

Michigan Reads!

Programming  
and

Resource Guide

2017

for

Bubble Gum,  
Bubble Gum

by Lisa Wheeler

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# INTROUCTION

## About Michigan Reads

Michigan Reads is a program modeled after “One Book, One Community” and is intended to support the development of early literacy skills as a foundation to future reading and success in school and beyond. Support for Michigan Reads! program is by the Federal Library Services and Technology Act (LSTA) via the Institute of Museum and Library Services through the Library of Michigan, part of the Michigan Department of Education. Additional support provided by Consumers Energy and the Library of Michigan Foundation recognizing the link between libraries and children and families in providing quality books, programs, and services. By including specific play-based activities, the Michigan Reads! program focuses on the role of adults in sharing reading experiences with children from birth through school age to support young children’s developing literacy skills.

For more information about the Michigan Reads! program and its sponsors, visit the Library of Michigan website at <http://www.michigan.gov/michiganreads>. For additional teacher resources, children’s activities or to check out additional copies of Lisa Wheeler books through our MeL Catalog go to <http://mel.org/>.

Illustrations copyright 2013 by Laura Huliska-Beith

## About the Book

The 2017 Michigan Reads! book is Bubble Gum, Bubble Gum by Lisa Wheeler and illustrated by Laura Huliska-Beith. What happens when Toad gets stuck in the Bubble Gum melting in the road? Join Toad & friends in this sticky, rhyming adventure and see what happens when they work together to get out of the mess!

## About the Author

Learn more about author Lisa Wheeler and find fun activities for her books at <http://lisawheelerbooks.com>.



## Literacy Development

Literacy was once considered to be reading and writing, but the definition has now expanded to include the ability to read, writing, speak, and represent ideas in a visual format (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 1996). Careful attention to the materials and experiences provided to individual children is essential to the development of these skills.

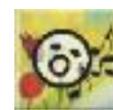
Years of research suggest the development of literacy skills in the earliest years create a foundation for later reading success. More importantly, these skills can be influenced by the experiences made available to them because of the adults around them (Bracken & Fischel, 2008; Britto & Brooks-Gunn, 2001; Britto, Brooks-Gunn, & Griffin, 2006; Payne, Whitehurst, & Angell, 1994; Senechal & LaFevre, 2002; Zill & Resnick, 2006). Research by the National Early Literacy Panel suggests that the early literacy skills important for future literacy success include how they pay attention to sounds (phonological awareness), their ability to identify letters of the alphabet (Lonigan, Schatschneider, & Westberg, 2008), and their knowledge of concepts of print. Paris (2005, 2009) describes these skills as “constrained” in that they are predictive of future literacy success and learned over a brief period of time. Unconstrained skills, which include vocabulary and comprehension, are those skills that can and should be learned over the course of a lifetime, but will also influence children’s abilities in reading in the present and beyond.

## Phonological Awareness

Phonological awareness, or the ability to hear the sounds in spoken language, is one of the most important predictors of their future success in reading according to the National Early Literacy Panel (Lonigan, Schatschneider, & Westberg, 2008). When children can hear individual beats or the syllables in words, identify when words rhyme and come up with their own rhyming words, and play with the sounds in words to distinguish individual sounds, they are demonstrating phonological awareness. These are skills that will develop in a relatively short period of time but will help them for a lifetime as they will help them break new words into syllables or “manageable chunks” as they read to decode the word, or recognize a new word because it rhymes with a word they already know. As they are writing they will be able to stretch out a word based on the sounds they hear in the word, essentially using the skills in reverse as they put the sounds on paper. Adults can help children develop phonological awareness using the five skills identified by the Public Library Association’s *Every Child Ready to Read*®:



**Talk in tongue twisters together.** Try saying sentences with the first sound of each word the same sound to encourage children to pay attention to the beginning sounds in words.



**Sing songs using funny voices.** Sing in a quiet voice, a loud voice, a monster voice, or an opera voice.



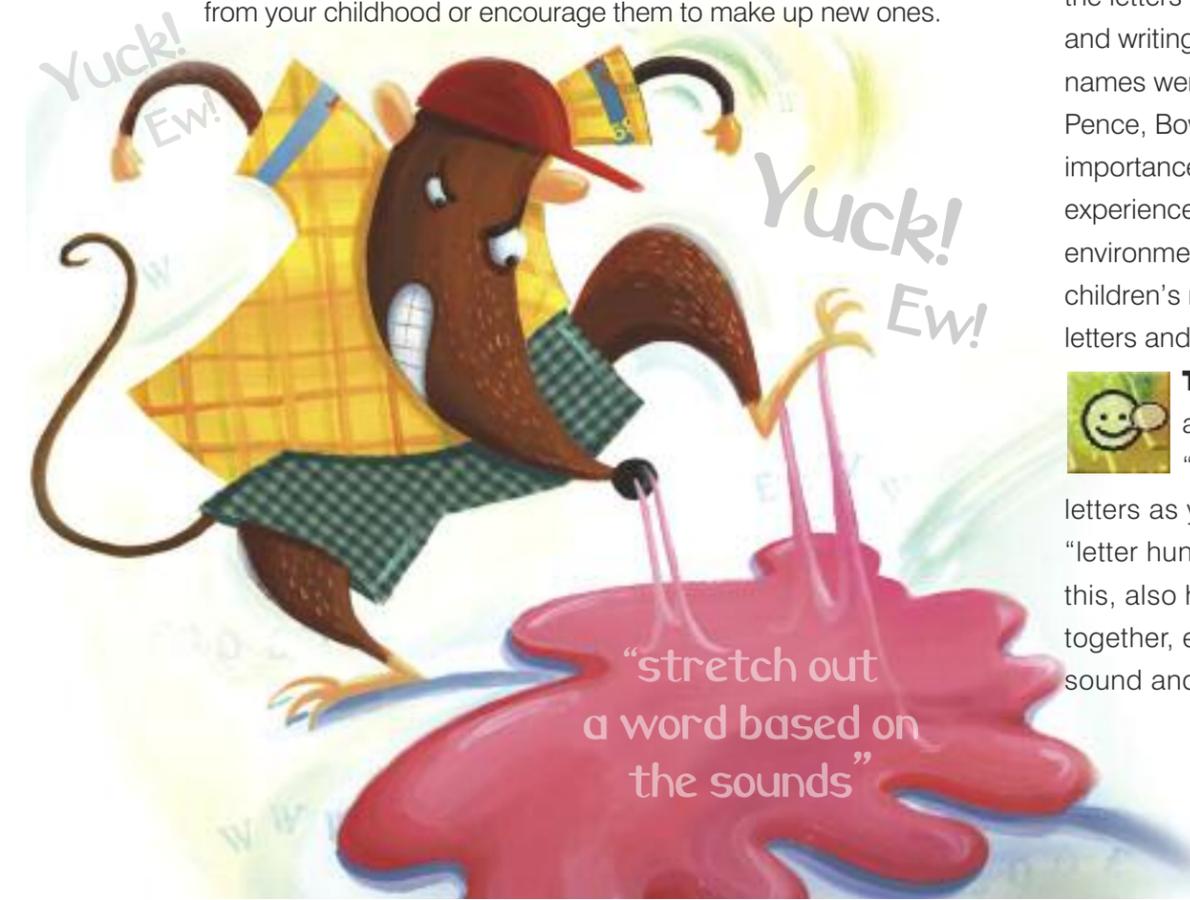
**Read books with word play.** Look for books with rhyming and encourage children to finish the rhyme as you read.



**Write together.** Encourage children of all ages to write the sounds they hear while writing and resist the urge to correct “invented” spelling. You can model writing or “co-author” and write what a child indicates the text should say.



**Play word games and finger plays** with children. The repetitive rhymes will help them pay attention to the sounds in spoken language. Use old favorites you know from your childhood or encourage them to make up new ones.



