

# Children's Books and Ideas for Language and Speech Targets

A resource for parents, teachers, and clinicians

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## **Introduction to the Resource**

Children's literature is an important aspect of every child's learning and development. It can be particularly beneficial when it comes to developing language skills including vocabulary acquisition, grammar mastery, and literacy skills. This resource seeks to provide a reference to common children's books and language targets to which the books lend themselves. It can be used in multiple ways: to find a book that uses a particular target, to know what targets to use with a given book, or to see examples of the targets in use in child-friendly language. The first few pages include a glossary of terms and the next several, a list of the books in the resource.

Following that, each book has its own page containing the top few targets along with some example activities, and lastly, reference charts for all the books and all the associated targets.

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# Glossary of Terms

## Adjectives/Descriptors (big, small, colors, etc.)

Adjectives are words used to describe a noun. They usually occur before the noun and can help describe the color and size of the noun, as well as how it may feel, smell, taste, or sound.

## Comparatives

Comparatives are adjectives used to compare between two objects. It will often be accompanied by the word “than”. Some examples include “bluer”, “blacker”, “bigger than”, “sweeter than”, “hotter than”, and “shorter than”.

## Coordination/ Conjunctions

These are words used to combine two words, phrases, and sentences. Coordination words include “and”, “but”, “or”, and “because”. Examples include: “black *and* white”, “purple and pink, *but* not red”, “She has to buy a ticket *or* she will have to get off the train.”

## Inferencing

This is the ability to make conclusions about what you are reading through a combination of what the text/story is saying and your own knowledge or experiences. For example, if a character in a book hears the word “no” and goes to his room, the person reading the book could infer that the child is sad or mad. They may base this off of their past experience of going to their room and being sad/mad when they got told “no”. Inferencing is a way of seeing beyond the text/story. It can also be helpful to ask the question “What would happen if...?” to help facilitate inferencing.

## Irregular Past Tense Verbs

These are verbs that don’t follow the typical English rules for verbs in the past tense. Examples include “come/came”, “bring/brought”, “steal/stole”, “sleep/slept”, “drive/drove”, “eat/ate”, and “fall/fell”.

## Irregular Plurals

These are nouns that don’t follow the typical English rules for plural nouns. Some examples include “foot/feet”, “mouse/mice”, “die/dice”, “child/children”, “goose/geese”, “man/men”, and “tooth/teeth”.

## **Negation**

This can be used in any type of sentence to negate the noun, verb, adjective, or adverb. Sentences are typically negated using the words “no” and “not” but often show up as contractions such as “can’t”, “won’t”, “isn’t”, “wasn’t”, and “haven’t”.

## **Object Function**

This is a concept in which aspects of the book can help teach the function of various objects. For example, a character might use scissors to cut a paper. This could help a child understand what scissors are used for and could create a discussion about scissors. Additional examples include “drive a car”, “write with a pencil”, “eat with a spoon”, “drink from a cup”, and “listen with your ears”. These examples all describe what you do with a particular object.

## **Past Tense (-ed/d)**

These are verbs that are stated in the past tense by adding (-ed/d) to the end of the verb. Examples include “smell/smelled”, “color/colored”, “play/played”, “smile/smiled”, “listen/listened”, and “jump/jumped”.

## **Phonemic Awareness**

This is a term used to describe a person’s understanding and ability to combine syllables into words, combine sounds into words, break down words into individual sounds, manipulating different sounds in a word, and rhyming. Examples include “bat/cat rhyme”, “s - i - t becomes sit”, “dog becomes d - o - g”, “changing the /p/ in lip to /k/ so it becomes lick”, and “combining bas - ket - ball into basketball”.

## **Phonics**

This is a term used to describe a person’s understanding and ability to identify letters with their sounds. Examples include “S makes the /s/ sound as in the word sing”, “D makes the /d/ sound as in the word dog”, and “M makes the /m/ sound as in the word mom”.

## **Plural (-s/-es/-ies)**

This is when (-s/-es/-ies) is added to the end of a noun to indicate more than one of something. Examples include “color/colors”, “mountain/mountains”, “lunch/lunches”, “box/boxes”, “family/families”, and “puppy/puppies”.

## **Possessive (’s)**

This is when an (’s) is added to the end of a person’s name to indicate that the following object belongs to them. Examples include “Charlotte’s mother”, “Toby’s cat”, “Matt’s car”, “Mary’s bottle”, and “Jane’s sister”.

## **Present Progressive (-ing)**

This is when (-ing) is added to the end of a verb to indicate that the action is happening currently or right now. Some examples include “jumping”, “playing”, “singing”, “calling”, “eating”, and “drinking”.

## **Quantitative Concepts**

These are words that indicate the amount or number of something. Examples include “many”, “one”, “all”, “hundreds”, “five”, “none”, and “some”.

