



## Every Child Reads Follow-up Module: Handouts

### HANDOUT NUMBER

### TITLE

- |    |   |
|----|---|
| 1  | Powerpoint Notes  |
| 2  | Appendix A: Training Overview Modules, Principles, Strategies   |
| 3  | Lesson Plan: Using Books and Activities to Support Social-Emotional Development   |
| 4  | Teaching Children New Words From Books  |
| 5  | Teaching New Words When Reading to Children (This document is also located on the web site: <a href="http://www.iowa.gov/educate">www.iowa.gov/educate</a> )  |
| 6  | Asking Yes/No, “Wh—” and Open-Ended Questions (Pages 2 and 3 of this document are also located on the web site: <a href="http://www.iowa.gov/educate">www.iowa.gov/educate</a> )  |
| 7  | Songs About Feelings  |
| 8  | Children’s Book List (This document can also be found on the following web site <a href="http://www.vanderbilt.edu/csefel">www.vanderbilt.edu/csefel</a> .)   |
| 9  | Book Nooks<br>To find the book nooks to duplicate, go to <a href="http://www.vanderbilt.edu/csefel">www.vanderbilt.edu/csefel</a> . Click on “Resources by Group: for Teachers/Caregivers.” Go to “Teaching Social Emotional Skills” and click on “Book Nook”. This list is updated as new book nooks are added. You do not have to distribute all of them. Select those most appropriate for your group. |
| 10 | Evaluation: Every Child Reads Follow-up Module  |

# Using Books and Literacy Activities to Teach Social-Emotional Skills



-Name  
-Age of children  
-Setting  
3 ECR strategies



1. What questions do you have about the strategies?

2. Have you had challenges when:

– planning?

--using them with children?

3. Results?



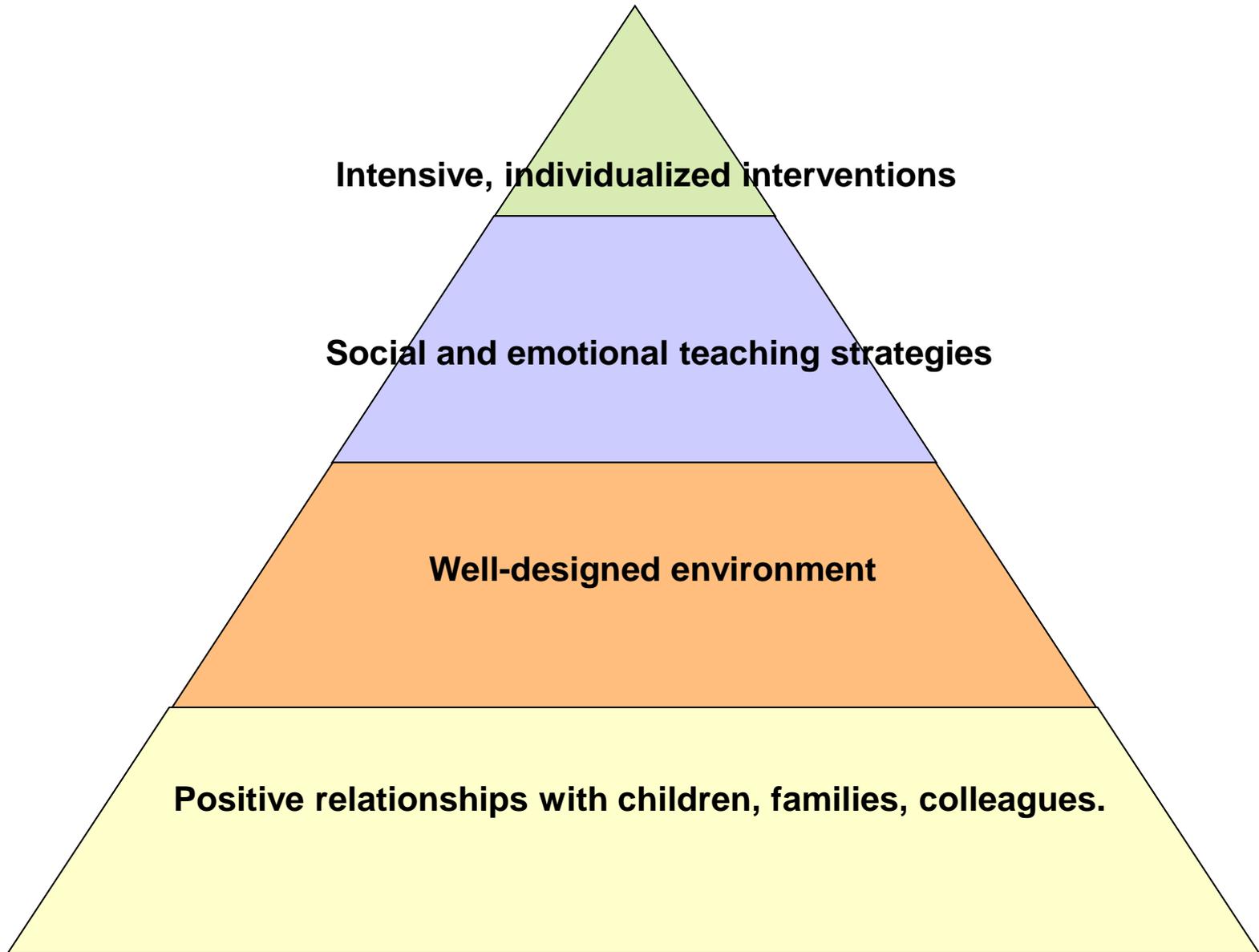


# Goals

1. Learn to use books and literacy activities to teach children to name emotions and express them in healthy ways.
2. Review 3 ECR strategies:
  - teaching vocabulary
  - connecting the book to the child's life and experiences
  - asking questions



# Promoting Social Competence



# Early Learning Standards for Preschool Children

- Standard 9.2: Children show increasing ability to regulate their behavior and express emotions in appropriate ways
- Standard 9.4: Children develop the ability to interact with peers respectfully and to form positive peer relationships.





