


Founded 1968



**TUCSON  
COUNTRY DAY  
SCHOOL**

Early Childhood

# CURRICULUM GUIDEBOOK



*Revised April 2010*

*“Where Every Student is a Champion!”*

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[www.tcdcharterschool.com](http://www.tcdcharterschool.com)



## OUR BELIEF

Our approach to curriculum is based on the belief that children are unique, competent and capable learners. Our practices are influenced by our integration of various teaching practices in the field of early childhood learning. We are inspired with the practices of Reggio Emilia, Italy which believe teachers, children and their families should have:

...an environment which is aesthetically beautiful and relaxing to the eye

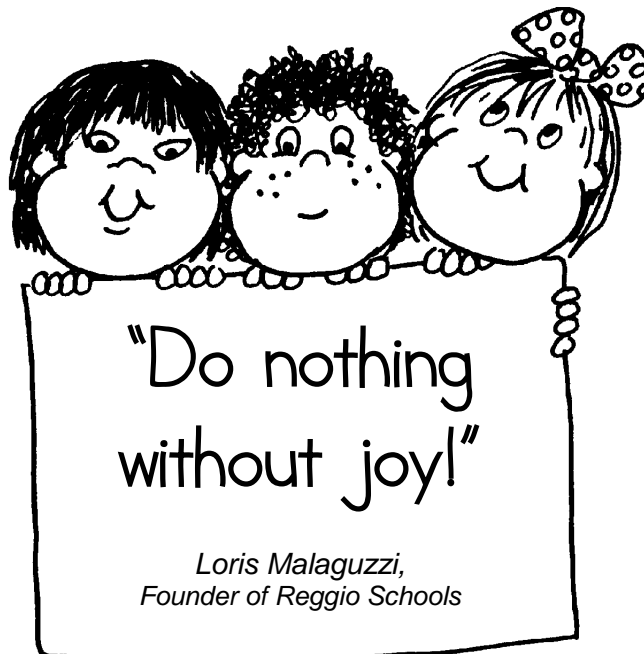
...an environment which is dynamic, exciting, non-competitive, co-learning place for children to live and learn

...an environment which sees the image of the child as powerful and competent

...an environment in which the parents are partners with the teachers in creating this place for their children

...an environment in which time is relaxed and geared to the special rhythm of children

...an environment where the staff are warm and loving and who use care, humor, and consistent ground rules to develop the child's deep sense of love and responsibility to him/herself and others



## CURRICULUM

Our curriculum is arranged using a teacher facilitated and child initiated work. Both of these methods guide the curriculum process. The curriculum areas include math, science, language arts, social studies, creative arts (studio/music), gross and fine motor development, health and safety and character development.

Our program strives to combine the children's emerging interests with the following over-lying monthly theme focuses:

- **August:** Building Our Classroom Community of Learners
- **September:** Exploring Me
- **October:** The World Around Me
- **November:** Family and Friends
- **December:** Giving and Sharing
- **January:** Wind and Weather
- **February:** Collaboration and Friendship
- **March:** Changing and Growing
- **April:** Imaginary Worlds
- **May:** Global Exploring

Teaching staff will focus on each of the following areas of skill development throughout the school year; with the teachers observing and recording the children's accomplishments and achievements.

### Free Choice Time

The Lead Teacher carefully arranges the classrooms. The materials are selected to support a theme. The early childhood program maintains a wide variety of high quality, open-ended materials, which promote critical thinking and creative skill development.

Several activities are carefully chosen and prepared for the children to independently select the activity they want to participate in. There are many choices to choose from and children can move through them according to their own interest. Children are encouraged to *focus on an area and complete* the puzzle or game *before moving on*. They can also return to the area another time. Free choice time given each child the opportunity to select activities independently, guide their social interaction development, and to allow the teaching staff to gather information and insight on skills, interest and group dynamics.