## Letter Identification

Letter identification is more than just being able to say the name of the letter, but also understanding that each letter has its own sound (and sometimes more than one sound). In the English language sometimes letters combine to make a single sound resulting in 26 letters that representing 44 sounds and shares a close relationship with phonological awareness. As children learn these combinations of letters and sounds, they develop an understanding of letter-sound knowledge and how to combine the letters to make words, an important concept for both reading and writing. Recent research suggest the first letters of children’s names were the letters most likely to be learned first (Justice, Pence, Bowles, & Wiggins, 2006), further supporting the importance of environmental print and facilitation of literacy experiences with adults as adults point out print in the environment, such as the letters and the sounds they make in children’s names. Other ways adults can help children learn the letters and sounds they make include:



**Talk about the letters in the alphabet** in the world around you. As letters aren’t always found in “alphabetical order”, see if children can identify letters as you happen upon them, or consider going on a “letter hunt” based on the letters in their names. As you do this, also help them to discover the sounds that letters make together, especially as some letters make more than one sound and letters can combine to make a sound.

 **Sing the alphabet song**, but try variations of it as well. Sing not only the traditional version, but try it in different forms. Use different voices, to different tunes, or even backwards. Use an alphabet book or look for letters in the environment as you sing to help identify the individual letters. To help connect the individual letters with the sounds each letter makes, ask children to make the sound of the letter after you sing the letters.

 **Read alphabet books together.** Visit your local library for suggestions of alphabet books. You can also look for letters in books as you read, beginning first with letters in a child's name or searching for each letter of the alphabet. Be sure to identify the sounds the letters make as well.

 **Write letters wherever and whenever.** Give babies the chance to try writing with age-appropriate writing materials such as water mats or supervising child-safe finger paints. Model writing for toddlers and encourage them to write as well. Have writing materials available for preschoolers and encourage them to write the letters of their names and more, saying the names of the letters and the sounds as they write. Grade school children can continue to write letters and help their younger siblings and peers, modeling writing and more.

 **Play with the alphabet.** Create letters by forming them with your bodies or look for letters in the world around you on a walk.

## Concepts of Print

Another “constrained” skill that helps in the development of other literacy skills and can be supported in the early years is concepts of print. When children development concepts of print, they discover not only that print has a purpose, but what the different purposes for print might be. Concepts of print is considered a “constrained” skill because once they learn the components of concepts of print, they are established. These skills include things like understanding how to hold a book and where to start reading, or that we read sentences from left to right then top to bottom on a page. They also learn that letters make up words, with words making up sentences, and even things like the importance of punctuation that will help them read with fluency that will help with comprehension, an unconstrained skill. Using the five aspects of *Every Child Ready to Read*<sup>®</sup>, adults can support the development of concepts of print by trying each of the following:

 **Talk about the parts of the book as you read.** Talk with children of all ages about the different aspects of books to help them learn about concepts of print, including the front and back of the book, and the title, author, and illustrator. For school age children, ask children to find the first word in a sentence or the first letter in a word as you read together. Talk about punctuation and what different types of punctuation do.

 **Sing songs about concepts of print** to help children think about what books do. Make up songs about authors writing books and illustrators providing the

pictures. Have children think up lyrics to explain how we read books, such as reading from left to right and top to bottom or a list of the parts of the book.

 **Read a variety of books** to help children learn that different genres have different parts they will need to use. Talk with children about the various parts of the books, including the glossary, index, and other parts of books that might be unique to different genres.

 **Write with children to help them learn** that letters make up words and words make up sentences. Talk to them about the spaces they are using between the words and how we write from left to write and top to bottom on

the page. As they write, ask about the punctuation they are using and explain the different options they might choose based on their intentions as authors.

 **Play with books** to help children develop concepts of print. Offer books upside down and backwards and ask children to show you where you should begin to read.

Ask children to use their fingers to “frame” a word or to find a particular type of punctuation such as all of the commas in a book.



## Vocabulary

Vocabulary is considered a critical skill in literacy learning as it begins to develop early and has the potential for lifelong growth. Research suggests children learn five new words each day as preschoolers, and most children will have heard between 13 and 45 million words by the time they enter kindergarten (Hart & Risley, 1995). Considered an “unconstrained skill” because of its limitless potential for growth, vocabulary development can take place as children take part in conversations, listen to directions, and as they share in reading experiences or play with others. More importantly, the more words children know, the more they are able to make sense of the world around them, but also to understand the words they read. As noted in *Every Child Ready to Read*®, adults can help foster vocabulary development with each of the following:



**Talk with children** about what you are doing and why. Encourage children to talk with each other (both children who are the same age as well as younger and older children) and adults to help them learn new words and establish their existing vocabulary.



**Sing with children**, looking for songs that introduce new vocabulary words that are age appropriate or look for songs with vivid description words to add to children’s vocabulary.



**Read a wide variety of books.** Include storybooks, poetry, and informational books to expose children to vocabulary words they might not hear in everyday

conversations, looking to for words that might be new to children and pausing to ask if a word is new and if they know what it means, to explain the new words using words they already know, and to use it several times throughout the day with them to reinforce their understanding of its meaning.



**Write with children.** Encourage children to write stories or letters to friends or family members using new vocabulary they are learning or challenging them to think of new words in place of words they commonly use such as “big” or “small”. Ask open-ended questions using the new words to help them think about other ways to describe events or things about which they are writing.



**Play with children and listen to their language.** Ask questions and listen to their answers, allowing them to answer and then build on their response to model their use of vocabulary. For example, if a child notices it is raining outside and says, “rain” you can respond by saying, “Yes, the rain is really coming down outside. It is pouring.”



## Comprehension

Another skill that continues to grow throughout a lifetime is comprehension, or the ability to make meaning from text (Paris, 2005). Children learn to make meaning from text as they read or that is read to them as adults ask questions, model thinking strategies about the text, relate the text to things they already know, and summarize what they are reading (Bennett-Armistead, Duke, & Moses, 2005). When adults read with children and encourage them to be actively involved in the reading, they model and facilitate the development of the comprehension skills and strategies good readers use to gain understanding of the text they are reading. Using the strategies from *Every Child Ready to Read*®, adults can help children learn comprehension skills with each of the following:



**Talk with children about books as you read.** Ask them to predict what might happen next as you read and check back to see how they felt about their prediction, or ask children to summarize what you have read together so far. When you finish a book, ask them to tell what the entire book was about or to describe how they would share with a friend about the book. For other types of books, ask children to tell you a favorite fact they learned or what stood out the most to them.



**Sing songs from books** that also have lyrics or songs with them to help children with comprehension. Encourage children to act out the motions of songs that accompany text



**Read books of different types or genres.**

Try reading storybooks, information books, and other types of books such as poetry books or books that ask the read to interact with the text. No matter how old your child is, ask questions with more than one answer while you read and take time to have a conversation with your child when she answers.



**Write with children**, whether they are writing their own text or you are helping them by writing the text they tell you. Be sure to write a variety of different text types, including stories, informational text where children are experts sharing their knowledge about a subject, providing directions, or persuading others to do something such as recycle or vote, and poetry. Writing across different genres helps them to think about what is important to include in the different text types and can help with their comprehension strategies too.



**Play with children** to support background knowledge and support their ability to question, predict, and summarize. As you play together, model questions you might ask as you read, such as “I wonder what will happen if we...” or connect the play with books you have read together. Talk to children about what has taken place during the play and model your thinking aloud, encouraging them to do the same.



## The Value of Shared Reading

The Library of Michigan is partnering with ReadAloud.org in supporting read aloud experiences with children in libraries, early childhood education settings, and in homes because the research relative to the importance of reading with young children at an early age is clear. Reading early and reading often helps children to develop early literacy skills essential for future literacy success (Garton & Pratt, 2009). The importance of reading with young children at an early age cannot be stated enough. Reading at an early age, reading often, and reading a variety of books is an important part of helping children to develop the early literacy skills they will need for future literacy success (Bus, Van IJzendoorn, & Pellegrini, 1995; Garton & Pratt, 2009). The ways in which adults read with young children also matters, with immediate and long-term effects for literacy skill development (Dickinson & Smith, 1994; Whitehurst & Lonigan, 1998). More importantly, shared reading experiences between adults and children can help to develop a lifelong love of reading that can persist through adulthood and help to develop language skills (Beck & McKeown, 2001), improve overall literacy skills (Aram, 2006) and support the development of previously mentioned unconstrained literacy skills of vocabulary (Wasik & Bond, 2001), and development of comprehension strategies (Dickinson & Smith, 1994). Research also supports the importance of shared reading with a variety of book types (genres) (Beck & McKeown, 2007; Duke, 2000), such as storybooks, informational text, poetry, and other books that encourage readers to interact with the text, such as activity books.