# Iowa Quality Preschool Program Standards (QPPS)

## Standard 1, Relationships:

- 1.10 Rather than focus solely on reducing the challenging behavior, teachers focus on:
  - teaching the child social, communication, and emotional regulation skills and
  - using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.



# Iowa Quality Preschool Program Standards

- 1.11 Teaching staff help children manage their behavior by guiding and support children to:
  - persist when frustrated
  - play cooperatively with other children
  - use language to communicate needs
  - learn turn taking
  - gain control of physical impulses
  - express negative emotions in ways that do not harm others or themselves.



# Iowa Quality Preschool Program Standards

## Standard 3: Teaching

- 3.5 Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.



# Center on Social and Emotional Foundations for Early Learning

- Confidence
- Concentration and persistence on challenging tasks
- Ability to listen to instructions and be attentive
- Ability to effectively communicate emotions
- Capacity to developing good relationships with peers and adults
- Ability to solve social problems





- If a child doesn't know how to read, we teach.
- If a child doesn't know how to swim, we teach.
- If a child doesn't know how to multiply, we teach.
- If a child doesn't know how to drive, we teach.
- If a child doesn't know how to behave, we \_\_\_\_\_. Teach or punish?

(Tim Herner, NASDE president, 1998.)

- Find a partner.
- Select a book.
- Read the book.



# Lesson Plan

- Write the title and author.
- Guess at the age range the book is most appropriate for.

Being able to name their own emotions--  
to describe what they are feeling--is one  
of the first steps in helping children  
learn to appropriately express emotions.



Think about the children you care for and educate. What words would you like them to be able to use to describe/name their feelings?



# Direct Teaching of Feeling Vocabulary



# Teaching New Words

- When you have used this strategy in the past, what has been the most difficult step for you to plan for and use with the children?
- What made it difficult?



# Demonstration

- Pretend you are a group of 4 year olds and respond when I ask you to do so.
- Take notes on your handout. Write what I say or do that demonstrates each step.



- Work with your partner and define one word.
- Follow steps 6 a-d on your lesson plan.
- Write what you will say/do for each step.
- If you finish, define your second word.





# Lonely

Lonely means you feel depressed because no one will pay attention to you or play with you or because your parents and brother and sister have left you at child care, which makes you mad as well as lonely, and have gone to work or school.

# Jealous

When you are jealous you feel mad or sad or confused inside your body. You want what someone else has.

- Work with your partner
- Answer items # 3 & # 4
- What specific social-emotional skills does your book teach?



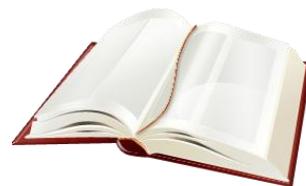
# Connecting the book to the child's life and experiences

- Why do we do it?





- Work with your partner.
- Write what you will say about your book to connect it to your children's lives and experiences.
- Connect it to the social-emotional skill and/or word to describe a feeling that you will emphasize the first time you read the book.





Tell us:

- the social-emotional skill you want the children to learn
- the word to name a feeling you want the children to learn and
- what you will say to connect the book to the children's lives and experiences.

# When you ask questions, you...

- Focus children's attention on the skill/word you want them to learn and
- Check the children's understanding of the book--you make sure they are learning what you want them to learn.

# The questions we ask when reading should...



- Be about important concepts in the book--what you want children to learn
- Use words children understand
- Not be too long or contain multiple questions
- Be stated in an appropriate format for the children's age



What do you think the child is feeling and why is he feeling that way?



- What do you think the child is feeling?
- Why do you think he is feeling that way?



- Work with your partner.
- Write 2 questions to ask before reading the book to children:
  - Help them become interested in the book
  - Focus on the skill and/or word you want them to learn



- Tell us:
  - age of children
  - word and social-emotional skill you want the children to learn
  - your questions



# Criteria for Questions



- Will the questions help the children become interested in the book?
- Are they focused on the skill and/or word you want them to learn?
- Do they use words children understand?
- Are they too long/contain multiple questions?
- Are they stated in an appropriate format for the children's age?



- The questions you ask DURING the time you read the book and AT THE END of the book should focus children on the word and/or social-emotional skill you want them to learn.
- The children's answers should tell you if they are learning what you want them to learn.



- With your partner, write 2 questions you can ask **WHEN** you are reading the book and....
- 2 questions you can ask at the **END**.





# Criteria for Questions



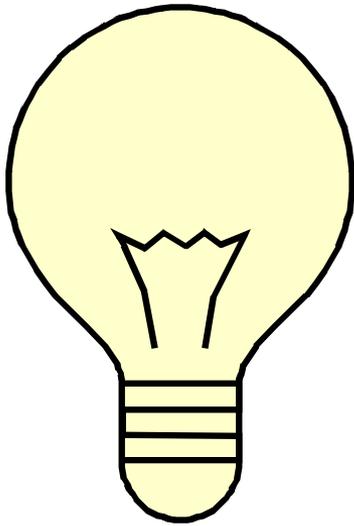
- Will the questions help the children remain interested in the book?
- Are they focused on the skill and/or word you want them to learn?
- Do they use words children understand?
- Are they too long/contain multiple questions?
- Are they stated in an appropriate format for the children's age?

# Activities Need to Be....

- Purposeful. Fun, engaging and designed to teach the new words/skills you want them to learn.
- Integrated throughout the day, week, year.



- What kind of activities could we use to reinforce the words/skills books teach?





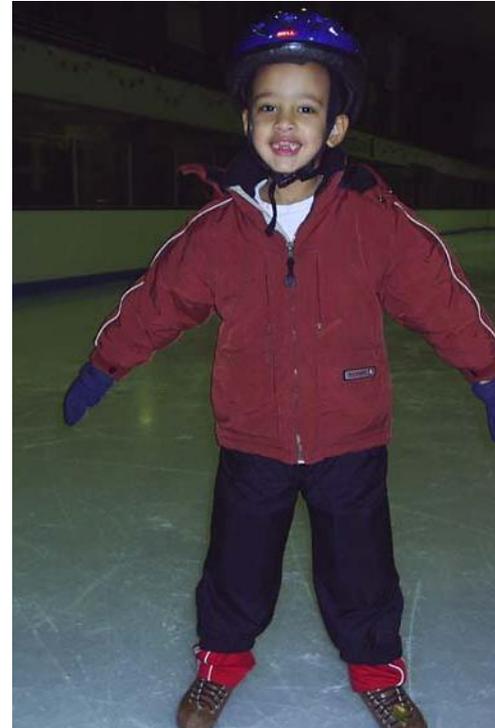
# Teachable Moments

Jose and Amelia seem really happy to be playing together. They are smiling and laughing.

