

KINDERGARTEN

Transition Handbook



Fox Chapel Area School District

Welcome from The Fox Chapel Area School District

Welcome to the Fox Chapel Area School District. We look forward to joining you in your child's educational journey. The transition to kindergarten is an important time for both students and their families. Your child is moving from a pre-school, day care, or home environment into elementary school. Fox Chapel Area School District understands how challenging this can be and has created a transition plan to help you through the process. While each elementary school is slightly different, they all offer transition activities for your family. We have created this booklet to describe the transition process and share information with you about our Kindergartens and our School District.

This booklet will:

- Provide you transition information
- Provide you with readiness activities
- Explain the kindergarten room and day
- Explain the curriculum and report card
- Provide a list of resources available to you

We would love to hear any feedback you may have throughout the process. We realize that this is an important time for your family and you may need some additional information or help that is not in this booklet. For this reason we urge you to contact us so that we may help you.

Thank you for enrolling your child in our District,

Alison Francis

Alison Francis, Ed. D.

Kindergarten Transition Facilitator

Transition Activities Described

Parent Orientation

This evening event is intended for adults only. During this time, you will be introduced to the registration process and to the elementary school that your child will be attending. At this time you will also receive a registration packet.

Story Time

This is a time for your child to become familiar with the elementary school and the kindergarten teachers. Please note that each school runs story time differently so be sure to get specifics from your home school.

Discover Kindergarten

Discover Kindergarten is a time when your child gets to visit the actual kindergarten classrooms. There will be several activities to engage your child while they get to know their future teachers and peers better. This is also a time for the teachers to get to know your child.

Registration

We ask that you register your child for kindergarten by the registration date as our elementary staffing is based on student enrollment. The earlier you register your child, the sooner we are able to find the best teachers for our students. We provide evening registration hours in the community as well as daytime hours in your home school to accommodate busy schedules.

To get dates and times of all events for your specific school, please visit kdgfcasd.com

Ready for School

School readiness means that a child is ready to enter a social environment that is primarily focused on education. Research has suggested that many aspects of children's lives influence their preparation for formal school learning, including cognitive, social, emotional, and motor development, and, most importantly, early home, parental, and preschool experiences. Consideration of school readiness must take into account the range and quality of children's early life experiences, the normal wide variation in young children's development and learning, and the extent to which the school's expectations of beginning kindergarten children are appropriate and respect individual differences.

The following list of behaviors/characteristics are often associated with early school success:

- Ability to follow structured daily routines.
- Ability to dress independently.
- Ability to work independently with supervision.
- Ability to listen and pay attention to what someone else is saying.
- Ability to get along with and cooperate with other children.
- Ability to play with other children.
- Ability to follow simple rules.
- Ability to work with puzzles, scissors, coloring, paints, etc.
- Ability to write his/her own name or to acquire the skill with instruction.
- Ability to count or acquire the skill with instruction.
- Ability to recite the alphabet (or quickly learn with instruction).
- Ability to identify colors and be familiar with the 6 basic shapes.
- Ability to recognize rhyme.

What Parents Can Do to Help Prepare Children for School¹

A great deal of variability exists in developmental and skill levels within young children. This is normal, and many children will not have developed to the level of others at the same age. Nevertheless, parents can help their children develop the skills they will need to be ready for school. The following list is a collection of activities that parents can do with their children to increase their child's general readiness for school:

- Read books to and with your child.
- Spend time with your child, including playing, cuddling, and hugging.
- Create and enforce a routine within your home that your child needs to follow (i.e., times of meals, nap times, and bedtimes).
- Take time to talk to your child.
- Encourage and answer questions from your child.
- Engage in informal reading and counting activities at home.
- Promote your child's cognitive development by showing and encouraging your child to think about the world around them.
- Promote play that helps develop literacy skills, problem-solving skills, creativity, and imagination.
- Familiarize children with the alphabet and with numbers.
- Ensure opportunity to develop social skills through playgroups or more formal preschool activities.
- Encourage behaviors that demonstrate respect and courtesy.
- Encourage children to accept responsibility and build competence through simple chores such as putting toys away and picking up clothes.