### The Art Corner's Creative Process

Children may work on drawings and paintings over many days and sometimes weeks. We focus on the process. Studio arts are a vital and vibrant part of our program. As children draw, paint, sculpt and work with clay and wire, they begin to represent ideas and their understanding of the world. Each child has portfolio, which is kept, in the classroom. Children are encouraged to re-visit their work, make additions and

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corrections to their drawings/paintings. To this end, children's work often remains at school and may not be sent home every day. We ask for parental support and understanding of this concept so children do not feel pressured to produce a piece of artwork. Our approach is not "a make and take home" practice. *We work at slowing children down, helping them see details and how things change over time.* In the process, children think creatively, make decisions and problem solve.

## The Arizona Early Learning Standards

The TCDS Private School learning experiences are presented in a developmental sequence and place learning in the context of play and meaningful activities that is aligned to the Arizona Department of Education Early Learning Standards. The mark of a superior teacher is the ability to select materials and interact with children in ways that motivate children to learn through their own play. The art teaching is founded in a thorough understanding of child development, coupled with careful observation and documentation of a child's responses to materials and interactions.

Teachers will provide learning opportunities that understand:

- Young children learn by doing, and need to be provided with many varied opportunities to explore and experiment with concepts through play and hands-on activities in the natural environment
- Although children develop through a generally predictable sequence of steps and milestones, they may not proceed through these steps in the same way or at the same time. The younger the child, the greater the need for first hand, sensory experiences.
- Through play experiences, young children constantly refine their skill development and understanding. As teachers observe children's play and development, they are able to identify the signals for providing new stimulation and challenges.
- Activities, environment, materials may need to be adapted to meet children's individual needs, including modifications for children with disabilities.

## Healthy & Safety

A child's state of health is continually changing and affects the way he/she behaves at a particular moment, especially the way the child learns and socializes. The degree of health and well being of a child can affect his/her attention span and attitude towards others---and in fact, the mood of the entire classroom.

Children will:

- Promote regular hand washing
- Properly use playground equipment
- Learn how germs are spread
- Learn Safety areas: fire, poisons, choking, care safety, toy safety, 911/telephone use
- Learn about Nutrition: what the body needs to be healthy
- Learn about dental health
- Learn about Health care helpers
- Develop an awareness of exercise and good health
- Become aware of the special health needs of some children and adults
- Learn about good/bad touches and "Stranger Danger"

## Character Development/Self-Concept

Provide opportunities for character building skills to help develop:

Cooperation	Curiosity	Truthfulness
Determination	Independence	Responsibility
Patience	Pride	Tolerance

### Children will:

- Learn names of classmates and teachers
- Recognize and celebrate own physical self, family, culture and language
- Recognize and celebrate that our community is made up of different types of people
- Experience positive, respectful interactions with people who are different from oneself
- Increase ability to cope with change, frustration and disappointment
- Offer, accept and request generosity, sharing, help
- Develop conflict resolution and problem solving skills
- Positively contribute to classroom and TCDS anti-bias, anti-bullying community

## Mathematics

Math skills are developed through concrete experiences. Numerals, sizes, shapes, sequencing, corresponding and other math concepts are a natural part of a child's daily experiences. Whenever possible, teachers relate activities to children's natural interests.

### Children will:

- Hear and use appropriate mathematical language, using counting books
- Learn about Sets and classification
- Conservation
- Use one to one correspondence
- Learn numeral recognition
- Count rote and build an understanding of the position of objects in sequence
- Practice matching and pairing
- Recognize, sort, and match shapes
- Practice measurement
- Use concrete objects to model and solve simple addition and subtraction problem in meaningful contexts
- Establish relationships between objects--making comparisons, exploring materials of different sizes
- Learn about sequencing
- Learn about graphing
- Learn patterns
- Learn about basic fractions
- See numerals in daily activities-(labels, telephone numbers etc)
- Use estimation in daily activities and checking for accuracy of estimations about quantities, size, distance and time
- Experience an understanding of position and direction (up, down, low, high, above, below, next to, behind etc)

## Science

Teachers activate and foster young children's sense of curious and wonder about the world around them and set the stage for lifelong joy in exploration and discovery.