Provide labels as children experience different feelings.

# Sample Game

- **How does your face look when you feel proud?**
- **What makes you feel proud?**



# Sample Game

## Bingo

 <p>Loved</p>	 <p>Happy</p>	 <p>Sad</p>
 <p>Happy</p>	 <p>Loved</p>	 <p>Proud</p>
 <p>Proud</p>	 <p>Sad</p>	 <p>Loved</p>

# Feeling Dice/Feeling Wheel



- How do you think that made Ben feel?
- How do you think you would feel if that happened to you?
- What could Ben do next time?



- Center on Social and Emotional Foundations for Early Learning

Web site:

<http://www.vanderbilt.edu/csefel>

# Why did we have you create your own lesson plan?

- Not one available for every book
- Don't explain how to teach new words
- Some suggest questions but not all
- Some talk about how to connect the book to the children's lives and experiences but not all.



Create activities that will reinforce the word/skill you want children to learn.





- Select a few activities to do during the week you first read the book and put a #1 by them.
- Identify which ones you will do during the second week and put a #2 by them.

# In summary:

- Reviewed ECR Strategies
  - Teaching new words
  - Asking questions
  - Connecting the book to a child's life and experiences
- Developed a lesson plan
- Intentionally teach children what to do using books and activities.

# Evaluation

- Please complete!
- Thanks!!



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Appendix A: Training Overview: Modules, Principles, Strategies**

## Language Module

### **Principle 1**

Children need to have many experiences to develop background knowledge and language skills

### **Strategy**

Provide a variety of meaningful experiences using daily routines or planned experiences

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### **Principle 2**

Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences

### **Strategy**

Talk with children before, during, or after an experience or activity

- Use sentences to match children's understanding
- Provide children with time to talk
- Engage children in conversation
  - 1) Make comments or statements
  - 2) Ask questions
  - 3) Respond and add new information to children's comments and questions

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### **Principle 3**

Children need to learn and use new vocabulary or words continuously

### **Strategy**

Indirectly teach vocabulary by introducing or reinforcing a variety of words or concepts to expand children's conversation



**Every Child Reads Follow-up Module:**  
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**Appendix A: Training Overview: Modules, Principles, Strategies**

## Reading Module

### **Principle 1**

Children need to interact with books

### **Strategies**

Select appropriate books

- Match children's skills and interests
- Non-fiction and fiction
- Predictable books

BEFORE reading

- Read title, author, and illustrator's names
- Predict what will happen in the story
- Preview the story
- Directly teach new vocabulary words
- Connect the story to real-life experiences
- Give children a reason to listen

DURING reading

- Point to pictures that are meaningful to story
- Make predictions
- Ask questions
- Answer children's questions

AFTER reading

- Ask guided story questions
- Use sentence completion
- Relate to children's experiences

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### **Principle 2**

Children need to practice retelling stories from books

### **Strategies**

Model retelling stories from books

Provide story retelling opportunities

- Use prompts, props, or cues with young children
- Allow children to retell stories on their own, once in a while

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### **Principle 3**

Children must be aware that spoken language is made up of words, parts of words, and sounds in words

### **Strategies**

Awareness of words (3 years of age)

- Rhyming
- Sentence completion

Awareness of parts of words (4 years of age)

- Segmenting words: taking words apart
- Blending words: putting words together

Awareness of sounds in words (5 years of age)

- Focus on same/different sounds
- Alliteration



**Every Child Reads Follow-up Module:**  
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**Appendix A: Training Overview: Modules, Principles, Strategies**

## Writing Module

### Principle 1

Children need to develop an awareness of print

### Strategies

Structure the environment to encourage children's awareness of print

- Use labels, lists, signs, and charts

Point to and read meaningful print aloud to children

- Connect words to meaningful experiences, such as daily routines or special events in or outside of child setting

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### Principle 2

Children need to develop fine motor hand skills for writing

### Strategies

Provide a variety of small manipulative objects and activities for children to develop fine motor skills

- In-hand manipulation: primary focus of small motor skill development

Model and demonstrate fine motor hand skills

- Sensorimotor: developing various grasps
- Scribbling: beginning skill that leads to writing
- Writing first letters: experimenting with lines and shapes

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### Principle 3

Children need to engage in meaningful writing experiences

### Strategies

Provide materials for writing

- Writing area: wealth of writing materials, writing accessories

Structure play areas and activities to encourage writing

- Include writing (literacy) props in play areas

Model and explain writing tasks, interact with children, make suggestions, offer encouragement!

- Demonstrate writing has a real purpose in daily activities
- Model writing in daily events and routines
- Call attention to what has been written



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Lesson Plan: Using Books and Activities to Support Social-Emotional Development**

Book Title:

Author:

Age-range:

Summary of Book:

1. What vocabulary words will you teach the children so they will understand the book? List all possibilities. Be sure to include new words to name/describe feelings.
2. Put a check by one or two new words that name/ describe feelings that you will teach the first time you read the book.
3. What social emotional skills does the book teach? (How to be a friend? What to do when you are mad?)
4. Many books teach more than one social-emotional skill. Put a check by the skill you want to focus on the first time you read the book.

**ECR Strategy: Connecting the book to the children's life and experiences**

5. When reading the story, what will you say to connect the book to the children's lives and experiences?



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Lesson Plan: Using Books and Activities to Support Social-Emotional Development**

**ECR Strategy: Teaching Vocabulary Words**

6. When reading the book, how will you:
  - a. define the new word and explain how it is used in the story?
  - b. demonstrate what the word means?
  - c. repeat the new word often?
  - d. encourage the children to say the new word often?