¹ Rafoth, M.A., Buchenaur, E. L., Krissman, K. K., & Halko, J. L. (2004). School readiness- preparing children for kindergarten and beyond: Information for parents. Retrieved from <http://www.maspweb.org/resources/Documents/School%20Readiness%20-%20Preparing%20children%20for%20K%20and%20beyond.pdf>

Promoting Math Skills

Children's early math knowledge has proven to be an accurate indicator of later overall school performance. This is not to mean that your child should memorize math facts, rather they should be introduced to and participate in activities that help to build a strong number sense.

What is number sense and why is it important?

Number sense "refers to a child's fluidity and flexibility with numbers, the sense of what numbers mean, and an ability to perform mental mathematics and to look at the world and make comparisons" ². Number sense is important in order for students "to make reasonable estimates, think and reason flexibly with numbers, make sound numerical judgments, and see numbers as useful"³.

What can I do?

Math is everywhere in our daily lives from how many Legos are scattered on the floor to how many chairs we need if everyone in our family is going to be able to sit at the table! Here are some quick tips:

- Have containers filled with lots of little things like pom poms, bottle tops, and buttons.
- Use math talk in your daily routines- in the kitchen, at the park, or on the way to the store.
- Measure things- you don't need a ruler to measure, any object will do- paper clips, pencils, dominoes. How many stuffed animals long is your bed?
- Build, build, and then build some more. Building provides all sorts of opportunity for counting, measuring, and talking about shapes and sizes.

These ideas were pulled from the NAEYC family website. You can find these and many more great ideas at <http://families.naeyc.org/>

² Gersten, R. & Chard, D. (1999). *Number sense: Rethinking arithmetic instruction for students with mathematical disabilities*. The Journal of Special Education. 33(1). p. 18-28.

³ Burns, M. (2007). *About teaching mathematics: A k-8 resource* (3rd ed.). Sausalito, CA: Mathematics Solutions Publications.

Promoting Readiness to Read

Children's readiness to read, in particular, has gained greater attention recently from educators as the developmental precursors to reading have become more evident.

Children are ready to read when they have developed an ear for the way words sound, can identify rhyme and alliteration, can blend sounds, recognize onset (initial sounds), and can identify sound units in words. Together these skills are called phonological awareness and usually emerge in children between ages two and six. Children with good phonological awareness skills usually learn to read quickly. Children who are poor readers often have weak phonological skills.

Phonological awareness. There are many things that parents can do to facilitate phonological awareness and improve their child's readiness to read:

- Read nursery rhymes, sing songs, and clap along with the rhythm.
- Play games with words that sound alike as you experience them in everyday life. ("We're passing 'Mike's Bikes,' that's a funny name because they sound alike!")
- Play a game where the goal is to find objects with names that begin with a certain initial sound; this is a great game for walks or car rides.
- Play clapping games and clap with each distinct sound. ("C-a-t' is a three clap word; so is 'fam-i-ly.'")

Comprehension. Parents can build the following comprehension skills: attending to short stories by reading short high interest books and reading the same favorites over and over; connecting story and titles by predicting the story from the title; making predictions about stories and following simple plots by asking questions while reading ("What's going to happen now?") and allowing children to retell stories; and communicating feelings and ideas by allowing children to talk and tell stories even when they do not appear to make much sense.

Print awareness. Another important readiness skill that helps children learn to read is called print awareness. Print awareness means that the child:

- Knows the difference between pictures and print.
- Recognizes environmental print (stop signs, McDonald's, Wal-Mart).
- Understands that print can appear alone or with pictures.
- Recognizes that print occurs in different mediums (pencil, crayon, ink).
- Recognizes that print occurs on different surfaces (paper, computer screen, billboard).
- Understands that words are read left to right.
- Understands the lines of text are read top to bottom.
- Understands the function of white space between words.
- Understands that print corresponds to speech word-for-word.
- Knows the difference between letters and words.

Parents can build print awareness by pointing out print as distinct from pictures in everyday life (e.g., "That's a sign for 'women.' That says 'women.'"); pointing out store and restaurant marquees; pointing out print with and without pictures (e.g., "Here's a page with just words!"); pointing out words written in different media and on different surfaces (e.g., "Look, someone wrote on that wall with spray paint!"); occasionally tracing words with your finger as you read; noting that we begin reading at the top (point to the top and say, "Here's where we start!"); playing find the word games with your child; and teaching the alphabet via songs and rhymes and talking about which letters make up familiar words.