### Children will:

- Examine and explore materials, objects and events and describing their properties, characteristics and capabilities, as well as similarities and differences
- Communicate their observations through discussions, drawings, simple graphs, representations, photographs, verbal description
- Explore color, light and reflections
- Learn to classify
- Learn about the Human body
- Explore the 5 senses
- Learn to predict possible outcomes
- Explore nature/seasons/ecology/animals
- Learn to care for classroom pets, plants, etc
- Explore shadows
- Observe changes over time
- Learn about physical properties and energy
- Use scientific instruments
- Explore simple machines (inclines, pulleys, gears)

## Social Studies

Teachers create foundations for learning in history and social studies that are built around the child's personal experiences and understanding of the relationship of self to others (home, family, school, community, the larger world).

### Children will:

- Learn about our classroom communities-history of classroom and school
- Expose children to different languages through vocabulary, songs, books etc
- To develop a sense of history as it relates to children's families
- Expose children appropriate materials and experiences that illustrate diverse cultures (food, music, dance, clothing, books etc)
- Learn the roles of community helpers
- Explore places and regions of the world- different types of homes, neighborhoods, towns, cities, rural areas etc
- Children will become aware of common community symbols (traffic signs, lights, street signs)
- Learn about geography and map studying- first hand experiences that introduce children to the basic features of their immediate environment (classroom, school campus) and to their world (city, world maps)
- Read stories about historical characters and events (Martin L. King, Rodeo Days etc)
- Experience an understanding of the function of money in exchange for goods and services (setting up pretend store, restaurant, doctor's office etc)

## Language Arts

Children develop the basis for communication in the early childhood years, beginning with nonverbal social exchanges, then spoken language, moving to an understanding of how oral language is translated into written symbols and finally learning to decode and create written symbols to develop literacy. They begin to appreciate literacy, literature, and the joy of reading by being read to in family and educational settings.

Children will:

- Arrange illustrations and photographs of personal or group experiences in sequence and dictate words to describe them labeled and dated (“All About Me” books)
- Participate in activities to develop hand strength and coordination and appropriate grasp (using hole punchers, eye droppers, clothes pins etc)
- Develop an interest in/appreciation for a variety of literature and authors (picture books, nursery rhymes, fairy tales, poetry, chapter books and informational books)
- Make literary connections -being aware of the title, author, and illustrator of books
- Understand text - making predictions about what may happen next, analyzing stories (who, what, where, when, why)
- Re-tell stories
- Create class stories/books
- Act out stories in spontaneous dramatic play/puppetry and flannel play
- Learn left-right orientation
- Develop physical skills that relate to reading - experiences that build visual skills and awareness of the shapes that can be used to create letters and visual patterns
- Recognize and writing own name (children sign-in and out every day)
- Develop perceptual and spatial discrimination-visual and motor skills which lead to ability to see how letters are formed and then be able to reproduce them
- Develop listening skills using sound jars
- Develop beginning skills in phonemic awareness
- Learn rhyming words and responding to pattern of syllables
- Explore a variety of writing and print materials: cookbooks, telephone books, atlas, maps, newspapers etc
- Use of variety of media and technology to document children’s experiences and conversations

## Creative Arts

Children may work on drawing and painting over many days and sometimes weeks. **We focus on the process not the product.**

Children will:

- Develop and express creativity
- Explore elements of design
- Explore variety of studio art mediums/proper use of materials/tools (painting/brush techniques, shading etc)
- Express understanding of ideas through drawings, paintings, shadow play, clay, construction, sculpting, weaving, collage, print making etc
- Use light tables and over head projector to enhance creative process
- Critique, compare, dialogue on art work; re-visit and make additions and change

- Maintain art portfolios
- Develop collaborative efforts--children working together on projects

## Fine Motor

Young children need to build strength, flexibility and coordination in the hands and fingers in order to develop appropriate grasp and control of writing/cutting tools. We recognize that until handedness is established, young children need to use whichever hand is comfortable or convenient, or to alternate hands.

Children will:

- Explore a variety of manipulative materials (legos, beads, etc)
- Work on vertical surfaces to allow wrist to be extended (easel surfaces)
- Experience activities that utilize the pincer grasp of thumb/forefinger
- Experience play activities that strengthen hand grasp (squeezing clay, twisting pipe cleaners etc)
- Correctly grasp and use scissors
- Experience two handed activities (stirring batter spoon, kneading clay etc)
- Participate in activities that strengthen muscles in hands and fingers (coin flipping, small pegs in beg board)
- Participating in activities that promote finger isolation-moving fingers individually (finger plays, piano or keyboard use)

## Music Movement/Gross Motor

Music for young children is a language. It is a natural means for communicating feelings and ideas. This language uses musical sounds and rhythm for its expression. The young child's spontaneous movements to music help develop body strength, sensory motor control and a better understanding of spatial relationships.