**ECR Strategy: Asking Questions**

7. What questions will you ask to help the children learn the social-emotional skills presented in the book? What questions will you ask to make sure the children understand the new word(s) you taught them?

If appropriate for the age level of the children, ask all 3 kinds of questions: yes-no, "wh" and open-ended.

- a. Before I read the book, I will ask:
- b. During the time I'm reading the book, I will ask:
- c. After I read the book, I will ask:



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Lesson Plan: Using Books and Activities to Support Social-Emotional Development**

8. Select 3 areas (Circle Time, Art, etc.) Create 2 engaging activities for each of the 3 areas that will reinforce the new word and/or social-emotional skill you want children to learn.

Arrivals/Departures	
Circle Time	
Center Time	
Art	



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Lesson Plan: Using Books and Activities to Support Social-Emotional Development**

Music	
Snack/Meal Time	
Literacy Time (books, poems, rhymes, writing activities, etc.)	
Transitions	
Outside	



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Teaching Children New Words From Books**

It is important for children to start school knowing the meaning of many different words. Research shows that children who start school with large vocabularies are more likely to be successful readers.

Children learn the meaning of words through conversations with family members, child care providers, teachers and peers. They also learn new words when listening to someone read a book to them. However, the number of words children may hear through conversations and being read to differs depending on how often family members and early care and education providers talk with children and read to them.

A research study conducted by Doctors Hart and Risley (1999) found:

Children heard 2,100 words per hour in the average professional family, 1200 words per hour in the average working class family, and 600 words per hour in the average welfare family. When the daily number of words for each group of children was projected across 4 years, the four-year-old from the professional family heard 45 million words, the working-class child 26 million, and the welfare child only 13 million. As Jim Trelease writes in his book, The Read-Aloud Handbook, this means that “all three children will show up for kindergarten on the same day, but one will have heard 32 million fewer words—which is a gigantic difference.” (p.14) (1) (Hart and Risley used the same terms that the census does to describe the economic status of the families.)

Conversations alone do not teach children all the words they need to know. Trelease states that most conversation whether it is between two adults or with children, consists of 5,000 words we use all the time. 83 percent of the words in normal conversations with children come from the most commonly used 1,000 words, and it doesn’t change much as the children grow older. There are then another 5,000 words used in conversation less often. “Beyond that 10,000 mark are the ‘rare words’, and these play a critical role in reading. The eventual strength of our vocabulary is determined not by the common 10,000 words but by how many “rare words” we understand...Printed text contains the most rare words and this is one of the reasons why it is so important to read to children...Regular conversations will take care of the basic vocabulary, but when you read to the child you leap into the rare words that help most when it’s time for school and formal learning.” (pp.17-18) (1)

How do you teach children new words that are in books? First, you need to decide what words to teach them. To make this decision:

Read the book before reading it to children and identify all the words the children might now know. Select 1 to 3 words to teach the children. How many words you select depends on the age of the children. You can teach additional words each time you read the book to them.

When selecting the words to teach, chose those that:



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Teaching Children New Words From Books**

- a) are important for the child to know to understand the story
- b) are used often in the story
- c) represent a concept they can identify with and use in everyday conversation (2)

(However, don't forget to teach rare words also!)

(1) Trelease, Jim, (2001). *The Read-Aloud Handbook*. New York: Penguin Books

(2) Beck, Isabel; McKeown, M.; Kucan, L., (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Teaching New Words When Reading to Children**

**Define a new word  
and explain how it is  
used in the story**

**WHEN YOU TEACH A NEW WORD:**

"In the story, the children play with Patrick and Sam who are tortoises. Another word for tortoise is turtle. A *tortoise*, or *turtle*, has four legs and a brown or green shell. The shell is very hard."

"In the story, Lisa is reluctant to leave the Laundromat without Corduroy. *Reluctant* means you are not sure you want to do something."

"In the story, Mrs. Mallard will find a place she likes and Mr. Mallard will be delighted. *Delighted* means happy."

Depending on the age of the children, their background knowledge, and the work you are teaching, you may want to do more. After defining the word and explaining how it fits in the story context, you could say, "What makes you *delighted*?"

If that is too difficult, you could say, "What makes you *delighted*? Ice cream or a thunderstorm?"

**Demonstrate what  
the word means**

With people, places or things:

**Balloon:** Show a *balloon* and say, "This is a *balloon*."

**Smooth:** Show a *smooth* rock and say, "This rock is *smooth*. Feel this *smooth* rock."

With action words: Act out the word; then have children act it out.

**Delighted:** "This is what I look like when I am *delighted*."

**Under:** I am putting my hand *under* my chair. Put your hand *under* your chair."

**Guess:** Hold a coin in one of your hands and ask the child to *guess* which hand it is in. Say, "You don't know which hand has the coin, but can you *guess*?"

You can also show a video clip where the word is illustrated: Clifford *running*.



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Teaching New Words When Reading to Children**

**Repeat the new word often**

The first few times you repeat the new word, you may want to do so slowly and dramatically to call attention to it.

Make this into a game: "Every time you hear me use the word *reluctant*, raise your hand.

**Encourage children to say the new word often**

"Say the word *delighted* with me."

"Someone might be *reluctant* to eat a food they never had before, or might be *reluctant* to ride a roller coaster because it looks scary. Think about something you would be *reluctant* to do. Start your sentence with, "I would be *reluctant* to \_\_\_\_\_."

After each child responds, call on another child to explain the response. For example, if a child says, "I would be *reluctant* to eat \_\_\_\_\_," ask another child, "What does it mean that Brett is *reluctant* to eat \_\_\_?"

**Use the new word often throughout the day, during activities, play time, transitions**

After you read the book:

**Balloon:** Blow up a *balloon* and bat it around.

**Delighted:** Make a picture of someone looking *delighted* or cut pictures of people from magazines who look *delighted*.

**Smooth:** Let the children pick up *smooth* rocks as they go on a walk. You might also demonstrate *smooth* by cutting up a piece of fruit that has a *smooth* surface (apple) and sharing it as a snack.

