

For Early
Childhood

Book Time™

Developing Essential Vocabulary and Comprehension Skills

Susan B. Neuman
Program Author



SCHOLASTIC



**Based on the research of Dr. Susan B. Neuman, Program Author
with Dr. Nell K. Duke, Program Advisor**



Dr. Susan B. Neuman is a Professor in Educational Studies specializing in early literacy development at the University of Michigan. Dr. Neuman returned to this post in 2004 after she served as U.S. Assistant Secretary for Elementary and Secondary Education. Her research and teaching interests include: early childhood policy, curriculum, and early reading instruction. As Assistant Secretary, she established the Reading First program and the Early Reading First program and was responsible for all activities in Title I of the ESEA.

Dr. Nell K. Duke is an Associate Professor at Michigan State University. Duke's work focuses on early literacy development, particularly among children living in urban poverty. Her specific areas of expertise include the development of informational literacies in young children, comprehension teaching and learning in early schooling, approaches to addressing the needs of struggling readers and writers, and issues of equity in literacy education.

Program Overview

Research shows that storybook reading is the single most powerful tool for promoting early language and reading development!

Scholastic *Book Time* is a read-aloud program that helps teachers develop children's critical early literacy skills in vocabulary and comprehension.

Book Time includes a collection of carefully-selected fiction and nonfiction books, easy-to-use lesson plans that help teachers engage children in lively discussion about books, embedded professional development, and opportunities for instructional assessment.

Book Time helps all children develop early language skills, and is available in two versions: English, and English-Spanish PL US. To see components of each version, see page 10.

Book Time instruction helps teachers keep read-aloud time both lively and productive, with instruction focused in these key areas:

 **Oral Language/Vocabulary**

 **Comprehension**

 **Content Knowledge**

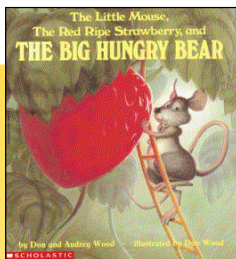
 **Print Awareness**



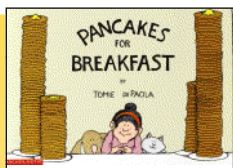
It's Fiction Time!

Time to Explore Our Imaginations!

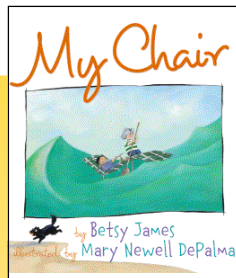
Vivid stories about make-believe places and characters bring to life imagination and creativity. *Book Time* presents the best quality contemporary literature and classic tales, all with beautiful illustrations and well-written text. Young learners develop a love of reading when they hear stories that interest them. The colorful characters, universal themes, and clear age-appropriate language featured in these books capture children's interest to want to listen to stories again and again!



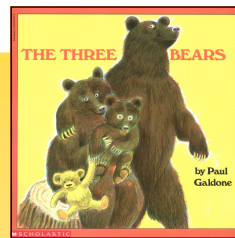
S *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
by Don and Audrey Wood



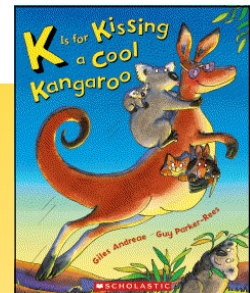
S *Pancakes for Breakfast*
by Tomie dePaola



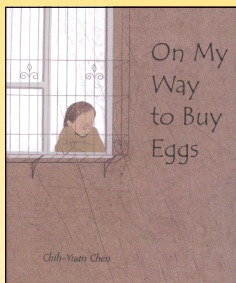
My Chair
by Betsy James
and Mary Newell DePalma



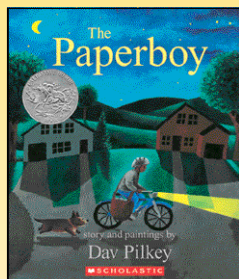
The Three Bears
by Paul Galdone



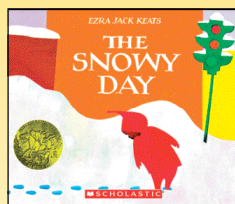
K Is for Kissing a Cool Kangaroo
by Giles Andreae