Children will:

- Use music/movement to develop child's sense of kinesthetic awareness (learning parts of body, tensing and relaxing body parts etc)
- Enhance self-concept by sharing the music and dance of each child's culture
- Recognize that music and dance express moods and feelings
- Listen and respond to words in songs
- Hear rhythms and beats of words and move body in response to rhythms and beats
- Make rhythmic sounds with the body
- Learn to make heavy and light movements
- Learn to relate movement in space
- Learn to relate movement to partners
- Practice loco motor skills (skip, run, jump, gallop etc)
- Learn to use relaxation exercises (stretching, breathing, balance, and coordination)
- Reproduce sounds
- Listen to sounds in the environment
- Recognize identical melodies and create melodies
- Learn that music has a beginning, middle, and end
- Experience making and playing various musical instruments
- Learn that music complements text (peter and the wolf, flight of the bumblebee, the

- nutcracker etc)
- Be encouraged toward self help skills through music
- Provide experiences that promote crossing the midline of body (drawing lines across a full sheet of paper or blackboard without transferring tool from one hand to the other)

## BRINGING SOME REGGIO PRINCIPLES TO TCDS

**Teachers need to approach new ideas with a willingness to give up some old ways but be careful not to create confusion and a void.**

### Experiment--Exchange and Adapt!

This may be accomplished by:

#### 1. Revisit your space

- see the environment as the 3<sup>rd</sup> teacher
- remove clutter and create more space
- create inviting entryways--they are the first impression one has of your classroom
- create studio art space--invest in high quality papers, sketching pencils, paints, assortment of brushes, clay etc.
- rethink your wall space, flooring, ceiling space and storage spaces
- bring in natural light and transform the space creating reflection and transparency of light, color and shadows--use small lamps vs. overhead lights
- create spaces with unexpected multi-sensory materials to stimulate children's interests (use found objects from nature carefully and aesthetically arranged)
- use overhead projectors, light tables, flashlights, to transform and see objects in new ways
- create calming classroom interiors using healthy green plants, fish and birds, small animals, sounds of water from an aquarium or fountain and by using storage bins of all one color or clear to provide balance of color
- arrange for ample space for displaying children's projects and art in an organized and artful way

#### 2. Parental Involvement

- build authentic partnerships with parents
- on-going communication and participation in the school's policies, curriculum, planning and evaluation
- bridging home and school-classroom reflect the culture and interest of the families (displays of candle sticks, art forms, holiday traditions, artifacts or photos from their travels)
- establish and maintain a *history* of the school, which features both the new families and those from the past
- create a climate of openness and two-way communication

### 3. Include Opportunities for Project Work

- Criteria for Choosing Projects (Lillian Katz & Sylvia Chard)
  - A) it is directly observable in the children's own environment (real world)
  - B) is within most children's experiences
  - C) offers first hand investigation and is safe
  - D) local resources are ample and readily accessible
  - E) subject has good potential for representation in variety of media- drawing, painting, clay, dramatic play, construction, sculptures, music, shadow play, dance, etc.
  - F) parent participation and contributions are likely
  - G) it is sensitive to the local culture
  - H) it is related curriculum goals and standards

### 4. Explore the Hundred Languages of Children

- provide time for children to re-visit their work, make additions, changes, comparisons and ask questions about their work  
**SLOW EVERYONE DOWN!    PROCESS FIRST FOCUS!**
- teachers and children become familiar with the physical properties of the representational media. Draw on the expertise of art teachers and artists. using books and videos to venture into explorations with drawing, painting techniques, clay and sculpture
- invest in quality materials -- store in clear containers as much as possible
  - Freshly mixed paint in clear glass jars in many tints and shades of color
  - Assortment of paintbrushes, big, little, flat, round, pointed
  - Paper of all colors, textures, LOTS of white paper, transparent and semi-transparent papers
  - Sharpie and good drawing pencils, hard and soft pencils, oil pastels, colored markers, pens, boxes of ribbons, yarns, wire, and colored thread
- organize and attend workshops on using various media materials