Adapted from: *Every Child Reads: Birth to Kindergarten Training Curriculum, Parent Follow-up Module (Reading)*. Des Moines, IA: Iowa Department of Education, April 2001.

Resources: Beck, Isabel (1998). Understanding beginning reading: A journey through teaching and research, pp. 11-31, in Osborn, J. and Lehr, F. (Eds), *Literacy for all: Issues in teaching and learning*.



## Every Child Reads Follow-up Module: *Using Books and Literacy Activities to Teach Social-Emotional Skills* Asking Yes/No, “Wh—” and Open-ended Questions

**Asking questions** is a strategy to use when talking and reading with children. Questions take three forms: yes/no, “wh—” and open-ended. Yes/No questions are the easiest for children to answer followed by “Who” and “What” questions. The most difficult questions for children to answer are open-ended questions.

As a child matures, she/he is able to answer more difficult questions. Adults must provide children with many opportunities to answer more thought-provoking questions. Listen closely to answers you get to all questions. Adults can often learn much about feelings, fears, hopes, likes and dislikes of children from their answers.

### **Yes/No Questions**

These questions usually begin with words such as: *is/are, do/does or can/will/would/should*. When asked this kind of question, children do not have much opportunity to practice their language skills and adults don't gather much information from children who just answer “yes” or “no”.

*Examples:*

- You don't look happy today. Are you feeling sad?
- Would you like to go out and play in the snow?
- You zipped your coat by yourself! Do you feel proud?



### **“Wh—” Questions**

“Wh—” questions give the adult more information and often an idea about how much the child understands. If the adult asks, “Where did you put your socks?” and the child answers, “My Mommy buyed them for me,” the adult knows the child did not understand the word, “Where...”.

*Examples:*

- When did you start feeling sad?
- What made you feel so surprised?
- Where did this happen?

### **Open-Ended Questions**

Open-ended questions can be answered in more than one way. They usually begin with “Why”, “How” or “What will happen if...”. Open-ended questions are very important because children's answers allow adults to determine if they understand the kind of question begin asked, the experience they are having or what they are learning.

*Examples:*

- How did this argument get started?
- Why are you two yelling at each other?
- What would happen if Patrick asked you for your toy?



Adapted from: “Asking Questions.” Every Child Reads, Principal 2, Handout L-9. Des Moines, IA: Iowa Department of Education, 2006.



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Asking Yes/No, “Wh—” and Open-ended Questions**

Children understand and can answer:

<b>'WH--' Question</b>	<b>Developmental Age Range</b>
What (“What’s that?”)	12 - 18 months
Where	24 - 30 months
When	30 - 36 months
Who	36 - 48 months
Why, How, What will happen if...?	36 - 48 months

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McCormick, L. and Schiefelbusch, R. (1984). *Early language intervention*. Charles E. Merrill Publishing Co.: Columbus, Ohio.



**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Asking Yes/No, “Wh—” and Open-ended Questions**

Use these cards as reminders to use open-ended questions.

To make cards, copy this page onto cardstock, cut cards apart, and place on a metal ring.

**What’s happening?**

**What happened?**

**What are you doing?**

**Where did you start?**

**What did you do first?**

**What did you do next?**

**How did you do that?**

**How did you know?**

**How did you decide?**

**How are these the same?**

**How are these different?**

**Why did you put these together?**

**What will come next?**

**What is another way?**

**What could you do differently?**

**What is your favorite...?**

**What do you call this?**

**Why do you like...?**

**Why do you suppose...?**

**What would happen if...?**

**How does this work?**

**How do I make...?**

**What is in the...?**

**What should I do?**



**Every Child Reads Follow-up Module:**  
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**Songs About Feelings**

1. "If You're Happy and You Know It"

Add these new verses to teach feelings:

- If you're sad and you know it, cry a tear...boo hoo
- If you're mad and you know it, use your words, "I'm mad"
- If you're scared and you know it, ask for help, "help me"
- If you're happy and you know it, hug a friend
- If you're tired and you know it, give a yawn.

Ideas for other verses?



2. Sing to the tune of "Row, Row, Row Your Boat"

- Happy, happy smiling faces, look at my big grin. I am happy, see my face, making a big grin.
- Sad, sad frowning faces, look at me boo hoo. I am sad, see my face, crying big boo hoos.
- Surprise, surprise is my face, eyes are open wide. I'm surprised, see my face, eyes and mouth open wide.
- Nervous, nervous is my face, eyebrows and teeth are tight, I am nervous, me oh my, trying with all my might.
- Proud, proud is my face, shoulders and smiles are big; I am proud, standing tall, smiling really big.



**Every Child Reads Follow-up Module:**  
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**Songs About Feelings**

3. Sing to the tune of “Happy Birthday”

-When I’m happy, I smile. When I’m happy, I smile. When I’m happy, I smile.

When I’m happy, I smile.

-When I’m sad, I frown...

-When I’m mad, I scowl...

-When I’m tired, I sleep...

-When I’m bored, I find a friend...

-When I’m worried, I talk to mom (or dad)...

-When I’m frightened, my heart beats fast...

-When I’m surprised, I open my mouth...

-When I’m lonely, I find a friend...

4. Other songs:

a. “You Are My Sunshine”

b.

c.

d.

e.

f.

g.





