

PRESCHOOL-KINDERGARTEN RESOURCES

Reading-Literature

The content of language arts should include not only stories, fables, and poems, but also the well-practiced, operational knowledge of how written symbols represent sounds, and how those sounds and symbols convey meaning. The stories specified below are meant to complement resource materials designed to help children practice decoding and encoding skills.

The following works constitute a foundation of stories for this grade level. In preschool and kindergarten, these stories are meant to be read-aloud. Some children will be able to read the stories independently and should be allowed to do so as their ability level dictates. However, at this developmental age the goal is to expose children to many more stories, including classic picture books and read-aloud books than they are able to read independently. These early formative years must be rich with literacy opportunities.

Key ideas and details

- Books with repetitious texts
- Books with rich vocabulary, sophisticated words that are new to children

Brown Bear

Caps for Sale, Esphyr Slobodkina

If You Give a Mouse a Cookie, Laura Numeroff

Inch by Inch

Little Red Hen

My Friend Rabbit, Eric Rohmann

One Duck Stuck, Phyllis Root

The Snowy Day, Ezra Jack Keats

The Three Bears

Craft and structure

- Nursery Rhymes
- Props
- Books with different genres

A Tug of War (African folktale)

Are you my Mother? P.D. Eastman

Blueberries for Sal, Robert McCloskey

Cinderella (Charles Perrault)

Chrysanthemum

Corduroy, Don Freeman

Goldilocks and the Three Bears

Goodnight Angels, Melody Carlson
How Many Spots Does a Leopard Have? (African folktale)
King Midas and the Golden Touch
Leo the Late Bloomer
Little Red Riding Hood, Grimm or Hans Christian Anderson, Hoban
Momotaro: Peach Boy (Japanese folktale)
Snow White and the Seven Dwarfs
The Bremen Town Musicians (Brothers Grimm)
The Legend of Jumping Mouse (native American: Northern Plains legend)
The Little Red Hen
The Three Billy Goats Gruff
The Three Little Pigs, Grimm or Anderson
The Ugly Duckling (Hans Christian Anderson)
The Velveteen Rabbit (Margery Williams)
The Wolf and the Kids (Brothers Grimm)
Selections from *Winnie the Pooh* (A.A. Milne)
We're Going on a Bear Hunt, Michael Rosen
Where the Sidewalk Ends, Shel Silverstein
Where the Wild Things Are, Maurice Sendak

Integration of knowledge and ideas

Aesop's fables The Lion and the Mouse
Aesop's fables The Grasshopper and the Ants
Aesop's fables The Dog and His Shadow
Aesop's fables The Hare and the Tortoise
Casey Jones (American folktale)
Chicken Little (also known as *Henny-Penny*)
Johnny Appleseed (American folktales)
Mother Goose, Tomie DePaola
Mother Goose Nursery Rhymes traditional
Five Little Monkeys Jumping on the Bed, Eileen Christelow
Barnyard Banter, Denise Fleming
Flying, Donald Crews
BOB books, Bill Maslen
Three Billy Goats Gruff, Grimm

Reading-Informational Text

Children should also be exposed to a wide variety of nonfiction prose: biographies, books on science and history, books on art and music, books on Christian doctrine and religion, etc. The practice of teaching through interdisciplinary or thematic units is strongly encouraged at this developmental age.

Key ideas and details

Biggest, Strongest, Fastest, Steve Jenkins

The Emperor's Egg, Martin Jenkins

A Day with a Mail Carrier, (and others in the Hare Work Series), Jan Kottke

Spiders, Gail Gibbons

The Tiny Seed, Eric Carle

How to Plant a Garden, Ehler

Freight Train

Growing Vegetable Soup

The Peace Book, Todd Parr

Martin Luther King, Jr

Books on the Presidents

Jesus A to Z, Michael O'Neill McGrath

Craft and structure

Hat, Hats, hats, (and others around the World series), Ann Morris and Ken Heyman

White on Black, Tana Hoban

Chickens Aren't the Only Ones, (World of Nature series), Ruth Heller

Cubes, Cones, Cylinders and Spheres, Tana Hoban

How to Plan a Rainbow, Ehler

Integration of knowledge and ideas

Have you seen my Duckling? Nancy Trafuri

The Red Book, Barbara Lehman

The Baby Zoo, Bruce McMillan

Wild Babies, Seymour Simon

Arctic Babies, Kathy Darling

Johnny Appleseed, Alike

Range of reading and level of text complexity

There was an Old Lady Who Swallowed a Fly, illustrated by Pam Adams

Chick, Chicka Boom, Boom, bill Martin, Jr. Archambault and Lois Ehler

Poetry collections:

Where the Sidewalk Ends, Shel Silverstein

Be Glad Your Nose is on Your Face: and other Poems: Some of the Best of Jack Prelutsky, Jack Prelutsky