### 5. Teachers as Learners

- develop skills in observing, recording, photographing, reflecting and documenting
- establish collaboration among other schools and teachers
- time for planning as a team, resource room time and consultation time
- listen to and validate children's ideas
- challenge children to solve problems
- learn the art of asking questions to provoke different points of view
- serve as a memory maker for the children through systematic documentation

### 6. The Power of Documentation

- use cameras, tape recorders, copiers, written notes of conversations and Questions
- collect information to tell a story about a project using the words, images and work of the children. This serves as a way to validate to children that their work is important and for parents and visitors it offers a window to see and

understand what children know and understand  
-documentation communicates and preserves the spirit of your classroom and school as a whole

## *Assessment Strategies*

The teaching staff will observe children from the very first day the children begin attending our programs. Teachers will utilize a variety of observation and recording techniques to gather data about the children's skill development.

This may include:

- Anecdotal note taking
- Developmental Checklist
- Samples of children's work
- Photographs
- Audio tapes
- Video tapes

These observations will be compiled and organized in each child having an individual journal and portfolio of work.

## *Purpose of Assessment*

Teachers will share observations and samples of the children's work with parents through documentation board displays, phone conversations, written notes home and during scheduled parent teacher conferences.

The data collected will be used to provide developmentally appropriate lesson planning activities and to build on the skills the children currently have and are ready to acquire.

The data will also be used to determine the effectiveness and on-going goals of the program's implementation. Staff will examine this effectiveness using self-reflection, parental and administrative feedback.

## TEACHER IMPLEMENTATION

### *Guidance & Discipline*

One key aspect of an early childhood education program is enabling children to function socially and emotionally within classroom settings. We believe that if a child can learn to function well in a preschool classroom, there is a strong chance that success will follow into the ensuing school years.

We apply the following principles when helping children develop their social and emotional skills:

### *Building Positive Relationships*

A large portion of our teaching practice is to provide positive relationships that include the teacher/child relationship, teacher/parent relationships, and teacher/teacher relationships. On a daily basis throughout the year teachers will focus on building positive social/emotional skills with the children in their care through the use of conversations with the children, providing games and learning activities that promote cooperative play and engagement. The teacher will continually model and revisit appropriate language and behaviors the children need to develop in order to get along well with others.

### *Designing Supportive Environments*

The way a classroom is physically arranged can encourage positive behaviors. We will strive to create a comfortable setting, that minimizes indoor running spaces and/or spaces that are too crowded.

We recognize the need for organization and dependable routines. We structure our daily schedule to provide small group, and large group activities. We balance outdoor play and indoor activities that include teacher directed and child initiated activities.

We provide visual reminders of classroom rules and procedures to help reinforce appropriate behavior expectations.

### *Social and Emotional Teaching Strategies*

We employ the technique of restating rule, reason and using redirection when working with children and their behaviors.

When needed we first remind the children of the rule while stating the reason for the rule. If the child chooses to continue the misbehavior, we redirect the child to another activity.

For example: “Johnny, remember we walk in the classroom, and we run outside. This helps keep us all safe.” “Johnny, come with me I will walk with you to the block area.”

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Children will be encouraged to build and use their verbal skills when involved in conflict situations. Teachers will model and facilitate the children in using their words to express their feelings and needs.

## Removal From Group

In the event a child is physically hurtful (hitting, biting or kicking) to themselves, others or classroom materials. Teachers will separate the child from the group to allow the child time to get their bodies and emotions under control. Teachers will place the child in a safe but separate part of the classroom for no longer than three minutes. If the child continues to have difficulty gaining control, a teacher will remain with the child until the child is able to reclaim control of his/her body and emotions. Parents will be contacted via phone and written messages regarding these behaviors.