Book handling. Children also need to learn book handling skills such as orienting a book correctly and recognizing the beginning and the end. Giving children their own books or letting them take books from the local library helps. Allowing children to hold books while being read to and asking them to open the book at the beginning and close the book at the end of the story facilitate book handling skills.

Fox Chapel Area School District

Curriculum Overview

The Fox Chapel Area School District exists to maximize student learning, achievement, and development. The goal of the FCASD Kindergarten curriculum is to create life-long learners and citizens who demonstrate respect, responsibility, and integrity (our core values). All of the curriculum is research based and is built around the Pennsylvania Core Standards for English Language Arts and Mathematics and the Pennsylvania Academic Standards.

English Language Arts

The English Language Arts program is built around foundational skills (book handling, print concepts, phonological awareness, phonics and word recognition, and fluency), reading decodable text, reading literature, writing, and speaking and listening.

STEAM Integration

The STEAM integration program provides the students with hands-on experiences in the areas of earth, life, physical and environmental science as well as engineering design. SMALLab experiences are integrated into the curriculum.

Social Studies

In social studies the students explore the relationships in their lives with their families, friends, teachers, neighbors, and the world. Students learn that although people live differently in different places, all people learn, play, and talk.

Mathematics

The mathematics program follows the Common Core Standards which focus on developing a deep understanding of the base ten system and opportunities to enhance number sense through application problems, concept development, and hands on manipulatives. Listed below are the curricular focus areas.

Mathematics (cont.)

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Social and Emotional Development

Students' social and emotional development is as much a focus as their academic development. In addition to using either the Heartwood Ethics Curriculum or the Olweus Bullying Prevention Program, teachers create a caring community in the classroom through clear and consistent expectations of each student.

Special Areas

Students participate in one special area class daily. These include: art, computer, library, music, and physical education. Students also have Spanish lessons once a week for one trimester. The focus of the Spanish curriculum is language development and an understanding of different cultures.

Classroom Environment

Each kindergarten classroom is set up to allow for large group, small group, and individual instruction. Children are constantly engaged in hands-on learning opportunities that allow for collaboration among peers and oral language development.

Meeting Area

The meeting area is a space to create a sense of community and to deliver whole group instruction. It is here where students listen to stories, engage in songs and movement, play games, and have group meetings.

Learning Centers

The room is divided into learning centers that the students participate in daily based on needs and interests. Centers such as dramatic play, blocks, art, writing, books, and science are in each classroom.



A Sample Day *

Morning Meeting

The group gathers to plan the day, review the calendar, discuss daily topics, and practice social skills.

Free Choice

Students explore materials in classroom and practice social skills with others.

Phonics and Phonemic Awareness

The students work in whole group, small group, and on individual activities to promote reading and writing readiness.

Literacy Centers

The students work in whole group, small group, and on individual activities focusing on phonics skills and phonemic awareness.

Math

The students work with a variety of hands-on math manipulatives to learn math concepts.

Lunch

The students have a 30 minute lunch period.

Special Area Class

Students have one special area class a day such as art or music.

Social Studies/STEAM Integration

A variety of science and social studies topics are taught through games and hands-on activities.

Recess

The students have a 30 minute recess period in which they go outside unless the weather is inclement or temperatures are extremely low.

Snack

English Language Arts (ELA)

The students work on phonological awareness, vocabulary, fluency, high-frequency words, grammar, and writing to increase reading readiness skills.

Rest Time

Dismissal

*Schedules vary by classroom to best meet the needs of the students. This is just one of many possibilities.

Additional Notes About Your Child's Day

- Your child is encouraged to ride the bus to and from school. Your child will be escorted from the bus to his or her classroom at the beginning of the year. There are always adults helping during arrival and dismissal. You will receive your child's bus stop location and time in the August mailing.
- Breakfast is provided at the school before the start of the school day. There is a cost for breakfast unless your family qualifies for free meals.
- All students will receive an account and PIN from food services. Parents will be able to put money into this account, and the children will be able to enter their PIN number when purchasing breakfast or lunch. If they do not know their PIN, an adult in the cafeteria is there to assist them. You do not receive this account information until the August mailing.
- Before and After-School Care is provided at some of the schools by the YMCA. This care is based on community need and is contracted out to the YMCA. The YMCA may add or cancel care at their discretion. Contact the PNC YMCA at to enroll your child in before or after-school care.