Sharing books with young children is so important, and because it should be a shared experience, consider including children in the experience by trying some of the following:



**Talk about the things in books as you read.** Ask children to tell you about the things they already know and help them to build on that knowledge as you read together. Ask questions and listen to their responses. Point out illustrations and have conversations as you read to learn more about what children know and help them to build on their existing knowledge as you read together. As you go about your day, refer back to the book and make connections to the things you read, looking for ways to talk about the book beyond the reading.



**Sing with children throughout the day.** Ask children to sing their favorite songs to you and share your favorites from growing up. Sing word games and finger plays you learned as a child or ask friends or family members for ideas for songs they might know and can teach you. Sing using different voices, at different volumes, and using stuffed animals or objects for variety.



**Read throughout the day** and different kinds of print. Reading books is important and reading different kinds of books and multiple types of texts help children to learn that we read different types of print for different purposes. Asking questions as we read or talking about the text as we read helps children to learn it is important to talk about the text to make meaning from it and helps them learn how to develop this skill for the different kinds of books. Encourage children to read

recipes, the newspaper, magazines, and the print in the grocery store with you to learn how to read the different types of print as you ask questions about it.



**Write in front of children** and ask them to write with you. Just like reading different types of text, children benefit from writing a variety of things such as stories, grocery lists, explanations or “how to” text, and even maps. If a child has an idea during a read aloud, encourage him to write it down on a post-it note or in a journal so he can write more about it after reading.



**Play is an important aspect of literacy** learning and can help children to understand what it is they are reading. Encourage children to act out new vocabulary words, to use puppets or stuffed animals to retell a story, or to use everyday objects to recreate a setting or even help them think about what they are learning about in informational text.



# RESOURCES...

## More Great Books to Share with Children

### Michigan Animals

#### Toddler:

*The Frogs and Toads All Sang* by Arnold Lobel (HarperCollins, 2009)

*Bravest of the Brave* by Shutta Crum (Alfred A. Knopf, 2005)

*Lost in the Woods* by Carl R. Sams (C.R. Sams II Photography, 2004)

*We're Going on a Bear Hunt* by Michael Rosen (Margaret K. McElderry Books, 1989)

*The Tree That Bear Climbed* by Marianne Collins Berkes (Sylvan Dell Publishing, 2012)

*Jasper & Joop: A Perfect Pair* by Olivier Dunrea (Houghton Mifflin Books for Children, 2013)

*The Geese March In Step* by Jean-Francois Dumont (Eerdmans Books for Young Readers, 2014)

*The Little Red Hen* by Paul Galdone (HMH Books for Young Readers, 1985)

*The Big Red Barn* by Margaret Wise Brown (HarperFestival, 1995)

#### Preschool-2nd Grade:

*The Race of Toad and Deer* by Pat Mora (Douglas & McIntyre, 2001)

*Gem* by Holly Hobbie (Little, Brown and Company, 2012)

*A Home for Bird* by Philip Stead (Roaring Book Press, 2012)

*Over There* by Steve Pilcher (Disney Hyperion Books, 2014)

*UnBEElievables: Honeybee Poems* and Paintings by Douglas Florian (Beach Lane Books, 2012)

*Porcupining: A Prickly Love Story* by Lisa Wheeler (Little, Brown Books for Young Readers, 2003)

*When Lightning Comes In a Jar* by Patricia Polacco (Philomel Books, 2002)

*Bear Has a Story to Tell* by Philip Stead (Roaring Brook Press, 2012)

*Six Crows* by Leo Lionni (Alfred A. Knopf, 1988)

*Crow* by Leo Timmers (Clavis, 2010)

*The Little Red Hen* (Makes A Pizza) by Philomen Sturges (Puffin Books, 2002)

### Togetherness and/or Teamwork

#### Toddler:

*Good Night Gorilla* by Peggy Rathman (Putnam, 1994)

*The Bear Snores On* by Karma Wilson (Weston Woods/Scholastic, 2005)

*The Napping House* by Audrey Wood (Harcourt, 1984)

*Duck & Goose* by Tad Hills (Schwartz & Wade Books, 2006)

*My Truck is Stuck!* by Kevin Lewis & Daniel Kirk (Disney-Hyperion, 2002)

#### Preschool-2nd Grade:

*The Day the Crayons Came Home* by *Drew Daywalt* (Penguin Group USA, 2015)

*Teamwork Isn't My Thing, and I Don't Like to Share!* by Julia Cook (Boys Town Press, 2012)

*Little Blue Truck* by Alice Schertle (Harcourt, 2008)

*Click Clack Moo Cows That Type* by Doreen Cronin (Spotlight, 2006)

*Stone Soup retold* by Heather Forest (August House LittleFolk, 1998)

### Bubble (and Dot) Fun

#### Toddler:

*Bubble Trouble* by Margaret Mahy (Clarion Books, 2009)

*Harry and Horsie* by Katie Van Camp (Balzer and Bray, 2009)

*Thing!* by Mick Inkpen (Harcourt, 2001)

*Press Here* by Herve Tullet (Chronicle Books, 2011)

#### Preschool-2nd Grade:

*Lots of Dots* by Craig Fraizer (Chronicle Books, 2010)

*Big Bad Bubble* by Adam Rubin (Clarion Books, 2014)

*Pop! The Invention of Bubble Gum* by Meghan McCarthy (Simon & Schuster Books for Young Readers, 2010)

*Trouble Gum* by Matthew Cordell (Feiwel and Friends, 2009)

*Chavela and the Magic Bubble* by Monica Brown (Clarion Books, 2010)

*Bubble Trouble* by Tom Percival (Bloomsbury USA Childrens, 2015)

*Pop! A Book About Bubbles* by Kimberly Brubaker Bradley (Harper Collins; Let's-Read-and-Find-Out Science, Stage 1 edition, 2001)

*Hippopotamus* by Jeanne Willis (Lerner, 2012)

### Stories in Rhyme

#### Toddler:

*If All the Animals Came Inside* by Marc Brown (Little, Brown and Company, 2012)

*Time for Bed* by Mem Fox (Red Wagon Books/Harcourt Brace, 1997)

*In the Tall, Tall Grass* by Denise Fleming (Holt, 1991)

*Moonlight* by Helen V. Griffith (Greenwillow Books, 2012)

*Summer Days and Nights* by Wong Herbert Yee (Henry Holt, 2012)

*Cock-A-Doodle-Do, Creak, Pop-Pop, Moo* by Jim Aylesworth (Holiday House, 2012)

*Duck in a Truck* by Jez Alborough (HarperCollins Publishers, 2014)

#### Preschool:

*Giraffes Can't Dance* by Giles Andreae (Orchard Books, 2001)

*I Ain't Gonna Paint No More!* by Karen Beaumont (Harcourt, 2005)

*Oh, No!* by Candace Fleming (Schwartz & Wade Books, 2012)

*One Dark Night* by Lisa Wheeler (Harcourt, 2003)

*Bravest of the Brave* by Shutta Crum (Knopf, 2005)



# DIGITAL RESOURCES:

## Websites and Cell Phone and Tablet Applications

### Websites about Reading

- **Association for Library Service to Children**

[www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm](http://www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm)

Containing a list of award-winning children's books, the Association for Library Service to Children's website also offers suggestions for supporting literacy development for educators, families, and others caring for young children.

- **Colorin Colorado**

[www.colorincolorado.org/](http://www.colorincolorado.org/)

Offering multi-lingual resources, this sister site to Scholastic provides research-based information and evidence-based practices for educators and families, including tip sheets, book suggestions, and professional development to support ongoing learning.

- **MeL Kids page**

[www.mel.org/kids](http://www.mel.org/kids)

The Michigan E-Library's children's page includes an e-book collection for downloadable reading or listening including fiction and non-fiction books. Additional links to games, learning activities, links to a Michigan animal section, and other helpful links for families and teachers make this site a great resource for children, families, and educators.