Reading-Foundational Skills

Print concepts

Lunch!, Denise Fleming
T is for Terrible, Peter McCarty
Bunny Cakes, Rosemary Wells
Brown Bear
Alphabet book-Alphabet Adventure

Phonological awareness

- Rhythm sticks
- Picture sorting with words with the same initial sound
- Alphabet tubs containing small object beginning with the same sound

Faint frog Feeling Feverish and Terrifically Tantalizing Tongue Twisters, L. Obligado
Silly Sally, Audrey Wood
Some Smug Slug, Pamela Duncan Edwards
Moose on the Loose, C.P.Ochs
Hop on Pop, Dr. Seuss
Sheep in a Shop, Nancy Shaw
Pete's a Pizza, William Steig
King Bidgood's in the Bathtub, Don and Audrey Wood

Poetry

- Children should be introduced to a varied selection of poetry with strong rhyme and rhythm. Children should hear these rhymes read aloud, and recite or sing them aloud. Many rhymes can be sung to familiar melodies. The poems listed below represent some of the most common. While these should be used during the preschool years, they are also placed on the kindergarten list to ensure consistency.

Mother Goose and other traditional poems

A diller, A Dollar
Baa, Baa, Black Sheep
Diddle, Diddle, Dumpling
Early to Bed
Georgie Porgie
Hey Diddle Diddle
Hickory, Dickory, Dock
Hot Cross Buns
Humpty Dumpty
It's Raining, It's Pouring
Itsy, Bitsy Spider
Jack and Jill
Jack Be Nimble
Jack Sprat

Ladybug, Ladybug
Little Bo Bop
Little Boy Blue
Little Jack Horner
Little Miss Muffet
London Bridge Is Falling Down
Mary, Mary, Quite Contrary
Old King Cole
Old Mother Hubbard
One, Two, Buckle My Shoe
Pat-a-Cake
Rain, Rain, Go Away
Ride a Cock-Horse
Ring Around the Rosey
Rock-a-bye, Baby
Roses are Red
See-Saw Margery Daw
Simple Simon
Sing a Song of Sixpence
Star light, Star Bright
There Was a Little Girl
There Was an Old Woman Who Lived in a Shoe
This Little Pig, Went to Market
Three Blind Mice

Sayings, Proverbs and Phrases

Every culture has phrases and proverbs or expressions that are unique to that culture. For many children, the list below will be learned at home or in their early years, but for children particularly of another culture or language background, these expressions will be difficult. In order to ensure a standard of literate American English, these expressions are emphasized and may require additional instruction for the English Language Learner.

A dog is man's best friend.
April showers bring May flowers.
Better safe than sorry.
Do unto others as you would have them do unto you.
The early bird gets the worm.
Great oaks from little acorns grow.
Look before you leap.
A place for everything and everything in its place.

Practice makes perfect.
It's raining cats and dogs.
Where there's a will there's a way.
A stitch in time saves nine.

Common Sight Words (In Progress)

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN KINDERGARTEN

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*
/d/ spelled 'd' as in *dog*, "dd" as in *sadder*
/f/ spelled 'f' as in *fun*, 'ff' as in *fun*, 'ff' as in *stuff*
/g/ spelled 'g' as in *get*, 'gg' as in *egg*
/h/ spelled 'h' as in *him*
/j/ spelled 'j' as in *jump*
/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*
/l/ spelled 'l' as in *lip*, 'll' as in *tell*
/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*
/n/ spelled 'n' as in *net*, 'nn' as in *funny*
/p/ spelled 'p' as in *pet*, 'pp' as in *happy*
/r/ spelled 'r' as in *red*, 'rr' as in *earring*
/s/ spelled 's' as in *sit*, 'ss' as in *dress*
/t/ spelled 't' as in *top*, 'tt' as in *butter*
/v/ spelled 'v' as in *vet*
/w/ spelled 'w' as in *wet*
/x/ spelled 'x' as in *tax*
/y/ spelled 'y' as in *yes*
/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*
/ch/ spelled 'ch' as in *chop*
/sh/ spelled 'sh' as in *ship*
/th/ spelled 'th' as in *thin*
/th/ spelled 'th' as in *then*
/qu/ spelled 'qu' as in *quick*
/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN KINDERGARTEN

/a/ spelled 'a' as in *cat*
/e/ spelled 'e' as in *get*
/i/ spelled 'i' as in *bit*
/o/ spelled 'o' as in *hot*
/u/ spelled 'u' as in *but*
/ae/ spelled 'a_e' as in *cake*
/ee/ spelled 'ee' as in *bee*
/ie/ spelled 'i_e' as in *bike*
/oe/ spelled 'o_e' as in *note*
/ue/ spelled 'u_e' as in *cute*

/er/ spelled 'er' as in *ber*

/ar/ spelled 'a' as in *car*

/or/ spelled 'or' as in *for*

ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.