## Intense Behaviors

There are times when more support is needed to help a child develop positive social and emotional behaviors. When this becomes the case the parents, teachers and administrators will meet to develop a plan that best address the needs of the child. This may include and is not limited to the family seeking additional help from community resources and/or disembroiling from our program.

*Written by:  
Ms. Wanda Vinson, Early Childhood Director  
Dr. Mark Saliba, Principal*

## THEMATIC BASED BOOKLIST

To assist in delivering a continuity of instruction we will incorporate reading a key book per week identified as “*The Book of the Week*”. The Book of the Week can be the basis for learning experiences in the classroom.

Lead teaching staff will decide which titles they will choose to read which week. They will be responsible for making certain the identified book will be read during the scheduled class story time.

*Titles with an asterisk (\*) next to them are highly recommended and will assist teachers in observing children to see what skills/information they know and what they are ready to learn.*

The “*Book of the Week*” should be read daily, which encourages the children to learn the story, characters, sequence of events and if the children choose to act out and create new stories.

The picture book titles listed below are suggested titles that will help support the overlying monthly theme. The titles listed below honor diversity and avoid stereotyping. These books will also help create teachable moments and skill development within the children. These titles are only a guide and are not to be seen as the *only* titles to be used with the children.

Teachers may read additional books during other times of the classroom day as well.

### August Titles:

*Little Bear's ABC and 123* by Jane Hissey  
\**Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault  
*Miss Spider's ABC* by David Kirk  
*Dr. Seuss's ABC* by Dr. Seuss  
\**The Handmade Alphabet* by Laura Rankin  
\**Brown Bear, Brown Bear, What Do You See* by Bill Martin Jr.  
*A Rainbow All Around Me* by Sandra L. Pinkney  
*Dog's Colorful Day: A Messy Story about Counting and Colors* by Emma Dodd  
*Mouse Paint* by Ellen Stoll Walsh  
\**Little Blue, Little Yellow* by Leo Lionni  
\**To Be a Kid* by Maya Ajmera, John D. Ivanko  
*Shapes, Shapes, Shapes* by Tana Hoban  
*My Name is Johari* by Anne S. Obrien  
*First Day Jitters* by Julie Danneberg

### September Titles:

\**Chrysanthemum* by Kevin Henkes  
*Will You Be My Friend?* By Nancy Tafuri  
*Wemberly Worried* by Kevin Henkes  
\**My Many Colored Days* by Dr. Seuss  
\**The Everything Book* by Denise Fleming  
*Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis  
\**The Kissing Hand* by Audrey Penn  
*When Sophie Gets Angry—Really, Really Angry* by Molly Bang  
*My Five Senses* by Alike  
\**Germes Make Me Sick* by Melvin Berger  
*The Skeleton Inside You* by Philip Balestrino  
*Quick As a Cricket* by Audrey Wood  
*I'm Growing* by Alike  
\**Wash Your Hands* by Tony Ross  
*Germes Are Not For Sharing* by Elizabeth Verdick  
*King Bidgood's In the Bathtub* by Audrey Wood  
*Piggies* by Audrey Wood  
*I Like Me* by Nancy Carlson  
*The Handmade Alphabet* by Laura Rankin



## October Titles:

*The House That Mack Built* by Susanna L. Hill, Ken Wilson-Max  
*No Jumping on The Bed* by Ted Arnold  
\**Fly Away Home* by Eve Bunting  
*Evan's Corner* by Elizabeth Hill  
\**The Napping House* by Audrey and Don Wood  
*This is Our House* by Michael Rosen  
*Everyday House* by Cynthia Rylant  
*Someplace Else* by Carol Saul  
*The Someday House* by Anne Shelby  
\**A House is a House For Me* by Mary Ann Hoberman  
*In a People House* by Theo Le Sieg, Dr. Seuss  
*To Market To Market* by Anne Miranda  
*The Big Pumpkin* by Erica Silverman  
*It's Pumpkin Time* by Zoe Hall  
*Pumpkin, Pumpkin* by Jeanne Titherington  
*Too Many Pumpkins* by Linda White  
*Patty's Pumpkin Patch* by Teri Sloat  
*The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams  
*The Pumpkin Blanket* by Deborah Turney Zagwyn  
*Ten Red Apples* by Pat Hutchins  
*Alphabet City* by Stephen T. Johnson