PNC YMCA
236 Fifth Avenue
Pittsburgh, PA 15222
412-573-4166

- After-School Care is also provided at the Lauri Ann West Community Center. Buses run from the schools to the center. Contact them at:

Lauri Ann West Community Center
1220 Powers Run Rd, Pittsburgh, PA 15238
(412) 828-8566

Kindergarten Assessment/ Report Card

The following are the criteria on which the kindergarten students are evaluated. Kindergarten report cards are published three times a year (January, March, and June). For the section titled “Behaviors that Promote Learning”, the students can receive a ME- Meets Expectations, an AE- Approaching Expectations, or BE- Below Expectations. For all other areas of the report card the students can receive an EE- Exceeding Expectations, ME- Meeting Expectations, AE- Approaching Expectations, or BE- Below Expectations. Please note that it is the goal of the curriculum to get students to ME- Meeting Expectations which means performing at grade level.

Behaviors That Promote Learning

Listening
Participation
Task Persistence
Making Appropriate Choices
Exhibiting Self-Control
Organization
Cooperation and Collaboration

Integrated STEAM

Science and Health

Demonstrates understanding of concepts and vocabulary through participation in inquiry-based learning

Social Studies

Demonstrates understanding of concepts and vocabulary through participation in inquiry-based learning

English Language Arts

Foundational Skills
<i>Print concepts</i>
Demonstrates understanding of organization and basic features of print
Identifies upper case letters
Identifies lower case letters
<i>Phonological Awareness</i>
Demonstrates understanding of spoken words, syllables, and sounds
<i>Phonics and Word Recognition</i>
Associates sounds with corresponding letters
Reads grade level high-frequency sight words with automaticity
<i>Reading Informational Text & Literature</i>
Listens and responds to text read aloud applying comprehension strategies
Reads grade level text proficiently to support comprehension
<i>Writing</i>
Uses a combination of drawing, dictating, and/ or writing to compose
Creates clear message with a sentence
Uses appropriate capitalization, punctuation, and spacing
<i>Speaking and Listening</i>
Expresses thoughts, feelings, and ideas clearly
Asks and answers questions about key details in a text read aloud or information presented orally

Mathematics

<i>Counting & Cardinality</i>
Knows number names & the count sequence
• Counts by ones and tens
• Represents a number of objects with a written numeral
Counts to tell the number of objects
Compares numbers
<i>Operations & Algebraic Thinking</i>
Understands addition as putting together and adding to
Breaks down numbers less than or equal to ten into pairs
<i>Number & Operations in Base Ten</i>
Works with numbers 11-19 to gain foundations for place value
<i>Measurement & Data</i>
Describes & compares measurable attributes
Classifies objects and counts the number of objects in each category
<i>Geometry</i>
Identifies and describes shapes
Analyzes, compares, creates and composes shapes

Who is Who in Your Child's School?

There are many people at your child's school who are there to help your child learn, grow socially and emotionally, and navigate the school environment. Here's a list of who's who at your school: the teaching and administrative staff as well as organizations at the district level. You might want to keep this list handy all year long.

Classroom Teachers

Elementary Teacher

In elementary school, the primary classroom teacher teaches core subjects such as mathematics, language arts, science, and social studies through books, games, music, projects, films, computers, and more. (A subject specialist typically leads other topics, such as art or physical education.)

Elementary school teachers also work with special education students, following an Individualized Education Program (IEP). When you speak with your child's teacher, you will learn about your child's academic achievements and any behavioral issues. You should seek out the teacher whenever you have concerns or questions.

Subject Specialists

These teachers offer special classes across the school, such as music, art, or foreign language.

Resource Teachers

Resource teachers work with students for part of the day to support special learning needs. Most often these teachers do not have their own classrooms. The most common of these are special-education resource teachers. You may have other resource teachers such as a reading resource, English language learner (ELL), or gifted-education teachers.

- Reading & Math Specialists: Specialists provide reading & math services to students in need. The specialists will work with students in small groups. You may contact a specialist with questions about your child's needs.
- Education Support Teacher: Special education teachers help children with special needs and their families over an entire academic career, starting with the IEP, which sets out a personalized learning program. They work closely with general education teachers to provide a supported general educational experience. If your child meets with an education support teacher, you may meet with him or her to learn about your child's progress.