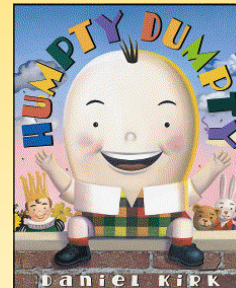
On My Way to Buy Eggs
by Chih-Yuan Chen



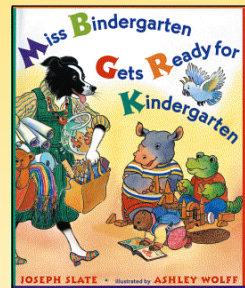
The Paperboy
by Dav Pilkey



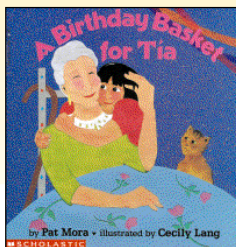
S *The Snowy Day*
by Ezra Jack Keats



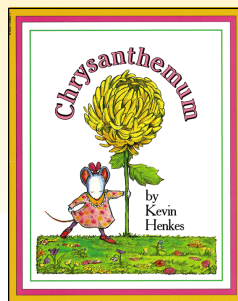
Humpty Dumpty
by Daniel Kirk



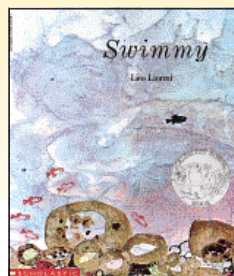
Miss Bindergarten Gets Ready for Kindergarten
by Joseph Slate



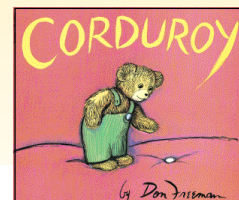
S *A Birthday Basket for Tia*
by Pat Mora



Chrysanthemum
by Kevin Henkes



S *Swimmy*
by Leo Lionni



S *Corduroy*
by Don Freeman

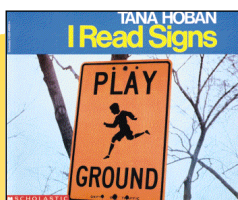
S *Book Time* English-Spanish PLUS includes Spanish version of text and Spanish lesson in the Professional Guide; a total of 15 fiction titles in Spanish are included.

It's Nonfiction Time!

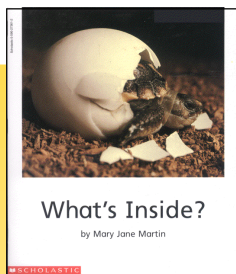
Time to Learn About the World Around Us!

Information and understanding how to access information are the tools to gaining knowledge of the world. Early learners need to be exposed to nonfiction so they can develop content knowledge, a critical skill to comprehending written text.

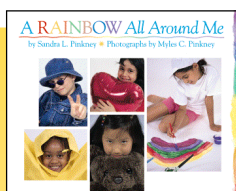
Each *Book Time* nonfiction title was carefully selected based on its high-quality, read-aloud text in addition to its vivid photos and illustrations. Every book stretches children's minds and ignites their natural curiosity to explore and understand the world around them.



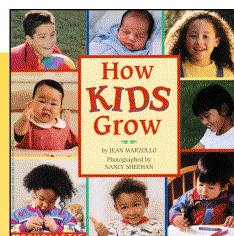
S *I Read Signs*
by Tana Hoban



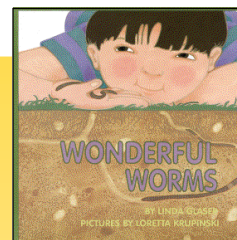
S *What's Inside?*
by Mary Jane Martin



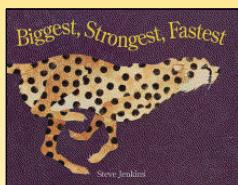
A Rainbow All Around Me
by Sandra L. Pinkney



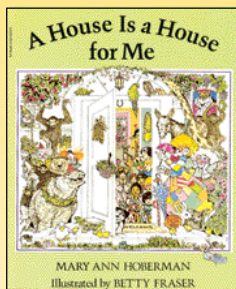
How Kids Grow
by Jean Marzollo



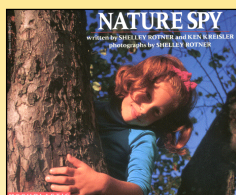
Wonderful Worms
by Linda Glaser



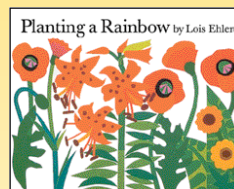
Biggest, Strongest, Fastest
by Steve Jenkins



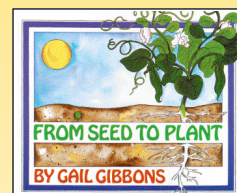
A House Is a House for Me
Mary Ann Hoberman



