group.</p>
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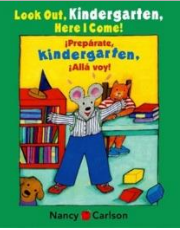

Spanish-language

COVER	TITLE and AUTHOR	DESCRIPTION	RELATED EARLY LEARNING DOMAINS AND STANDARDS
	<p><i>¡Qué Nervios! El primer día de escuela (First Day Jitters)</i> by Julie Danneberg</p>	<p>Todo el mundo sabe que la sensación de hundimiento en la boca del estómago justo antes de sumergirse en una nueva situación. Sarah Jane Hartwell tiene miedo y no quiere volver a empezar en una nueva escuela. Ella no conoce a nadie, y nadie la conoce. Será horrible. Ella lo sabe. Con mucha insistencia del Sr. Hartwell, Sarah Jane a regañadientes recobra su compostura y juntos van a la escuela. Allí conoce rápidamente la señora Burton, quien ayuda a suavizar su transición nerviosa. Esta historia encantadora y familiar deleitara a los lectores con su sorprendente final. Las divertidas y</p>	<p>Enfoques de Aprendizaje:</p> <p>II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias.</p> <p>Desarrollo Social y Emocional:</p> <p>III.B.1.a. Reconoce y nombra sus propias emociones y maneja y exhibe control de la conducta con o sin el apoyo de un adulto.</p> <p>III.C.2.b. Mantiene amistades y es capaz de participar en comportamientos pro-sociales como cooperar, comprometerse y tomar turnos.</p>



Spanish-language

		<p>energéticas ilustraciones página tras página traen vida al carácter travieso de Sarah Jane. ¡Qué Nervios! El primer día de escuela es una encantadora historia que será atesorada por cualquiera que ha anticipado un primer día de clases.</p>	<p>III.D.4.a. Utiliza palabras para comunicar características, preferencias, pensamientos y sentimientos personales. III.D.4.d. Se identifica a sí mismo como un miembro único de un grupo (ej., clase, escuela, familia o comunidad en general).</p>
	<p><i>Un Beso En Mi Mano (The Kissing Hand)</i> by Audrey Penn</p>	<p>En este clásico contemporáneo, el mapache Chester se acoge al amor y a la reafirmación de su madre mientras se aventura a un nuevo mundo al asistir a su primer día de escuela.</p>	<p>Enfoques de Aprendizaje: II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias. Desarrollo Social y Emocional: III.C.1.a. Muestra placer en las interacciones con adultos de confianza al mismo tiempo que demuestra habilidad para separarse de estos adultos. III.D.3.a. Demuestra voluntad de ser flexible si las rutinas deben cambiar.</p>

Spanish-language

	<p><i>Prepárate, Kindergarten! Allá voy! (Look Out Kindergarten, Here I Come!)</i> by Nancy L. Carlson</p>	<p>En este libro Nancy Carlson reafirma a través de las ilustraciones el proceso de prepararse para asistir al kindergarten. El texto simple y acogedor y las ilustraciones grandes y llamativas calmarán los nervios del primer día de escuela y ayudarán a hacer de los primeros días del kindergarten unos emocionantes y divertidos.</p>	<p>Enfoques de Aprendizaje: II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias. Desarrollo Social y Emocional: III.D.4.a. Utiliza palabras para comunicar características, preferencias, pensamientos y sentimientos personales.</p>
	<p><i>El primer día de escuela de Chu (Chu's First Day of School)</i> by Neil Gaiman and Adam Rex</p>	<p>El primer día de escuela de Chu. Aquí volvemos a encontrarnos con el simpático y tierno oso panda cuyos estornudos son capaces de producir las más inesperadas y catastróficas consecuencias. En este caso, Chu experimenta los temores, dudas e incertidumbres que siente cualquier niño ante la perspectiva de asistir por primera vez al colegio. ¿Cómo será la escuela? ¿Qué tipo de compañeros encontrará allí? ¿Será su maestra una persona comprensiva y amigable o, por el contrario, se encontrará con una profesora regañona? Todas estas</p>	<p>Desarrollo Social y Emocional: III.B.1.a. Reconoce y nombra sus propias emociones y maneja y exhibe control de la conducta con o sin el apoyo de un adulto. III.D.3.a. Demuestra voluntad de ser flexible si las rutinas deben cambiar. III.D.4.a. Utiliza palabras para comunicar características, preferencias, pensamientos y sentimientos personales. III.D.4.d. Se identifica a sí mismo como un miembro único de un grupo (ej., clase,</p>