- Gifted Education Teacher: At the Kindergarten level, gifted support teachers work closely with the Kindergarten teachers to support students reading well above grade level. There is also a screening process to consider students meeting the criteria for gifted services described in Pennsylvania school law and district policy.
- ELL (English language learner) Teacher: ELL teachers specialize in helping non-native speaking students and students who speak a language other than English in the home master English language and culture as well as basic content knowledge, such as science or history facts. By providing English skills as well as content knowledge, ELL courses help students join a general education classroom appropriate for their age and abilities. If your child has an ELL teacher, you can meet with him or her to learn about your child's progress with English skills and comprehension.

Support Within Your School

Assistant Principal (O'Hara Elementary only)

Sometimes called vice principals, they help the school principal by becoming responsible for a particular administrative area of the school. For example, an assistant principal may coordinate support services, like school buses and cafeteria meals. Your child's school may have one or no assistant principal, depending on how many students attend. Assistant principals may also handle student discipline and attendance problems, recreational programs, and health matters. For example, if your child misses school for an extended time, because of an illness, you may work with an assistant principal to decide how your child will keep up with schoolwork and how the absence will impact your child's academic record.

Counselor

Elementary school counselors provide services through a comprehensive curriculum that focuses on preventative education. The core components include classroom lessons, small groups, school wide programs and consultation. In addition to the core components of the guidance curriculum, school counselors also coordinate district testing, new student inquiries and various activities that promote student social and academic success.

Librarian

The librarian administers the library, including overseeing its evolution to a media center. That means the librarian selects books, helps students research online and in texts, manages the library computers, and chooses videos for the school collection. If your child has special interests or literacy needs, you may want to speak with a librarian; he or she can help guide your child to appropriate media resources.

Library Clerk

People with this title assist the school's librarian and patrons; your school's librarian will know the exact staffing. The clerk may have specific responsibilities, such as managing the library's computers or repairing books, or general ones, like helping students who visit.

If your child would benefit from specific training on media resources, a library clerk may be the one to help.

Occupational Therapist

Occupational therapists (OT) help children improve their ability to perform tasks in living and working environments. In schools, for example, the occupational therapist assesses a child's capabilities, recommends therapy, adapts classroom equipment, and helps the child participate in school activities. A therapist may work with children individually or work with small groups. Your child will need a 504 or IEP to receive these services

Physical Therapist

Physical therapists (PT) help people restore, maintain, and promote their overall fitness and health. At a school, they may work with students on improving physical condition or recovering from an injury. They may also work with students with disabilities on establishing and maintaining physical fitness. Your child will need a 504 or IEP to receive these services

Principal

Each school has one principal, who sets the academic and administrative expectations for the school. The principal is responsible for ensuring the school meets state, local, and federal goals on test results. Principals promote professional development of staff, meet with teachers, work with staff, talk with parents, report to the school board, and, if needed, discipline students. Principals are always the school's decision maker and chief public representative. You may speak with the principal about your child as well or any questions about the school.

School Nurse

School nurses provide preventive and acute care to the school population. The duties include administering prescription medicine, advising students about health care, and being the first medical responder to a school health situation, such as an injury. The nurse may also notice patterns of physical symptoms of stress in students. The school will contact you immediately if there is an injury.

School Psychologist

School psychologists help to provide a safe, healthy, and supportive learning environment for all children. They collaborate with teachers, parents, and school personnel to address students' learning and behavioral problems and growth. For example, they may oversee a school's peer counseling program. If your child is identified with special learning needs, either disabilities or giftedness, you may meet with the school psychologist to help plan his or her education.

Secretary

The school secretary manages the administrative work of the school, ranging from registering new students to scheduling appointments with the principal, from answering phone calls to monitoring attendance. Frequently, a school has a secretarial team of a few people to handle all the work. At any time, they must be prepared to answer questions from parents, such as those about immunizations or special program schedules, as well as questions from teachers, on topics like supplies and copiers. Whether you call or visit the school, a secretary will help you reach the person you need.

Speech-Language Pathologist or Speech Therapist

They help students with needs related to speech, language, and voice communication, such as stuttering or understanding language. The therapists can assess and diagnose problems, as well as treat existing conditions or help prevent such disorders. If your child regularly has trouble saying or responding to certain words, you may want to seek help from the school's speech-language pathologist.

Teacher Aide, Teacher Assistant, Instructional Aide

Aides help with teacher duties, extending the individual attention that can be given to students. Most aides perform both clerical and instructional duties, such as monitoring the cafeteria as well as providing supplemental help to specific students. Many teacher aides also work with children with special needs, helping them participate successfully in a general education classroom.