Every Child Reads Follow-up Module:  
Using Books and Literacy Activities to Teach Social-Emotional Skills  
Children's Book List

# Children's Book List

## Being a Friend

*A Rainbow of Friends* by P.K. Hallinan (Ages 4-8)  
*Best Friends* by Charlotte Labaronne (Ages 3-5)  
*Can You Be a Friend?* by Nita Everly (Ages 3-6)  
*Can You Talk to Your Friends?* by Nita Everly (Ages 3-6)  
*Care Bears Caring Contest* by Nancy Parent (Ages 3-6)  
*Care Bears The Day Nobody Shared* by Nancy Parent (Ages 3-6)  
*Fox Makes Friends* by Adam Relf (Ages 3-5)  
*Gigi and Lulu's Gigantic Fight* by Pamela Edwards (Ages 3-7)  
*Hearprints* by P.K. Hallinan (Ages 3-6)  
*How Do Dinosaurs Play with Their Friends* by Jane Yolen and Mark Teague (Ages 3-5)  
*How to be a Friend* by Laurie Krasny Brown and Marc Brown (Ages 4-8)  
*Hunter's Best Friend at School* by Laura Malone Elliot (Ages 4-7)  
*I'm a Good Friend!* by David Parker (Ages 3-5)  
*I Can Share* by Karen Katz (Ages infant-5)  
*I Can Cooperate!* by David Parker (Ages 3-5)  
*I am Generous!* by David Parker (Ages 2-5)  
*I'm Sorry* by Sam McBratney (Ages 4-7)  
*It's Hard to Share My Teacher* by Joan Singleton Prestine (Ages 5-8)  
*Jamberry* by Bruce Degan (Ages 2-5)  
*Join In and Play* by Cheri Meiners (Ages 3-6)  
*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don & Audry Wood (Ages 2-5)  
*Making Friends* by Fred Rogers (Ages 3-5)  
*Making Friends* by Janine Amos (Ages 4-8)  
*Matthew and Tilly* by Rebecca C. Jones (Ages 4-8)  
*Mine! Mine! Mine!* By Shelly Becker (Ages 3-5)  
*Mine! A Backpack Baby Story* by Miriam Cohen (Ages infant-2)  
*My Friend Bear* by Jez Alborough (Ages 3-8)  
*My Friend and I* by Lisa John-Clough (Ages 4-8)  
*One Lonely Sea Horse* by Saxton Freymann & Joost Eiffers (Ages 4-8)  
*Ferro Grande...Ferro Pequeno/Big Dog...Little Dog* by P.D. Eastman (Ages 4-8)  
*The Rainbow Fish* by Marcus Pfister (Ages 3-8)  
*Share and Take Turns* by Cheri Meiners (Ages 5-8)  
*Sharing How Kindness Grows* by Fran Shaw (Ages 3-5)  
*The Selfish Crocodile* by Faustin Charles and Michael Terry (Ages 4-7)  
*Simon and Molly plus Hester* by Lisa Jahn-Clough (Ages 5-8)  
*Sometimes I Share* by Carol Nicklaus (Ages 4-8)  
*Strawberry Shortcake and the Friendship Party* by Monique Z. Sephens (Ages 2-5)  
*Sunshine & Storm* by Elisabeth Jones (Ages 3-5)  
*Talk and Work it Out* by Cheri Meiners (Ages 3-6)  
*That's What a Friend Is* by P.K. Hallinan (Ages 3-8)  
*We Are Best Friends* by Alike (Ages 4-7)



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### Accepting Different Kinds of Friends

*And Here's to You* by David Elliott (Ages 4-8)  
*Big Al* by Andrew Clements (Ages 4-8)  
*The Brand New Kid* by Katie Couric (Ages 3-8)  
*Chester's Way* by Kevin Henkes (Ages 5-7)  
*Chrysanthemum* by Kevin Henkes (Ages 4-8)  
*Franklin's New Friend* by Paulette Bourgeois (Ages 5-8)  
*Horace and Morris But Mostly Dolores* by James Howe (Ages 4-8)  
*I Accept You as You Are!* by David Parker (Ages 3-5)  
*It's Okay to Be Different* by Todd Parr (Ages 3-8)  
*Margaret and Margarita* by Lynn Reiser (Ages 5-8)

### General Feelings

*ABC Look at Me* by Roberta Grobel Intrater (Ages infant-4)  
 "Baby Faces" books (most are by Roberta Grobel Intrater) (Ages infant-4)  
*Baby Faces* by Margaret Miller (Ages infant-3)  
*Baby Senses Sight* by Dr.S. Beaumont (ages infant -3)  
*Can You Tell How Someone Feels?* (Early Social Behavior Book Series) by Nita Everly (Ages 3-8)  
*Double Dip Feelings* by Barbara Cain (Ages 5-8)  
*The Feelings Book* by Todd Parr (Ages 3-8)  
*Feeling Happy* by Ellen Weiss (Ages infants -3)  
*Glad Monster, Sad Monster* by Ed Emberley & Anne Miranda (Ages infant-5)  
*The Grouchy Ladybug* by Eric Carle (Ages 1-6)  
*The Pout Pout Fish* by Deborah Diesen (Ages 3-5)  
*The Three Grumpies* by Tamra Wight (Ages 4-8)  
*Happy and Sad, Grouchy and Glad* by Constance Allen (Ages 4-7)  
*How Are You Feeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos* by Saxton Freymann (Ages 5-8)  
*How Do I Feel?* by Norma Simon (Ages 2-7)  
*How Do I Feel? Como me siento?* by Houghton Mifflin (Ages infant-4)  
*How I Feel Proud* by Marcia Leonard (Ages 2-6)  
*How I Feel Silly* by Marcia Leonard (Ages 2-6)  
*How Kind* by Mary Murphy (ages 2-5)  
*I Am Happy* by Steve Light (Ages 3-6)  
*If You're Happy and You Know it!* by Jane Cabrera (Ages 3-8)  
*Little Teddy Bear's Happy Face Sad Face* by Lynn Offerman (a first book about feelings)  
*Lizzy's Ups and Downs* by Jessica Harper (Ages 3-9)  
*My Many Colored Days* by Dr. Seuss (Ages 3-8)  
*On Monday When It Rained* by Cheryl Kachenmeister (Ages 3-8)  
*Proud of Our Feelings* by Lindsay Leghorn (Ages 4-8)  
*See How I Feel* by Julie Aigner-Clark (Ages infant-4)  
*Sometimes I Feel Like a Storm Cloud* by Leslie Evans (Ages 4-8)  
*Smudge's Grumpy Day* by Miriam Moss (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 4-8)  
*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 3-6)