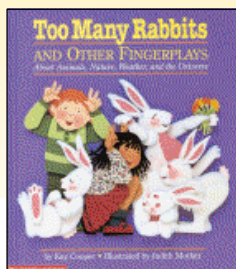
S *Nature Spy*
by Shelley Rotner
and Ken Kreisler



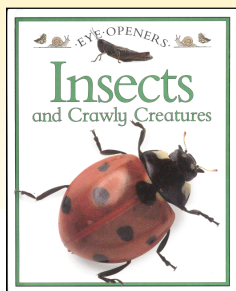
Planting a Rainbow
by Lois Elhert



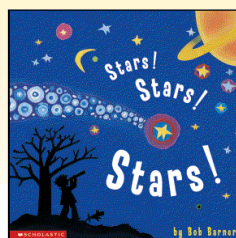
From Seed to Plant
by Gail Gibbons



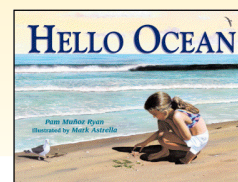
Too Many Rabbits and Other Fingerplays
by Kay Cooper



Insects and Crawly Creatures
by Angela Royston



Stars! Stars! Stars!
by Bob Barner



S *Hello Ocean*
by Pam Muñoz Ryan

S *Book Time* English-Spanish PLUS includes Spanish version of text and Spanish lesson in the Professional Guide; a total of 13 nonfiction titles in Spanish are included.

Fiction Lesson Overview

Three Reasons to Read Each Book!

Children delight in a good book that is shared more than once or twice. *Book Time* instruction utilizes three readings of each book. Why? Each reading deepens children's comprehension and allows teachers to focus on targeted skills. The three readings in each *Book Time* lesson include:

1st Reading —focused on comprehension of text using the read-aloud prompts and questions to engage children.

2nd Reading —focused on vocabulary words and simple explanations using text cues.

3rd Reading —focused on targeted language and literacy skill-building.

All three readings include response activities that are quick, fun, keep students fully engaged, and build essential skills.

The fiction texts in *Book Time* provide rich, descriptive character development unique to each title.

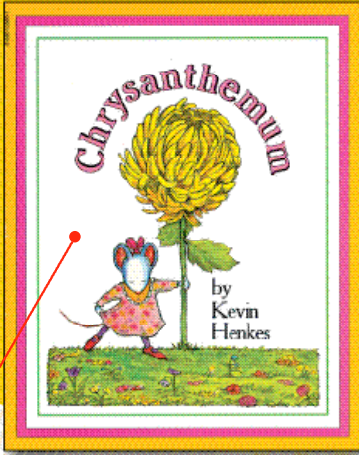
Book Time clearly outlines learning goals for each book, targets vocabulary and provides strategies for working with English-Language Learners!

Book Time lessons help teachers with targeted comprehension scaffolding of information strategies for emerging readers to effectively decode text!

Chrysanthemum

by Kevin Henkes

A little mouse named Chrysanthemum learns how special she is.



Learning Goals

➤ **Oral Language/Vocabulary Concepts:** Feeling words (*beautiful, dreadful, funny, nice, perfect*)

➤ **Comprehension:** Understand a character

English-Language Learners

Preview Be sure that children understand the meaning of Chrysanthemum's name. Use the illustrations of the flower to explain.

Informal Assessment

➤ Are children using words that describe Chrysanthemum's feelings?

➤ Are children exploring the main character as a way to comprehend the story?

1st Reading

Build Understanding

Read to Explore Discuss the importance of people's names with children. Draw out that a name (or even a nickname) is very special to each one of us and we feel good when we hear our name.

Read aloud the title and explain that this is the name of the little mouse on the cover. During reading help children make predictions about the story using the following prompts and questions.

Page 9: Why do you think everyone giggled when they heard Chrysanthemum's name? How do you think Chrysanthemum feels when everyone giggled?

Page 10: Chrysanthemum does not think her name is perfect. Now it's dreadful. That doesn't sound good, does it? Dreadful means very bad or terrible.

Page 13: Does Chrysanthemum still think that her name is dreadful? How do we know? What do you think will happen next?

As you read aloud the rest of the story, pause to confirm predictions.

Respond to the Book

Oral Language Show children page 8 in the book and ask them to use words that describe Chrysanthemum's feelings. Then do the same with other pages. Discuss how both the text and the illustrations help them understand Chrysanthemum's problem.

By identifying key words useful in oral language building and written text, *Book Time* helps students develop a strong vocabulary, critical for early literacy success.

Book Time has identified unique skill-building opportunities for each text, giving each student the opportunity for early reading success!