- **Reading is Fundamental**

[www.rif.org](http://www.rif.org)

Early childhood educators and families will find this website a valuable tool for finding books, activity ideas, games, and handouts for young children.

- **Reading Rockets**

[www.readingrockets.org](http://www.readingrockets.org)

Research-based tip-sheets, videos, podcasts, and other resources for early childhood educators and families are housed in this website to help support literacy development in young children.

- **Read Write Think**

[www.readwritethink.org](http://www.readwritethink.org)

Created primarily for teachers, this website includes classroom resources such as searchable lesson plans, professional development opportunities, afterschool activities, and videos, as well as other materials helpful to early childhood educators created by this joint partnership between the International Reading Association and the National Council for Teachers of English.

- **Scholastic**

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

Another website containing ideas and resources for educators, this site also has a searchable booklist called Book Wizard. Search by author, books you already love, or a book's reading level to find more great titles to share with young children.

- **Scholastic Bookflix**

[www.mel.org](http://www.mel.org) (select databases in top left corner, select Bookflix)

This interactive website is free to Michigan users as part of the Library of Michigan's Michigan eLibrary. You can look up a book and begin reading online. Intended for preschoolers through fifth grade, readers can explore non-fiction and fiction texts online in this great partnership for families and educators alike.

- **Read Aloud**

[www.readaloud.org](http://www.readaloud.org)

Read Aloud's "15 Minutes" National Campaign promotes the idea that 15 minutes of daily reading aloud from birth to age 8 can change the face of education in the USA. Partners of Read Aloud pledge to share information, graphics, and more with their audiences.

### Websites about Teamwork

- **Collaborative Classrooms**

<http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber>

With broad suggestions for what adults can do to model effective teamwork or collaborative skills, this website provides further examples and strategies to help facilitate the development of skills children will need in working with others.

- **Top Five Ways to Teach Collaboration**

<http://www.aeteachers.org/index.php/blog/1039-top-5-ways-to-teach-collaboration>

From the Association of American Educators, these five helpful tips explain how educators can support children's

development of collaboration or teamwork skills in classrooms, with straightforward suggestions for encouraging children to work together and additional links for more information.

- **Cooperative Classroom Games**

<http://www.teachhub.com/6-awesome-cooperative-classroom-games>

Providing a links to activities and games for classrooms to help children develop collaboration skills, this website provides background information about the differences between competitive games versus cooperative games, with specific suggestions for cooperative games and activities to support children's development of lifelong skills for working together.

### Websites about Animals

- **The National Wildlife Foundation for Kids**

<http://www.nwf.org/Kids.aspx>

Providing information for kids about different kinds of animals, ideas for activities indoors and especially outside, conservation tips, and links to children's outdoor this website also offers links to magazines such as Big Backyard and Ranger Rick.

- **U.S. Forest Service**

<http://www.fs.fed.us/kids/>

This website provides links to information about the forest, nature, conservation, and is intended to connect children with the National Forest system, including the animals that live there.



- **The World Wildlife Federation**

<http://www.worldwildlife.org/home-full1.html>

The World Wildlife Federation's website provides vivid photographs and images of animals in their natural habitats, as well as stories about the animals and conservation strategies.

### **Websites about Bubbles & Gum**

- **The Science Behind Bubbles**

<http://www.kidsdiscover.com/teacherresources/bubbles-for-kids/>

This educator website provides scientific explanation for bubbles and the things they do, such as how they form and why they pop, as well as suggestions for demonstrations with children and hands-on discoveries with bubbles for children to try themselves.

- **Bubbles by Home Science Tools**

<http://www.hometrainingtools.com/a/bubbles>

With a list of necessary items, step-by-step procedures, and an explanation of "what happened" this website offers essential vocabulary (in bold) explaining the science of bubbles with easy-to-understand language to help children to understand science concepts using their background knowledge.

- **Hows and Whys of Bubble Gum**

<http://www.pitara.com/science-for-kids/5ws-and-h/the-hows-and-whys-of-bubble-gum/>

To find out more about what bubble gum is made of and how it works, visit this page. Including a history of bubble gum, the site also provides information about how bubble gum sticks to some surfaces but not others, and how to remove it if it does!

### **Cell Phone and Tablet Applications**

It is important to be mindful of the appropriate use of technology as the increasing availability in homes and early childhood settings becomes apparent. Current guidelines provided by the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (2012) and consistent with 2011 guidelines published by the American Academy of Pediatrics (AAP) suggest children under the age of 2 should not be exposed to screen time at all. The recommendations for cell phone and tablet applications are made with the above recommendation statement and guidelines in mind:

- **ABC Alphabet Phonics (iPad, iPod, and iPhone)**

Young children can use this app to identify upper and lowercase letters.

- **Animal Pants (iPad)**

An app in multiple languages that encourages children to find the appropriate pants for animals, focusing on the size and shape for different animals and provides background information about the animals too.

- **Endless Alphabet (Android, iPad, iPod, and iPhone)**

Using monster-themed activities, children can learn new words and how they are spelled from the creators of Sesame Street.

- **Funbrain, Jr. (iPad, iPod, and iPhone)**

This app contains five games for preschoolers to develop literacy and numeracy skills.



- **Mad Libs (iPad and iPhone)**

This app on the classic pad and pencil game helps children to learn the parts of speech and as a result, learn vocabulary words.

- **Our Story (iPad, iPod, and iPhone)**

This app allows children to create and read their own digital stories.

- **Read Me Stories (Android, iPad, iPod, and iPhone)**

Adding a new e-book each day, this app reads aloud to children and highlights the words on the screen to help children learn to read along.

# NOTES FOR EDUCATORS

## When Thinking about Standards

The activities for Early Childhood Education Settings and Kindergarten through second grade provided in the program guide have been cross-walked with the respective standards documents, including the Early Childhood Standards of Quality for Infant and Toddler Programs, the Michigan Early Childhood Standards for Prekindergarten, and the Michigan Academic Standards for English Language Arts to help educators in early childhood education settings from birth through grade three supplement existing curricula.

**A separate chart of the standards and corresponding activity for each age group has been created, accessible for early childhood educators at [www.michigan.gov/libraryofmichigan](http://www.michigan.gov/libraryofmichigan).**

Intended to provide a consistent set of learning expectations for children within the state of Michigan and guide the development of local curriculum, the state early childhood guidelines and academic standards are offered for each activity for educators with the understanding educators may wish to modify activities at their discretion. Standards are also listed in shortened form after each activity (e.g. Standard B:4) to aid educators in identifying standards more easily, but it is important to note the cross walk document is not an exhaustive identification of all standards for each activity.

**Early Childhood Standards of Quality for Infant and Toddler Programs**  
[http://www.michigan.gov/documents/mde/ECSQ\\_IT\\_approve\\_d\\_422341\\_7.pdf](http://www.michigan.gov/documents/mde/ECSQ_IT_approve_d_422341_7.pdf)

**Michigan Early Childhood Standards for Prekindergarten**  
[http://www.michigan.gov/documents/mde/ECSQ\\_OK\\_Approved\\_422339\\_7.pdf](http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf)

**Michigan Academic Standards for English Language Arts**  
[http://www.michigan.gov/documents/mde/K-12\\_MI\\_ELA\\_StandardsREV\\_470029\\_7.pdf](http://www.michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf)

### Activities for *Bubble Gum, Bubble Gum* Public Libraries



#### Talking

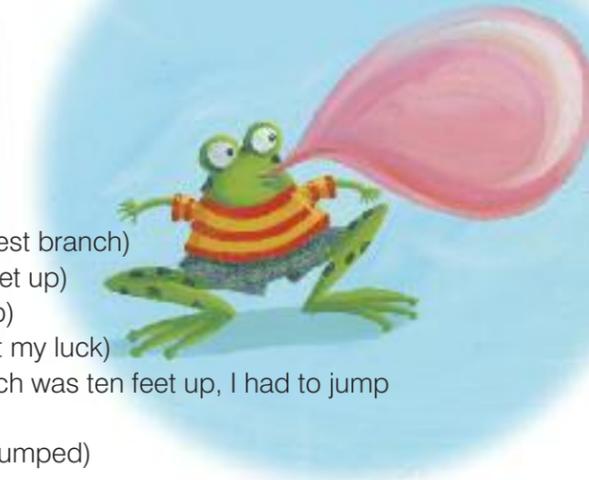
- After reading *Bubble Gum, Bubble Gum*, ask each child to share their favorite animal from the book and why. Encourage children to use some of the descriptive words from the book. For example, you might model this by saying, “my favorite animal is the toad because I like how the author describes the toad as bumpy, lumpy, and grumpy.”
- Using the **puppet templates** (pages 30-31), have children cut out and color and/or decorate the puppets and attach them to wooden sticks to create puppets. They can then re-tell the story of *Bubble Gum, Bubble Gum* with one another using the puppets or come up with another story on their own.
- Ask children to share a time when they were challenged by bubble gum. They might share with a partner about trying to blow a bubble with bubble gum for the first time, getting it caught in their hair or fingers, or stepping in it and what happened next. After reading *Bubble Gum, Bubble Gum*, invite children to share with the child next to them or an adult who might be with them about their own bubble gum mishaps. If there is time, invite a few children to share with the entire group.