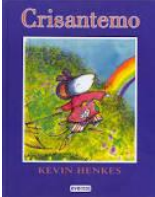
Spanish-language

 <p>Spot va a la escuela</p>	<p><i>Spot va a la escuela (Spot's Goes to School)</i> by Eric Hill</p>	<p>dudas asaltan al pequeño panda, quien se siente muy nervioso. La escuela es divertida, hay tanto que hacer y ver. Primero, Spot conocerá a su maestra y a sus compañeros de clase, luego es hora de música. Aprende a deletrear, escuchar lectura de un cuento y pintar un dibujo son solo algunas de las actividades que Spot experimentará en su primer día de escuela. Spot presenta una de las experiencias esenciales en la niñez.</p>	<p>escuela, familia o comunidad en general).</p> <p>Enfoques de Aprendizaje: II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias. Desarrollo Social y Emocional: III.D.4.a. Utiliza palabras para comunicar características, preferencias, pensamientos y sentimientos personales.</p>
 <p>¿Cómo van a la escuela los dinosaurios?</p>	<p><i>¿Cómo van a la escuela los dinosaurios? (How Do Dinosaurs Go To School?)</i> by Jane Yolen</p>	<p>Los dinosaurios preferidos de todos han vuelto y esta vez van a la escuela. Estos alumnos prehistóricos son verdaderamente únicos. Al igual que en los libros anteriores, Yolen y Teague captan la naturaleza traviesa de los chicos con un texto juguetón en rima y unas ilustraciones impresionantes.</p>	<p>Enfoques de Aprendizaje: II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias. II.D.1. Demuestra algo de planificación y aprendizaje de las experiencias. Desarrollo Social y Emocional: III.B.1.a. Reconoce y nombra sus propias emociones y maneja y exhibe control de la conducta con o sin el apoyo de un adulto.</p>


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			<p>III.C.1.a. Muestra placer en las interacciones con adultos de confianza al mismo tiempo que demuestra habilidad para separarse de estos adultos.</p> <p>III.C.2.b. Mantiene amistades y es capaz de participar en comportamientos pro-sociales como cooperar, comprometerse y tomar turnos.</p> <p>III.D.3.a. Demuestra voluntad de ser flexible si las rutinas deben cambiar.</p>
	<p><i>David va a la escuela (David Goes to School)</i> by David Shannon</p>	<p>La maestra de David no puede más. Las travesuras de David la mantienen muy ocupada. ¡Un libro que deleitará a niños, padres y maestros!</p>	<p>Enfoques de Aprendizaje:</p> <p>II.D.1. Demuestra algo de planificación y aprendizaje de las experiencias.</p> <p>Desarrollo Social y Emocional:</p> <p>III.B.1.a. Reconoce y nombra sus propias emociones y maneja y exhibe control de la conducta con o sin el apoyo de un adulto.</p> <p>III.C.2.b. Mantiene amistades y es capaz de participar en comportamientos pro-sociales</p>

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			<p>como cooperar, comprometerse y tomar turnos.</p> <p>III.D.2.a. Persiste en las experiencias planeadas individuales, las experiencias dirigidas por el proveedor de cuidado y las actividades grupales planeadas.</p> <p>III.D.4.d. Se identifica a sí mismo como un miembro único de un grupo (ej., clase, escuela, familia o comunidad en general).</p>
	<p><i>Crisantemo</i> (<i>Chrysanthemu</i>) by Kevin Henkes</p>	<p>"Crisantemo es una niña a la que le gusta mucho su nombre, hasta que va a la escuela y los otros niños se burlan de ella por llamarse así."</p>	<p>Desarrollo Social y Emocional:</p> <p>III.A.1.a. Reconoce las emociones de sus compañeros y responde con empatía y compasión.</p> <p>III.D.4.c. Usa palabras para demostrar conocimiento de información personal (ej., color de cabello, edad, sexo o tamaño).</p> <p>III.D.4.d. Se identifica a sí mismo como un miembro único de un grupo (ej., clase,</p>

Spanish-language

			<p>escuela, familia o comunidad en general).</p>
	<p><i>Si llevas un ratón a la escuela (If You Take A Mouse To School)</i> by Laura Numeroff</p>	<p>El ratón va a la escuela en este divertido libro ilustrado para niños. Si llevas un ratón a la escuela, te pedirá que le prestes tu maletita del almuerzo. Una vez que se la hayas prestado, también querrá un sándwich. Después, necesitará una libreta y lápices. Es casi seguro que también quiera compartir tu mochila...</p> <p>El famoso personaje de Si llevas un ratón al cine y Si le das una galletita a un ratón, libros que han ocupado el primer lugar en ventas en la lista del New York Times, regresa para relatarnos sus aventuras de la primera vez que va a la escuela. ¡Sólo Laura Numeroff y Felicia Bond pueden lograr que la escuela sea tan divertida!</p>	<p>Enfoques de Aprendizaje:</p> <p>II.A.1. Muestra una mayor curiosidad y está ansioso por aprender cosas nuevas y tener nuevas experiencias.</p> <p>II.D.1. Demuestra algo de planificación y aprendizaje de las experiencias.</p> <p>Desarrollo Social y Emocional:</p> <p>III.D.2.a. Persiste en las experiencias planeadas individuales, las experiencias dirigidas por el proveedor de cuidado y las actividades grupales planeadas.</p> <p>III.D.3.a. Demuestra voluntad de ser flexible si las rutinas deben cambiar.</p>

Division of Early Learning
Florida Department of Education
250 Marriott Drive
Tallahassee, FL 32399
Toll-Free: 866-357-3239
FloridaEarlyLearning.com



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