Build Vocabulary

Reread for Meaning Discussing the meaning of the vocabulary words below will help children understand the story better:

- Name some things that are beautiful.
- Is Chrysanthemum's name perfect or funny? Explain.
- Why weren't some of the girls nice to Chrysanthemum?
- An accident can be dreadful. What else may be dreadful or bad?

Respond to the Book

Writing Have children practice writing their names for a display. Encourage each child to draw a picture of something really special that tells about him/her or his/her name.



Build Skills

Reread to Comprehend Explain to children that stories often have interesting and likeable characters. Use the following questions to get children thinking more about Chrysanthemum.

- Why do you think Chrysanthemum's parents say that she is perfect?
- Why do you think Chrysanthemum's classmates make fun of her name?
- What would you say to (do for) Chrysanthemum to make her feel better?

Respond to the Book

Science Connection Bring in a field guide to flowers (or birds) and have children look through the book. If they could have a flower name, what would it be? Have them share the picture of the flower and explain why.

Chrysanthemum

Why Is Fiction Time Important?



"Children love to hear their favorite stories again and again. And now, research confirms that re-reading stories provides a powerful strategy for learning new vocabulary, and engaging children's deeper understanding of stories and texts."

— Dr. Susan B. Neuman,
Program Author

Early learners develop creativity and imagination from being exposed to quality literature. Fictional literature, like the texts in *Book Time*, draws children in with rich characters, engaging stories, and vividly creative illustrations. The multiple read-aloud program format allows children to not only enjoy exploring their imagination, but also facilitates oral language and essential comprehension skill development so all students can achieve their greatest potential and become successful readers.

Chrysanthemum by Kevin Henkes. Copyright © 1991 by Kevin Henkes. Published by Scholastic Inc. by arrangement with HarperCollins Publishers.

Nonfiction Lesson Overview

Rich Vocabulary and Content Area Instruction!

Building a strong vocabulary and understanding how to decode different types of text are critical to successful reading and comprehension. Nonfiction text is real-world and vocabulary-rich, helping all students gain not just word knowledge, but also content-area knowledge and providing a context to use their new vocabulary. *Book Time* helps teachers build early learners' knowledge of words to help close the gap between students' experiences and limited vocabulary! And, *Book Time* helps build children's understanding of text structures so that early learners can successfully decode new text. That's what comprehension is all about!

Book Time instruction focuses on:

- ◆ Introducing and building key vocabulary.
- ◆ Expanding content knowledge.
- ◆ Developing text awareness and decoding skills.
- ◆ Helping children meet science and social studies standards.

The engaging photographs and illustrations in each nonfiction book naturally inspire conversations, but the specific questions and activities in each lesson plan guide teachers' instruction by accessing students' background knowledge and scaffolding deeper meaning.

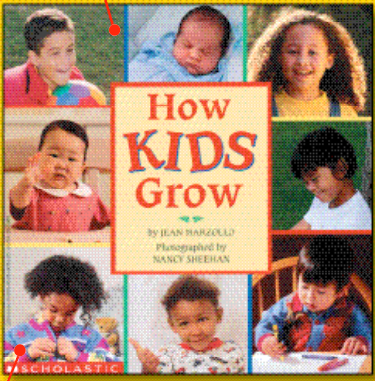
Informational books spark children's interest in the world and make great starting points for growing content area and world knowledge.

Accessing background knowledge is key to begin scaffolding the meaning of nonfiction texts, build vocabulary, and provide a context for applying new vocabulary.

How Kids Grow

by Jean Marzollo

Let's see how children change as they grow.



Learning Goals

- **Content Knowledge:** Growing up
- **Oral Language/Vocabulary Concepts:** Growing words (*change, grow, month, old, year*)
- **Comprehension:** Sequence

English-Language Learners

Summarize Help children summarize after each section in the book by reviewing what the child can do at that particular age.

Informal Assessment

- Are children using the time words and concepts in their responses?
- Do children understand the sequence of development that is presented in the book?

Book Time

1st Reading

Build Understanding

Read to Explore Read aloud the title of the book and discuss the pictures on the cover. Explain that this book tells information about different children growing up. Page through the book and help children identify the children in each section and what they are doing.

As children engage with the photographs, use the following questions to help them make connections to their own experiences.

- When do babies start to play with brothers and sisters? What games can they play?
- Why do you think babies crawl? Why can't they walk yet?
- What kinds of games do little children like to play as they get older?

Tell children that you will read the book to find out more about how children change as they grow.