#### Singing

- **Sing this echo song with children:**

The other day (the other day)  
I met a bear (I met a bear)  
Up in the woods (up in the woods)  
A way up there! (a way up there!)  
**Together:** The other day I met a bear, up in the woods a way up there!  
He looked at me (he looked at me)  
I looked at him (I looked at him)  
He sized up me (he sized up me)  
I sized up him (I sized up him)  
**Together:** He looked at me, I looked at him. He sized up me, I sized up him.  
He said to me (he said to me)  
Why don't you run? (why don't you run?)  
I see you don't (I see you don't)  
Have BUBBLE GUM (have BUBBLE GUM)  
Together: He said to me why don't you run, I see you don't have BUBBLE GUM  
And so I ran (and so I ran)  
Away from there (away from there)  
And right behind (and right behind)  
Me was that bear (me was that bear)  
**Together:** And so I ran away from there, and right behind me was that bear.  
Ahead of me (ahead of me)  
I saw a tree (I saw a tree)  
A great big tree (a great big tree)  
Oh, golly gee! (oh, golly gee!)  
**Together:** Ahead of me there was a tree, A great big tree, oh, golly gee!



The lowest branch (the lowest branch)  
Was ten feet up (was ten feet up)  
I had to jump (I had to jump)  
And trust my luck (and trust my luck)  
**Together:** The lowest branch was ten feet up, I had to jump and trust my luck.  
And so I jumped (and so I jumped)  
Into the air (into the air)  
But I missed that branch (but I missed that branch)  
On the way up there (on the way up there)  
**Together:** And so I jumped into the air, But I missed that branch on the way up there.  
Now don't you fret (now don't you fret)  
And don't you frown (and don't you frown)  
I caught that branch (I caught that branch)  
On the way back down (on the way back down)  
**Together:** Now don't you fret and don't you frown, I caught that branch on the way back down.  
That's all there is (that's all there is)  
There is no more (there is no more)  
Until I meet (until I meet)  
That bear once more.(that bear once more)  
**Together:** That's all there is there is no more, until I meet that bear once more.

- **Sing this quick song with children to the tune of My Bonnie Lies Over the Ocean**  
The bubbles flew over the flowers  
The bubbles flew over the trees  
The bubbles flew over the grass  
So many bubbles I see  
From <http://www.thebubblebox.com.au/blog/bubble-songs-babies/>



### Reading

- Read the book *Zoom* by Istvan Banyai with children, talking with them about what they notice in the pictures of the book. Then, have each child in the group take a unique picture of an object or an animal. You can start the story based on your photo, sharing a group story in the manner of *Zoom* by having each child share a sentence about their photo.
- Read aloud *Bubble Gum, Bubble Gum* to the children. Pause briefly on the page with the “big, blue – comin’ through! – honk-honk truck!” Ask your students to “Quick! Predict!” what will happen next. On the next page, as the animals all chew and chew, have your students chew along and pretend to help blow the bubble. At the end of the story, when “along comes a hen, a red-ruffled hen... here we go again!” ask students to predict how the story may continue.
- Encourage children to retell this story by acting it out. Using the puppet templates (page 30-31), having children retell the story as you reread the book. You will also need pink, non-toxic, “play dough” for bubble gum for the puppets to get stuck in too and have students act out the story, sticking the characters in the “bubble gum”. Put the book and props in a “storybox”. (A storybox is a container meant to build narrative skills by encouraging retellings. A storybox should include the book and materials to aid in retelling, like puppets and props.) After reading, leave the storybox in a reading area or center for students to use independently or in small groups.



### Writing

- Using the template provided (page 35), ask children to choose their favorite character from the book *Bubble Gum, Bubble Gum* and write about the character. Ask children to include not only descriptive information about the character, but to explain why they chose that character as well. The template provides space for children to draw the character too. Younger children can share with an adult what they like about the animal and have an adult write their words for them if they wish.
- With the template (page 33), children can write a letter to Bear, sharing with him what they would like him to know about the other animals or how to work together.



### Playing

- Using a balloon, have children try to keep their “bubble” up in the air for as long as possible in the space around them. Encourage children to gently touch the “bubble” to keep it in the air, saying the name of a different character from the book, or a word they remember to describe the character. Librarians can also set up a designated space with cut out pictures of each of the animals so that children have to visit each animal with their “bubbles” and hear a page of the book being read while children hold their bubbles. As children advance to the next “stop” children can gently bounce their bubbles. You can challenge children by introducing characters that aren’t in the book and they can hold their balloons until they hear a character name from the book and start their balloons up in the air again.
- After reading the book *Bubble Gum, Bubble Gum*, talk about



each of the characters in the book and what children noticed about what the characters did when they came across the bubble gum. Talk to children about playing a game where they will pull a card with a character on it, and other children will have to guess which character they are based on their actions. Using the character cards (see templates page 34), put the cards in a stack, and invite a volunteer to choose a card, acting out the actions of the character from the book. Children should raise their hands to guess the character so the first child to guess correctly can be the next child to choose a card.

- Arrange an obstacle course where children will need to avoid “bubble gum” on the floor of the room. Have children pair up or work with an adult, offering blindfolds (or having them close their eyes). Their partner will guide them from one side of the room to the other, helping them to avoid the “sticky gum”. To challenge older children, you can suggest using only certain words or clues and have the children brainstorm them or come up with some on your own beforehand.

### Head Start/Great Start



### Talking

- Ask children to choose an animal from the book and then come up with as many other words that begin with the same sound to create a sentence about that animal. They can share their sentences with a partner or in small groups, or even write their sentence on paper and illustrate the sentence. One example is “Two toads toppled topsy-turvy toward town.”
- Using the puppet templates, have children cut out and color and/or decorate the puppets and attach them to wooden sticks to

create puppets. They can then re-tell the story of *Bubble Gum, Bubble Gum* with one another using the puppets or come up with another story on their own.

- Look for words in the book *Bubble Gum, Bubble Gum* and talk about what the words mean. Use words children already know to help them learn words like “stumble” or “fuzz”, using the words throughout the day to incorporate them in your conversations and asking children to use them too.



### Singing

- Sing the song “Sticky Bubblegum” with children  
Sticky, sticky, sticky bubblegum, bubblegum, bubblegum  
Sticky, sticky, sticky bubblegum, sticking your hands to your head.  
Un-stick, pull! (repeat with other body parts which can stick to other body parts to or to places such as the floor or the wall).  
See <http://www.nancymusic.com/Stickyplay.htm> for music
- Sing this quick song with children to the tune of My Bonnie Lies Over the Ocean  
The bubbles flew over the flowers  
The bubbles flew over the trees  
The bubbles flew over the grass  
So many bubbles I see  
From <http://www.thebubblebox.com.au/blog/bubble-songs-babies/>
- Another quick song where children can wave their arms around and create movement sung to the tune of Pop Goes the Weasel  
We dip our wands in the bubble soap.  
We wave them all around.  
The bubbles go up in the air.  
Pop! Go the bubbles.  
<http://www.thebubblebox.com.au/blog/bubble-songs-babies/>



### Reading

- As you read *Bubble Gum, Bubble Gum*, ask children to listen for words that sound alike or rhyme and help you say the rhyming words. For example, after reading “Melting in the road” and then continuing with the text, pause slightly after reading “wet-backed” to allow children time to supply the word “toad” and then repeat the words “road-toad” to help them hear the two rhyming words.
- Ask children to predict what they think will happen next and then check back with them to about the accuracy of their predictions. After you finish reading go back through the pages and have them talk with you about each of the characters and what happened to each one, or to highlight their favorite parts. If you are reading as a group, ask children to share with a partner as part of a “pair-share” experience their favorite part or what stood out to them.
- Have children talk about a time when they were stuck in something, whether gum, mud, snow, or something else. Ask them to describe how they felt, the sounds what they were stuck in made, how they were able to get unstuck, and how they cleaned up.