## November Titles:

*Good Morning Chick* by Mirra Ginsburg  
*Have You Seen My Duckling* by Nancy Tafuri  
\**Peter's Chair* by Ezra Jack Keats  
\**The Old Man & His Door* by Gary Soto  
\**Mama Do You Love Me* by Barbara M. Joose  
\**Skip to My Lou* by Nadine Bernard Westcott  
*The Family Book* by Todd Parr  
*On Grandpa's Farm* by Vivian Sathre  
\**Big Red Barn* by Margaret Wise Brown  
*Parents in the Pig Pen, Pigs in the Tub* by Steven Kellogg  
*Daddy Makes the Best Spaghetti* by Anna G. Hines  
\**Grandpa's Overalls* by Tony Crunk  
*Big and Little on the Farm* by Dorothy Donohue  
*Sweet Potato Pie* by Kathleen Lindsey  
*Little Red Hen* by Byron Barton  
*Tumbleweed Stew* by Susan Stevens Crummel  
*The Three Little Pigs* by Paul Galdone  
*The Three Billy Goats Gruff* by Paul Galdone  
*Red Leaf, Yellow Leaf* by Lois Ehlert  
*Growing Vegetable Soup* by Lois Ehlert  
*Apples* by Gail Gibbons  
*The Relatives Came* by Cynthia Rylant  
*Farmer Duck* by Martin Waddell  
*Barnyard Barter* by Denise Flemming  
*Sheep in a Jeep* by Nancy Shaw  
*The Cow That Went Oink* by Bernard Most  
*Rosie's Walk* by Pat Hutchins  
*Goldilocks and the Three Bears* by Paul Galdone  
*Click Clack Moo, Cows That Type* by Doreen Cronin  
*Feast for 10* by Catheryn Falwell  
*Eating the Alphabet* by Lois Ehlert  
*Tops and Bottoms* by Janet Stevens  
*Applebet an ABC* by Clyde Watson  
*Thanksgiving at the Tappletons'* by Eileen Spinelli  
*Stone Soup* by Marcia Brown

## December Titles:

*\*Bedtime for Frances* by Russell Hoban  
*Ten, Nine, Eight* by Molly Bang  
*\*Morris's Disappearing Bag* by Rosemary Wells  
*Mr. Rabbit and the Lovely Present* by Charlotte Zolotow  
*Ask Mr. Bear* by Marjorie Flack  
*Kiss Goodnight* by Amy Hest  
*Tell Me Something Happy Before I Go to Sleep*  
by Joyce Dunbar  
*\*Flora's Blanket* by Debi Gliori  
*\*Pajama Time!* By Sandra Boynton  
*The Doorbell Rang* by Pat Hutchins  
*If You Give a Moose a Muffin* by Laura Numeroff  
*The Gingerbread Boy* by Paul Galdone  
*If You Give a Mouse a Cookie* by Laura Numeroff  
*If You Give a Pig a Pancake* by Laura Numeroff  
*The Giving Tree* by Shel Silverstein

## January Titles:

*\*The Snowy Day* by Ezra Jack Keats  
*\*Caps for Sale* by Esphyr Slobodkina  
*Frozen Noses* by Jan Carr  
*\*Snowballs* by Lois Ehlert  
*Fredrick* by Leo Lionni  
*Rabbits Wish For Snow* by Tchin  
*\*Here Comes Winter* by Janet Palazzo-Craig  
*All You Need For a Snowman* by Alice Schertle  
*Hello Snow* by Hope Vestergaard  
*\*Snip, Snip... Snow* by Nancy Poydar  
*\*The Happy Day* by Ruth Krauss  
*Cloudy With a Chance of Meatballs* by Judi Barrett  
*The Wind* by Pat Hutchins  
*The Mitten* by Jan Brett  
*Gilberto and the Wind* by Marie Hall Ets