Respond to the Book

Discussion Help children see the growth and development that takes place in the book by comparing what babies, toddlers, and young children can and can't do. Ask questions like, "Can a baby ride a bike? Why or why not?" Then point out what development must occur first, such as first being able to crawl, then becoming strong enough to walk and climb stairs, finally learning to balance on a bike and pedal at the same time.

Each lesson plan highlights specific learning goals to identify key information, helping children whose native language is not English develop targeted strategies for understanding nonfiction text.

Repeated readings give young children multiple opportunities to learn and use new vocabulary during rich and active classroom discussions and build deeper understanding and meaning for each text.



Build Vocabulary

Reread for Meaning Help children understand the passage of time by rereading the book and talking about their own experiences.

As you reread, pause after each section and discuss the development that takes place. Use prompts and questions to help children relate the text to their own experiences. For example on page 8–9:

Brittany is six months old. She watches her big sister. What else can she do now? I can imagine what she looked like when she was just born. She has grown a lot. Her body has changed and now she can play a little.

Respond to the Book

Oral Language Have children bring in photographs of themselves when they were babies or toddlers. Invite individual children to share the photograph with the class and tell how old they were. Refer to the part of the book with that age to see what they could probably do and encourage children to discuss.



Build Skills

Reread to Comprehend During this reading, help children understand the sequence of development occurring throughout the book. Use the following prompts and questions to give them an opportunity to explore this concept.

Pages 10–11: A nine-month old baby is stronger than a newborn baby and can clap hands and crawl.

Pages 12–13: A one-year-old is three months older and has learned to walk and talk.

Pages 14–15: This toddler can draw, swing, and push a lawnmower. His smile has changed, now he has 12 teeth!

Pages 18–19: A two-and-half-year-old is learning how to build things and take care of himself. Look how much he's grown.

Pages 26–27: This boy is in school and is much taller than the younger kids. Now he can write his own name!

Respond to the Book

Writing Then have each child draw two pictures of him- or herself at different ages. The first one should be a drawing that shows what they could do as a baby. The second one should be a drawing of themselves now. Help children label the drawings, including their age in each. Encourage children to share these drawings with family members.

How Kids Grow

Why Is Nonfiction Time Important?



"Building children's vocabulary and knowledge about the world are important roles of early childhood educators. Reading aloud is a wonderful tool for building this knowledge."

— Dr. Nell K. Duke
Program Advisor

Research has shown that early childhood is a critical time for building vocabulary and content-area knowledge. Specifically, understanding nonfiction texts and accessing information from these texts is critical for developing the vocabulary and content knowledge necessary for continued success in school. The nonfiction read-alouds in *Book Time* provide the best quality, age-appropriate books to allow young learners to begin to explore their world and have the language to fully express themselves in that world!

How Kids Grow by Jean Marzollo, photography by Nancy Sheehan. Photographs copyright © 1998 by Nancy Sheehan. Published by Scholastic Inc.

Book Time Components

Book Time English

- 4 56 read-aloud trade books (28 titles, 2 copies each)
- 4 Professional Guide (28 lesson plans)
- 4 Lending Library Pocket Chart

QER 986979

**For PreK
and K**



Book Time English-Spanish PLUS

- 4 56 read-aloud trade books – English (28 titles, 2 copies each)
- 4 56 read-aloud trade books – Spanish (28 titles, 2 copies each)
- 4 Professional Guide (28 English lessons; 10 Spanish lessons)
- 4 Lending Library Pocket Chart

QER988863



Also Available From Scholastic

Sound & Letter Time™

Scholastic *Sound & Letter Time* provides engaging, hands-on magnetic games to build phonological awareness and alphabet recognition.

Visit: www.scholastic.com/soundandlettertime to try the product demo and to order!



Learning Center Libraries: Science & Social Studies

When it's time for specific content-area instruction, the *Learning Center Libraries* give you vivid trade books, concept cards, and engaging lesson plans!

Call 1-800-SCHOLASTIC and choose option 3 to place an order!



Scholastic Early Literacy Seminars

It's about time for professional development of early childhood educators! The *Early Literacy Seminar Series* are half-day, in-person workshops. The seminars that complement *Book Time* instruction include:

- ◆ Developing Oral Language
- ◆ Building Letter Knowledge and Phonological Awareness
- ◆ Building Content-Area Knowledge
- ◆ Supporting English-Language Learners
- ◆ Developing Print Awareness and Writing

Early Literacy
Seminar Series

Visit: www.scholastic.com/elseminars to view a complete list of seminars.



Aligned to Early Reading First

- **Oral Language/Vocabulary**
- **Alphabet Knowledge**
- **Print Awareness**
- **Phonological Awareness**

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