### Writing

- Children can write about their favorite character from *Bubble Gum, Bubble Gum*. Younger children who are just beginning to write can draw their favorite animal from the book and share with an adult any ideas they have about why it is their favorite character, attempting to put marks on paper about

the character or having the adults write the words for them. Children who are able to write their ideas themselves can stretch out the sounds they hear for words they can’t yet write and write the words they already know, illustrating their writing as well. Use the template provided (page 35) or provide blank sheets of paper.

- Using the template provided (page 36), have children illustrate the beginning, middle, and end of *Bubble Gum, Bubble Gum* drawing what they think are those three parts to the story. Children who are able to write short words and/or phrases can add details about their illustrations to connect the sequence of events.



### Playing

- Go on a bubble word find with young children by walking around the classroom, looking for objects from the book using the words to describe them. For example, walk around your classroom “follow the leader” style chanting “catch a word in the bubble” (having a round basket or something that looks somewhat like a bubble can be helpful for this activity. As you go around the room, scoop up a stuffed bee in the block area and say, “I’ve caught a buzz-buzz, stuck fuzz, bumbled up bee” and have each child repeat “bumbled up bee” down the line, placing the bee in the basket. You can print out characters from the book to strategically place them around the room, or use stuffed or plastic animals.
- Place different animals from the book *Bubble Gum, Bubble Gum* (or other animals you have available either plastic or

stuffed) in the block area or as part of circle time) to play “Who is Missing?”. Put all of the animals in a basket or box and show children the animals, asking them to name each one. Then remove one (or several) of the animals without children seeing the animal(s) that has been removed. Ask them to identify the missing animal. If they need help, offer descriptions about the animals, using the descriptions from the book, such as “gooey, pointy-nose-all, gluey, stomping, shouting, fooley...what animal do you remember with those words?”

- Visit the Michigan Reads! Pinterest page <https://www.pinterest.com/michiganreads/mireads-2017-bubble-gum/> for more ideas about playing with bubbles, including child-safe recipes for making bubbles you can create with children in your classrooms <https://www.pinterest.com/explore/homemade-bubbles/>. Children can help you as you work through the procedural text, but encourage children to also talk about what they notice with the bubbles as you put the ingredients together. Have a variety of materials for children to use to make bubbles, such as traditional bubble wands, yarn tied at both ends, slotted spoons, and other suggestions from children to create bubbles.



## K-2 Schools



### Talking

- Create a vocabulary web for *Bubble Gum, Bubble Gum* using new words from the book. As you read the book together, have children identify words that are new to them, such as “goo”, “grumble”, and “burly”. New words can be written on sticky notes and then grouped together around words that children already know to help them learn their meanings. Encourage children to use the new words as part of their conversations, with the word web available to them for reference.
- Talk with children about the items they would need to go for a walk in the woods to see the different animals listed in *Bubble Gum, Bubble Gum*. Introduce your discussion by asking children about nature walks or hiking and who has been on them or who might have been camping recently. Then, ask them to help brainstorm a list of items that might be needed for a long walk in the woods to see the different animals and keep track of what they are seeing. You might use chart paper or a white board and markers to keep track of their ideas, too.
- Ask children to share with a partner their favorite part of the book. Encourage them to spend a few minutes talking about the specific moment, what it was, why they liked it, and then have their partner share what their partner heard about what the first child said. Set a timer for five minutes for the first child to share, his or her partner to confirm what was heard, and after five minutes, have the children switch for another five minutes to allow the second child to share and his or her partner to share what he or she heard the partner say.



• In *Bubble Gum, Bubble Gum with Pop! The Invention of Bubble Gum* by Megan McCarthy. It is excellent non-fiction for younger students. The topic is sure to grab their attention, the text is short but interesting and full of fun facts, and the illustrations are large enough for a group read. At the end of the book, McCarthy adds lots more information (like who holds the world record for largest bubble) for kids who want to really sink their teeth into the subject. Compare the two books and talk about fiction vs. non-fiction books.



• Use the book (and other books about gum) as a springboard to lesson on the scientific method. Ask your students, “Do you think bubble gum will weigh more or less after you chew it?” Lead your class in forming a hypothesis: Bubble gum will weigh more (or less) after it has been chewed for two minutes. List materials you will need to conduct your experiment, like a scale, bubble gum, and a timer. Have students help determine the procedure, controlling the variables by making sure everyone chews the same kind of gum for the same amount of time. Weigh the gum before and after chewing to gather the results. Draw a conclusion based on the results, and check the original hypothesis. Then, open up the experiment for further discussion – would we have the same results with different kinds of gum?



### Singing

- Children can sing the song “Bubble Gum, Bubble Gum, in a dish”  
Bubblegum, bubblegum, in a dish  
How many pieces do you wish?  
Five!\*

1, 2, 3, 4, 5

- \*As an alternative, you can change the lyrics to “name the animals for a piece do wish” and have children list the different animals from the book *Bubble Gum, Bubble Gum*.
- Try singing this old favorite with some new lyrics:  
Five little speckled frogs,  
Sitting on a speckled log,  
Chewing some most delicious gum  
Yum, yum.  
One jumped into the pool,  
Where it was nice and cool,  
Then there were four little speckled frogs.  
(Repeat , working your way down to one.)  
One little speckled frog sitting,  
Sitting on a speckled log,  
Chewing some most delicious gum  
Yum, yum.  
He jumped into the pool,  
Where it was nice and cool,  
Then there were no little speckled frogs.



### Reading

- In pairs, students will read text (offer informational text about animals or bubbles rather than narrative text). One student in the pair should read the passage to his or her partner, with the “listener” writing down key ideas in words or phrases. Pairs should work together to reconstruct the main ideas in the text without writing every word, summarizing the ideas to share with another pair that has the same text. Allow students a set amount

of time to “pair share” together, then with another group, and with a third group if needed, then come together as a whole class if reading the same passage as a class, or in small groups if you are using different passages in different groups to compare their ideas to the original text. Template (page 37)

- Read *Bubble Gum, Bubble Gum* with children (and other recommended books noted in the Program Guide). As children read, ask them to share what they are thinking about what is happening in the story or text or to work through words that are new to them. You can model this for children to help them learn this strategy too. For example, as bear approaches, you might pause and say, “I wonder if the bear is going to get stuck in the gum like the other animals did.” After the bear gets stuck, it’s important to come back and remind children “Our prediction was true. The bear did get stuck. Let’s keep reading to see if anyone else gets stuck in the gum.”
- Have children read, thinking about the book from the perspective of one character, such as the hen. Ask them to share what it would be like to be stuck in gum if one was that character and compare their thoughts with a partner who is another character. What similarities and what differences? How does the perspective change from being a small character to a very large character, or a character that walks on two legs instead of four?



### Writing

- After reading *Bubble Gum, Bubble Gum*, have students write a questionnaire (page 38) they would give to each of the animals in the story. Talk with them first about what a questionnaire is and how it would be used, and then in small groups have them



brainstorm questions they might include on their questionnaire.