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*What Makes Me Happy?* by Catherine & Laurence Anholt (Ages 3-8)  
*What I Look Like When I am Confused/Como me veo cuando estoy confundido*  
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)  
*When I Feel Frustrated* by Marcia Leonard (Ages 2-6)  
*When I Feel Jealous* by Marcia Leonard (Ages 2-6) feelings  
*Lizzy's Ups and Downs* by Jessica Harper (Ages 3-9)  
*My Many Colored Days* by Dr. Seuss (Ages 3-8)  
*On Monday When It Rained* by Cheryl Kachenmeister (Ages 3-8)  
*Proud of Our Feelings* by Lindsay Leghorn (Ages 4-8)  
*See How I Feel* by Julie Aigner-Clark (Ages infant-4)  
*Sometimes I Feel Like a Storm Cloud* by Leslie Evans (Ages 4-8)  
*Smudge's Grumpy Day* by Miriam Moss (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 4-8)  
*Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee (Ages 3-8)  
*The Way I Feel* by Janan Cain (Ages 3-6)  
*What Makes Me Happy?* by Catherine & Laurence Anholt (Ages 3-8)  
*What I Look Like When I am Confused/Como me veo cuando estoy confundido*  
 (Let's Look at Feeling Series) by Joanne Randolph (Ages 5-8)  
*When I Feel Frustrated* by Marcia Leonard (Ages 2-6)  
*When I Feel Jealous* by Marcia Leonard (Ages 2-6)

### Happy Feelings

*Amadeus is Happy* by Eli Cantillon (Ages 2-5)  
*Feeling Happy* by Ellen Weiss (ages 2-5)  
*If You're Happy and You Know it!* by David Carter (Ages 2-6)  
*If You're Happy and You Know It* by Scholastic/Taggies book (Ages  
 infant-2)  
*The Feel Good Book* by Todd Parr (Ages 3-8)  
*Peekaboo Morning* by Rachel Isadora (Ages 2-5)  
*When I Feel Happy* by Marcia Leonard (Ages 2-6)

### Sad Feelings

*Let's Talk About Feeling Sad* by Joy Wilt Berry (Ages 3-5)  
*Franklin's Bad Day* by Paulette Bourgeois & Brenda Clark (Ages 5-8)  
*How I Feel Sad* by Marcia Leonard (Ages 2-6)  
*Hurty Feelings* by Helen Lester (Ages 5-8)  
*Knuffle Bunny* by Mo Willems (Ages 3-6)  
*Sometimes I Feel Awful* by Joan Singleton Prestine (Ages 5-8)  
*The Very Lonely Firefly* by Eric Carle (Ages 4-7)  
*When I'm Feeling Sad* by Trace Moroney (Ages 2-5)  
*When I Feel Sad* by Comelia Maude Spelman (Ages 5-7)



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### Angry or Mad Feelings

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Ages 4-8)  
*Andrew's Angry Words* by Dorothea Lackner (Ages 4-8)  
*Bootsie Barker Bites* by Barbara Bottner (Ages 4-8)  
*The Chocolate Covered Cookie Tantrum* by Deborah Blumenthal (Ages 5-8)  
*How I Feel Frustrated* by Marcia Leonard (Ages 3-8)  
*How I Feel Angry* by Marcia Leonard (Ages 2-6)  
*Llama Llama Mad at Mama* by Anna Dewdney (Ages 2-5)  
*Sometimes I'm Bombaloo* by Rachel Vail (Ages 3-8)  
*That Makes Me Mad!* by Steven Kroll (Ages 4-8)  
*The Rain Came Down* by David Shannon (Ages 4-8)  
*When I'm Angry* by Jane Aaron (Ages 3-7)  
*When I'm Feeling Angry* by Trace Moroney (Ages 2-5)  
*When I Feel Angry* by Cornelia Maude Spelman (Ages 5-7)  
*When Sophie Gets Angry – Really, Really Angry* by Molly Garrett (Ages 3-7)  
*Lily's Purple Plastic Purse* by Kevin Henkes. (Ages 4-8)

### Scared or Worried Feelings

*Creepy Things are Scaring Me* by Jerome and Jarrett Pumphrey (Ages 4-8)  
*Franklin in The Dark* by Paulette Bourgeois & Brenda Clark (Ages 5-8)  
*How I Feel Scared* by Marcia Leonard (Ages 2-6)  
*I Am Not Going to School Today* by Robie H. Harris (Ages 4-8)  
*No Such Thing* by Jackie French Koller (Ages 5-8)  
*Sam's First Day* (in multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)  
*Sheila Rae, the Brave*, by Kevin Henkes (Ages 5-8)  
*Wemberly Worried* by Kevin Henkes (Ages 5-8)  
*When I'm Feeling Scared* by Trace Moroney (Ages 2-5)  
*When I Feel Scared* by Cornelia Maude Spelman (Ages 5-7)

### Caring About Others and Empathy

*Bear Feels Sick* by Karma Wilson and Jane Chapman (Ages 3-5)  
*Can You Tell How Someone Feels* by Nita Everly (ages 3-6)  
*Understand and Care* by Cheri Meiners (Ages 3-6)  
*When I Care about Others* by Cornelia Maude Spelman (Ages 5-7)

### Problem Solving

*Don't Let the Pigeon Drive the Bus* by Mo Willems (Ages 2-7)  
*Don't Let the Pigeon Stay Up Late!* by Mo Willems (Ages 2-7)  
*I Did It, I'm Sorry* by Caralyn Buehner (Ages 5-8)  
*It Wasn't My Fault* by Helen Lester (Ages 4-7)  
*Talk and Work it Out* by Cheri Meiners (Ages 4-8)