## February Titles:

*\*A Circle is Not a Valentine* by H. Werner Zimmerman  
*The Very Special Valentine* by Kneem  
*\*Somebody Loves You, Mr. Hatch* by Eileen Spinelli  
*The Valentine Bears* by Eve Bunting  
*The Night Before Valentine's Day* by Natasha Wing  
*\*Dear Annie* by Judith Caseley  
*\*Will Goes to the Post Office* by Elisabeth Kallick Dyssegaard  
*Jonathan Goes to the Post Office* by Susan K. Baggette  
*The Post Office Book* by Gail Gibbons  
*A Letter to Amy* by Ezra Jack Keats  
*\*Do Cowboys Ride Bikes* by Kathy Tucker  
*Lasso Lou and Cowboy McCoy* by Barbara L. Failing  
*A Wild Cowboy* by Joan Walsch Anglund  
*\*The Brave Cowboy* by Christie Loomis  
*Cowboys and Cowgirls: YippeeYah!* By Gail Gibbons  
*B is for Buckaroo A Cowboy Alphabet* by Louise D. Whitney  
*Cowboy Camp* by Tammi Sauer  
*Cowboy Up!* By Larry D. Brimmer

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## March Titles:

*\*Waiting For Wings* by Lois Ehlert  
*\*Charlie the Caterpillar* by Dom Deluise  
*The Butterfly Alphabet* by Kjell B. Sandved  
*\*Planting a Rainbow* by Lois Ehlert  
*Jacks' Garden* by Henry Cole  
*\*Sunflower House* by Eve Bunting  
*Flower Garden* by Eve Bunting  
*\*From Seed to Plant* by Gail Gibbons  
*\*The Very Hungry Caterpillar* by Eric Carle  
*\*The Grouchy Ladybug* by Eric Carle  
*Frogs* by Gail Gibbons  
*Jump Frog Jump* by Robert Kalan  
*Where Butterflies Grow* by Joanne Ryder  
*I Wish I Were a Butterfly* by Ed Young  
*From Tadpole to Frog* by Wendy Pfeffer  
*\*It Looked Like Spilt Milk* by Charles G. Shaw  
*Little Cloud* by Eric Carle  
*The Cloud Book* by Tomie dePaola  
*Zinnia's Flower Garden* by Monica Wellington  
*The Tiny Seed* by Eric Carle  
*\*The Ugly Garden* by Grace Lin  
*\*The Reason For a Flower* by Ruth Heller  
*Chickens Aren't the Only Ones* by Ruth Heller

## April Titles:

*\*The Runaway Bunny* by Margaret W. Brown  
*\*Make Way for Ducklings* by Robert Mcdosky  
*The Velveteen Rabbit* by Margery Williams and Lou Fancher  
*The Story of Ping* by Marjorie Flack  
*Humpty Dumpty* by Daniel Kirk  
*Mary Had a Little Lamb* by Sarah J. Hale  
*\*Owens Marshmallow Chick* by Kevin Henkes  
*Five Little Chicks* by Lark Carrier  
*Ten Little Eggs* by Jean Marzollo  
*The Golden Egg* by A.J. Wood  
*The Country Bunny and the Little Golden Shoes* by Dubose Heyward  
*\*Where the Wild Things Are* by Maurice Sendak  
*Rechenka's Eggs* by Patricia Polacco  
*Cinderella* by Marcia Brown  
*Little Red Riding Hood* by Trina S. Hyman  
*\*The Talking Eggs* by Robert San Souci  
*Jack and the Beanstalk* by Steven Kellogg  
*Lon Po Po* by Ed Young

## May Titles:

*Mama, Do You Love Me* by Barbara Joosse  
*A Chair For My Mother* by Vera B. Williams  
*Is Your Mama a Llama?* By Deborah Guarino  
*Does a Kangaroo Have a Mother Too?* By Eric Carle  
*Are You My Mother?* By P.D. Eastman  
*The Lorax* by Dr. Seuss  
*Where Does the Garbage Go?* By Paul Showers  
*The Wump World* by Bill Peet  
*Will We Miss Them?* By Alexandra Wright  
*The Wartville Wizard* by Don Madden  
*Recycle* by Gail Gibbons  
*The Great Kapok Tree* by Lynne Cherry  
*Swimmy* by Leo Lionni  
*A House For Hermit Crab* by Eric Carle  
*Over in the Ocean* by Marianne Berkes