- Re-read the last page of the book *Bubble Gum, Bubble Gum*, noting the hen comes along and point out the text “here we go again.” Talk with children about what they think the text means and what they would do as the author. Then, ask them to write a sequel to the book using the template provided on page 40 (this is also a great opportunity to talk about what a sequel means). Offer children time to plan their stories using the template and talk with them about the steps authors use in thinking about their stories, including the characters, setting, plot, and resolution.
- Have children write by finishing the prompt “If I was a bubble...” (page 41) and talk with them about how they could finish the phrase through their writing. Their writing might be about bubble gum and can be procedural text walking through the steps of making a bubble from bubble gum or could be narrative text and describe what it is like to be a bubble floating through the air.
- Children can write informational text about how bubbles are formed. Provide books about bubbles for children with graphic organizer (page 39) to help children pull the important information from the text about bubbles. Children might also find the internet helpful (see list of websites about bubbles for more information and possible sources for this project). Children can work individually or in pairs to create an informational poster, book, or integrate technology and create a short video or blog entry about how bubbles are created.



### Playing

- Using a hula hoop as a “bubble”, have children form a circle and hold hands but place the hula hoop over

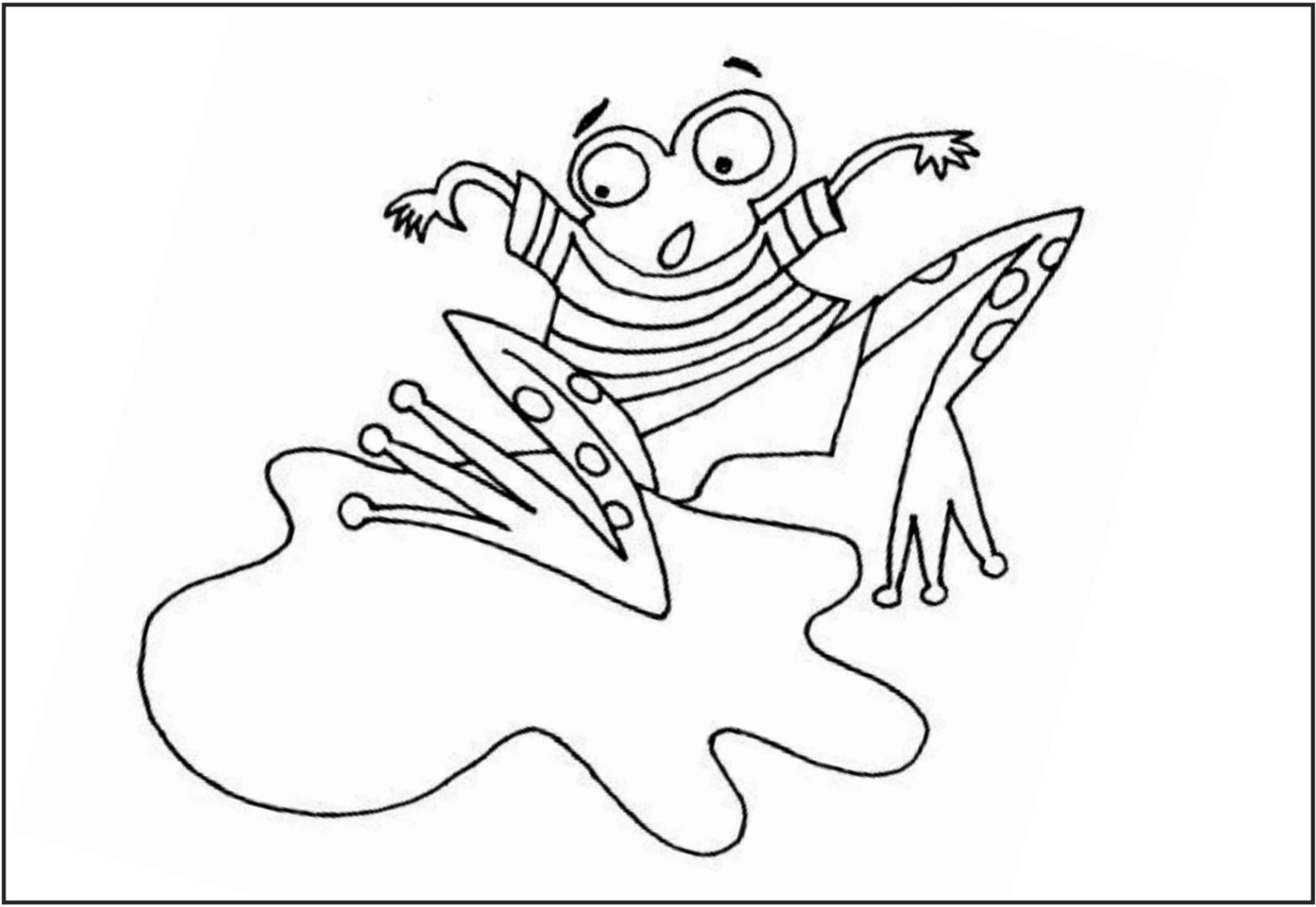
the arms of one of the children before the circle “closes”.

Share with the children they will need to pass the “bubble” all the way around the circle without “breaking” the circle or letting go of their hands so that it goes from the first person all the way around.

- Create a forest as part of a dramatic play area or in the classroom to replicate where the animals in *Bubble Gum, Bubble Gum* might live. Children can read additional books (see booklist in program guide) to learn more about the different animals in the forest as well as their habitats and think about what would be needed to create a replica of the forest. Be creative in the materials you choose, inviting families to contribute materials such as newspapers to make trees, upcycling old sheets or blankets to create a “canopy” of the woods, or visiting the Michigan Reads! Pinterest site [insert link here] for more photo ideas for bringing the outdoors into the indoors of your classroom.
- Take a literacy trip by going on a walk to nearby woods or outdoor area. Before your walking trip, create a list with children of things they will be looking for. Children in earlier grades might look for letters in the shapes of trees and other natural objects, noting the letters they find in individual journals or with chaperones who can snap photos with digital devices to share with the group. Children in later grades might look for evidence of animals or the actual animals from the book *Bubble Gum, Bubble Gum*, journaling about the evidence in individual journals (pieces of paper stapled together works well here) through writing and/or sketching. Offer children a few minutes to sit and write as you are out on your walking trip too, with time to debrief about the trip once you arrive back to the classroom.



TEMPLATES Coloring/ Puppets

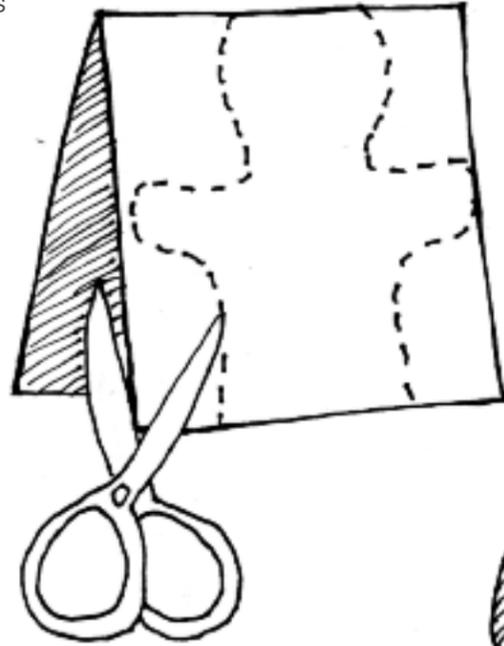


### Puppet Templates

Suggested items for decoration (with supervision to reduce risk of choking) could include:

- crayons/markers/colored pencils
- construction paper
- foam shapes
- pipe cleaner
- pom poms or other felt shapes
- copy coloring pages on 11"x17" paper, fold and cut

#1



#2



#3



\*\*note that any craft products should indicate it conforms to ASTM D4236 to be used with young children

### Letter Template

Write a letter to Bear sharing with him what you want him to know about the other animals or how to work together.

Dear Bear,

My name is ..... I am writing to tell you about

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It is important to me that you know about this

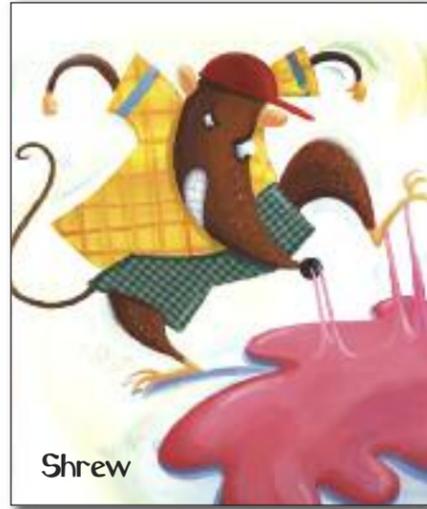
because.....