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### Self Confidence

*ABC I like Me* by Nancy Carlson (Ages 4-8)  
*Amazing Grace* by Mary Hoffman (Ages 4-8)  
*Arthur's Nose*, by Marc Brown (Ages 3-8)  
*The Blue Ribbon Day* by Katie Couric (Ages 4-8)  
*Can You Keep Trying* by Nita Everly (Ages 3-8)  
*I Can Do It Myself* (A Sesame Street Series) by Emily Perl Kingsley (Ages 2-4)  
*I'm in Charge of Me!*, by David Parker (Ages 3-5)  
*I am Responsible!*, by David Parker (Ages 3-5)  
*The Little Engine that Could* by Watty Piper (Ages 3-7)  
*Susan Laughs* by Jeanne Willis (Ages 4-7)  
*Too Loud Lilly* by Sophia Laguna (Ages 4-7)  
*Try and Stick With It* by Cheri Meiners (Ages 4-8)  
*26 Big Things Little Hands Can Do* by Coleen Paratore (Ages 1-6)  
*The Very Clumsy Click Beetle* by Eric Carle (Ages 3-7)  
*Whistle for Willie/Sebate a Willie* by Erza Jack Keats (Ages 4-7)  
*You Can Do It, Sam* by Amy Hest (Ages 2-6)

### Good Behavior Expectations

*Can You Listen with Your Eyes?* by Nita Everly (Ages 3-8)  
*Can You Use a Good Voice?* by Nita Everly (Ages 3-8)  
*David Goes to School* by David Shannon (Ages 3-8)  
*David Gets in Trouble* by David Shannon (Ages 3-8)  
*Excuse Me! A Little Book of Manners* by Karen Katz (Ages infant-5)  
*Feet Are Not for Kicking* (available in board book) by Elizabeth Verdick (Ages 2-4)  
*Hands are Not for Hitting* (available in board book) by Martine Agassi (Ages 2-8)  
*Hands Can* by Cheryl Willis Hudson (ages 1-5)  
*I Tell the Truth!* by David Parker (Ages 3-5)  
*I Show Respect!* by David Parker (Ages 3-5)  
*Know and Follow Rules* by Cheri Meiners (Ages 3-6)  
*Listen and Learn* by Cheri Meiners (Ages 3-6)  
*No Biting* by Karen Katz (Ages infant-5)  
*No David* by David Shannon (Ages 3-8)  
*No Hitting* by Karen Katz (Ages infant-5)  
*Please Play Safe! Penguin's Guide to Playground Safety* by Margery Ouyler (Ages 2-5)  
*26 Big Things Small Hands Can Do* by Coleen Paratore (Ages 3-5)  
*Quiet and Loud* by Leslie Patricelli (Ages 1-3)  
*Words Are Not for Hurting* by Elizabeth Verdick (Ages 3-6)



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## Every Child Reads Follow-up Module: Using Books and Literacy Activities to Teach Social-Emotional Skills Children's Book List

### Family Relationships

*Are You My Mother?* by P.D. Eastman and Carlos Rivera (Ages infant-5)  
*Baby Dance* by Ann Taylor (Ages infant-4)  
*Because I Love You So Much* by Guido van Genechten (Ages 2-5)  
*Counting Kisses* by Karen Katz (Ages infant-5)  
*Full, Full, Full of Love* by Trish Cooke (Ages 4-6)  
*Don't Forget I Love You* by Mariam Moss (Ages 2-7)  
*Guess How Much I Love You* By Sam McBratney (Ages infant-5)  
*Gūji Gūji* by Chih-Yuan Chen (Ages 5-8)  
*How Do I Love You?* by P.K. Hallinan (Ages infant-5)  
*I Love it When You Smile* by Sam McBratney (Ages 3-5)  
*I Love You All Day Long* by Francesca Rusackas (Ages 3-5)  
*I Love You: A Rebus Poem*, by Jean Marzollo (Ages 1-8)  
*I Love You the Purplest*, by Barbara M. Joosse (Ages 4-8)  
*I Love You Through and Through* by Bernadette Rossetti-Shustak (Ages 1-5)  
*The Kissing Hand* by Audrey Penn (Ages 3-8)  
*Koala Lou* By Mem Fox (Ages 4-7)  
*Mama, Do You Love Me?/Me quieres, mama?* By Barbara Joosse (Ages 3-8)  
*More, More, More, Said the Baby: Three Love Stories* By Vera B. Williams Morrow (Ages infant-3)  
*No Matter What* by Debi Gliori (Ages 2-5)  
*Owl Babies* by Martin Waddell (Ages 3-7)  
*Please, Baby, Please* by Spike Lee (Ages infant-5)  
*Te Amo Bebe, Little One* by Lisa Wheeler (Ages infant-3)  
*You're All My Favorites* by Sam Mc Bratney (Ages 5-7)

### Bullying/Teasing

*A Weekend with Wendell*, by Kevin Henkes (Ages 4-8)  
*The Berenstain Bears and the Bully* by San and Jan Berenstain (Ages 4-7)  
*Big Bad Bruce* by Bill Peet (Ages 4-8)  
*Chester's Way* by Kevin Henkes (Ages 5-7)  
*Coyote Raid in Cactus Canyon* J. Amosky (Ages 4-8)  
*Gobbles!* By Ezra Jack Kets (Ages 4-8)  
*Hats* by Kevin Luthardt (Ages 3-6)  
*Hooway for Wodney Wat!* by Helen Lester (Ages 5-8)  
*Hugo and the Bully Frogs* by Francesca Simon (Ages 3-7)

### Grief and Death

*The Fall of Freddie the Leaf* by Leo Buscaglia (Ages 5-adult)  
*Goodbye Mousie* by Robert Harris (Ages 3-8)  
*I Miss You* by Pat Thomas (Ages 4-8)  
*The Next Place* by Warren Hanson (Ages 5-adult)  
*Sad Isn't Bad: Grief Guidebook for Kids Dealing with Loss* Series by Michaelene Mundy (Ages 5-8)



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**Every Child Reads Follow-up Module:**  
*Using Books and Literacy Activities to Teach Social-Emotional Skills*  
**Evaluation**

1. What is your role? (Check one)

In-home child care provider

Teacher in a child care center

Assistant in a child care center

Other (Please explain)

2. What is the age range of the children you care for and educate?

3. What did you learn from this session that you can use? Please be specific and write as many ideas as you wish. Use the back of the page if necessary.

4. On a scale of 1-4, how would you rate this session? Please circle one.

(Not Useful) 1

2

3

4 (Very Useful)

5. Other comments or suggestions?