Support Around Your School

PTO

The parent-teacher organization brings parents together on behalf of the school through activities like parent newsletters and special events. For example, PTO's may organize fundraisers to improve school playgrounds. This is a great opportunity for you to get involved — it helps you meet other parents, as well as get to know the faculty and staff beyond back-to-school night.

School Board

The board is responsible for the legislative functioning of the public school district. Its members are elected, appointed, or both. The school board also oversees the budget for the district and makes district-level policy decisions. School board meetings are open to the public — check the website for a meeting schedule — and you can lobby the school board on their decisions.



Family Pledge

I pledge

to help my child prepare for kindergarten by:

- Making sure my child has a healthy, nutritious breakfast before school every day.
This will give my child energy to stay focused and learn.
- Teaching my child to practice good hygiene (like brushing teeth, bathing, wearing clean clothes).
This will help my child feel better about him or herself.
- Teaching my child good habits (like washing hands, covering nose and mouth to sneeze, closing mouth when chewing).
This will help keep my child healthy and prevent spreading of germs.
- Creating a routine bedtime, making sure my child gets at least 10-12 hours of sleep each night.
This will help my child be well rested and ready to learn.
- Reading with my child every day.
This will help my child recognize words and allows me quality time with my child.

Parent Resources

Fox Chapel Area School District

Main Phone Number: 412-963-9600

<http://www.fcasd.edu/>

Fairview Elementary 412-963-9315

Kerr Elementary 412-781-4105

Hartwood Elementary 412-767-5396

O'Hara Elementary 412-963-0333

Kindergarten Transition Information

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ashley_constantine@fcasd.edu

412-967-2411

Director of Special Education and Pupil Services

Timothy A. Mahoney

412/967-2435

timothy_mahoney@fcasd.edu

DART- Preschool Early Intervention

<https://www.aiu3.net/Page/1216>

Parent Resources (cont.)

Food and Nutrition Services

412-967-2502

My School Bucks

<https://www.myschoolbucks.com/login/getmain.do?action=home>

Lauri Ann West Community Center

1220 Powers Run Rd, Pittsburgh, PA 15238

412-828-8566

LEAP- (Learning Experiences: an Alternative Program for preschoolers and parents)

412-781-1708

<http://www.thewatsoninstitute.org/schools.jsp?pagelD=0690200091781082058913963>

PA Common Core Standards

<http://www.pdesas.org/Page/Viewer/ViewPage/11>

Pennsylvania Department of Education

http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

YMCA

PNC YMCA

236 Fifth Avenue

Pittsburgh, PA 15222

412-573-4166

Kindergarten Suggested Reading

Fox Chapel Area School District

The Library Department encourages students to explore additional titles written by these and other authors.

Alborough, Jez

Bayer, Jane

Brett, Jan

Brown, Marc

Bryan, Ashley

Carle, Eric

Cohen, Miriam

Crews, Nina

Dillion, Leo

Eastman, P.D.

Ehlert, Lois

Falconer, Ian

Fleming, Denise

Friend, Catherine

Henkes, Kevin

Jenkins, Steve

Keats, Ezra Jack

Lehman, Barbara

Martin, Bill

Murphy, Jill

Numeroff, Laura Joffe

Prelutsky, Jack

Rosoff, Meg

Seuss, Dr.

Taback, Simms

Willems, Mo

Wilson, Karma

Wells, Rosemary

Yolen, Jane

Duck in the Truck

A My Name is Alice

The Three Snow Bears

Arthur for President

Beautiful Black Bird

The Very Hungry Caterpillar

When Will I Read?

The Neighborhood Mother Goose

Rap a Tap Tap

Go Dog Go!

Oodles of Animals

Olivia Forms a Band

Beetle Bop

The Perfect Nest

Old Bear

Move!

Peter's Chair

The Red Book

Baby Bear, Baby Bear, What do You See?

Five Minutes Peace

If You Give a Pig a Party

Read A-Loud Rhymes for the Very Young

Jumpy Jack and Googily

Horton Hears a Who

There Was an Old Lady Who Swallowed a Fly

Knuffle Bunny: A Cautionary Tale

Bear Snores On

Yoko

How do Dinosaurs go to School?