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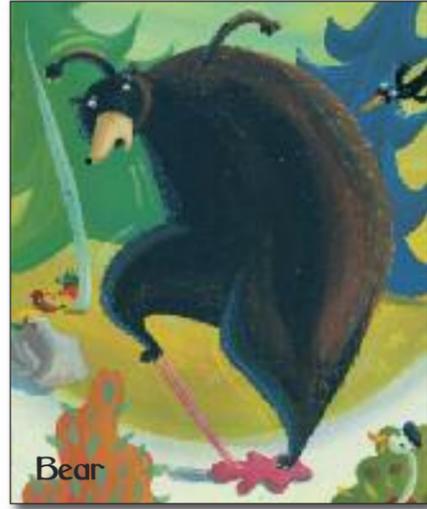
Sincerely,

.....

Character Cards



Shrew



Bear



Goose



Crow



Frog



Bee

Favorite Character Writing Template

Draw your favorite character from *Bubble Gum, Bubble Gum*.

My favorite character  
from *Bubble Gum, Bubble Gum* is

.....

Write about your favorite character from *Bubble Gum, Bubble Gum*

I like .....

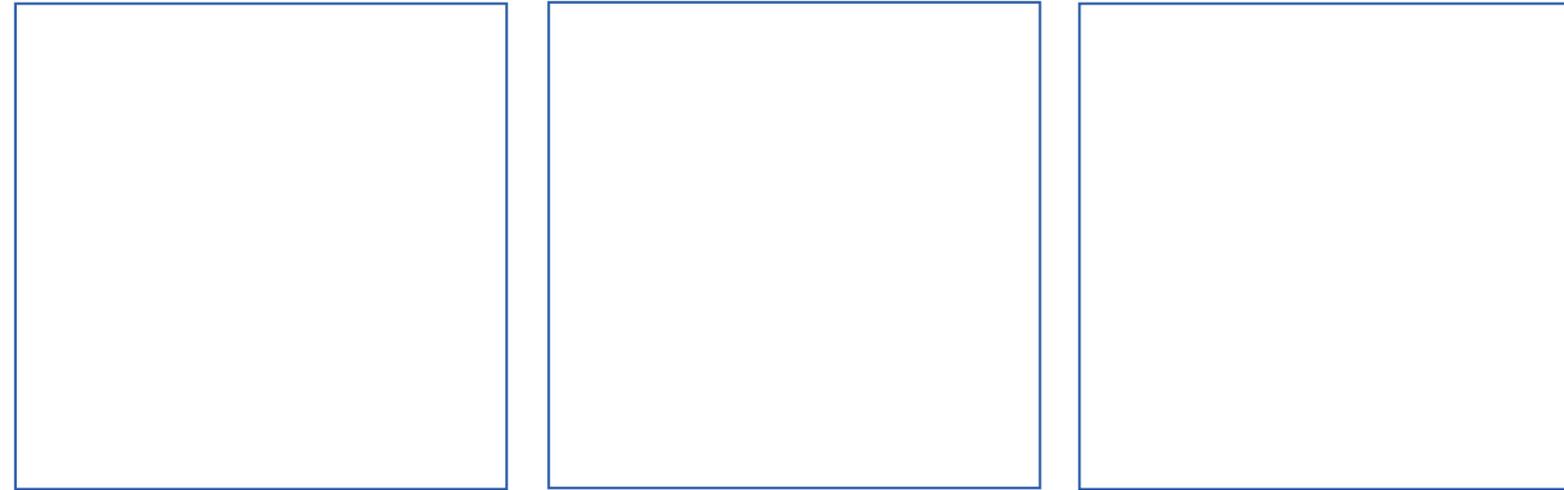
because .....

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**Sequence Writing**

Illustrate the beginning, middle, and end of Bubble Gum, Bubble Gum. Add any words to your drawings too.



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**Main Idea**

What are the main ideas to passage you just read?

Name of text: .....

Author: .....

Main ideas:.....

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**Sequel Writing**

Here we go again! Write a sequel to *Bubble Gum, Bubble Gum* sharing what you think is going to happen after reading the book. If you were the author, how would you write another book?

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**If I Was a Bubble**

Add more to the phrase "If I was a bubble..." by writing about what you would do whether this is a story, information, or steps to becoming a bubble

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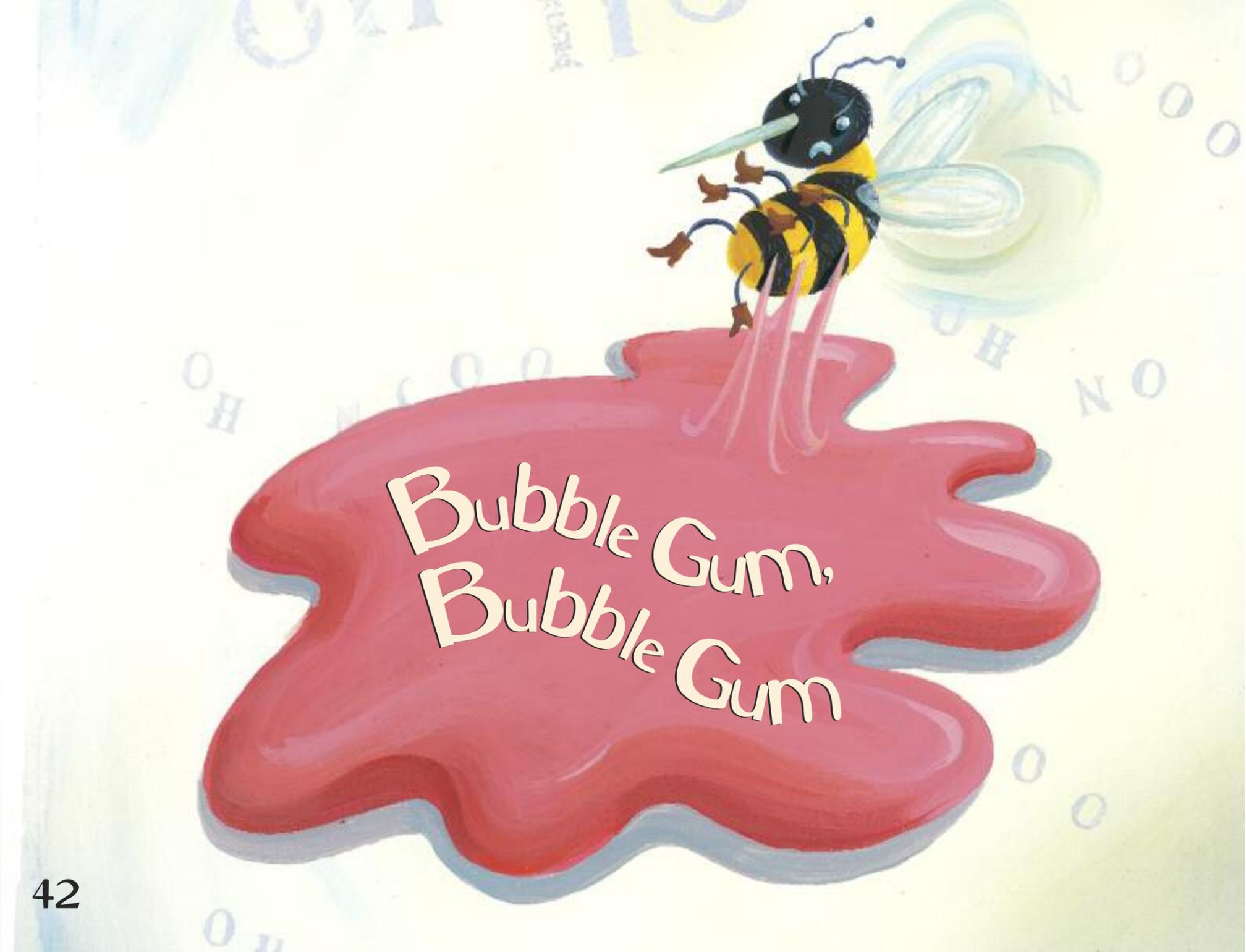
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Bubble Gum,  
Bubble Gum

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