## **Sounds:**

### **Affricates**

These are sounds produced by initially blocking all airflow from the mouth and then moving into a partial block of airflow. The following are affricate sounds: /dʒ/ (judge, george, cage), and /tʃ/ (chip, catch, chase).

### **Fricatives**

These are sounds produced by partially blocking the airflow from the mouth. The following are fricative sounds: /f/ (fish, found, father, sniff), /v/ (violin, van, dive, beaver, love) /s/ (sing, sun, sound, baseball, case), /z/ (zap, zip, lazy), /θ/ (this, that, those, think, birthday, thin), /ʃ/ (shell, shake, dish, push), and /zʰ/ (azure, vision).

### **Glides**

These are sounds produced by allowing full airstream from the mouth, but altering the sound by changing the shape of the tongue and lips. The following are glide sounds: /w/ (water, wing, whale, went), and /jʰ/ (yes, yellow, yank, yucky).

### **Liquids**

These are sounds produced by the tongue partially blocking the airstream from the mouth. The following are liquid sounds: /l/ (lips, late, lose, pale, ball, balloon), and /r/ (road, rainbow, car, star, score, ear, fire).

### **Nasals**

These are sounds produced by the airflow coming out of the nose instead of the mouth. The following are nasal sounds: /m/ (mom, make, blossom, plum, summer), /n/ (nice, neat, nap, candy, van, lanes, pain), and /ŋ/ (bring, sing, king, ring).

## **Stops**

These are sounds produced by a complete block of airflow coming out of the mouth followed by a release of the blocked air. The following are stop sounds: /p/ (pink, put, power, puppy, lap, sip), /b/ (bat, bake, tab, hobby, sob), /t/ (tall, tip, late, pat, bitter), /d/ (dog, dance, ladder, sad, braid), /k/ (kite, can, back, baking, candle, cow), and /g/ (gate, goat, garden, pig, wag, rag, bigger, tiger).

## **Prepositions/Spatial concepts**

These are words used to indicate where things are and can help with directions, questions, and overall communication. Some examples include “in front of”, “over”, “top”, “bottom”, and “between”.

## **Sequencing**

This is the ability to order something in the correct manner. For example, the caterpillar is born, it eats, it makes a cocoon, then it turns into a butterfly. Stories with good sequencing allow a child to retell the story and learn the typical sequence of events in narratives. Sequencing often includes temporal concepts such as “first”, “next”, “last”, “then”, “before”, and “after”.

## **Superlatives**

Superlatives are adjectives used to compare between more than two items or things. Some examples include “bluest”, “blackest”, “the biggest”, “the sweetest”, “the hottest”, and “the shortest”.

## **Temporal Concepts**

These are words used to indicate time. Some examples include “first”, “second”, “last”, “before”, “after”, “during”, and “while”.

## **Third Person Singular Present Tense (-s)**

These are words added to the end of a verb to match noun tense (he/she/they/character or object name) and indicates that something is happening currently. Examples include “sing/sings”, “call/calls” (Jane calls her brother), “clap/claps”, “fight/fights”, and “drink/drinks” (The cat drinks the milk).

## **Questions:**

### **How Questions**

These are questions that ask about a process or a number/quantity. Examples include “How many people are in the room?”, “How do you wash the dishes?”, and “How many basketballs are there?”.

### **What Questions**

These are questions that ask about specific things or actions. Examples include “What are you doing?” and “What is that?”.

### **When Questions**

These are questions that ask about time. Examples include “When do you go to school?”, “When is your meeting?”, and “When do you go to sleep?”.

### **Where Questions**

These are questions that ask about places or locations. Examples include “Where is the bread?”, “Where do you buy clothes?”, and “Where are your shoes?”.

### **Who Questions**

These are questions that ask about people. Examples include “Who ate the apple?”, “Who helps you when you are sick?”, and “Who is that?”.

### **Why Questions**

These are questions that ask about reasons or causes. Examples include “Why are you mad?”, “Why is the dog outside?”, and “Why do we need to take a bath?”.

### **Yes/No Questions**

These are questions that require a yes/no response. Examples include “Do you want pizza?”, “Is that your dog?”, and “Are you feeling better?”.



# Book List

**Alexander and the Terrible, Horrible, No Good, Very Bad Day** (by Judith Viorst)

**Alligator Baby** (by Robert Munsch)

**Andrew's Loose Tooth** (by Robert Munsch)

**Are You My Mother?** (by P. D. Eastman)

**A Bad Case of Stripes** (by David Shannon)

**Big Pumpkin** (by Erica Silverman)

**Big Red Barn** (by Margaret Wise Brown)

**The Cat in the Hat** (by Dr. Seuss)

**Chicka Chicka Boom Boom** (by Bill Martin Jr.)

**The Crayon Box That Talked** (by Shane DeRolf)

**The Day the Crayons Quit** (by Drew Daywalt)

**Duck at the Door** (by Jackie Urbanovic)

**Franklin Fibs** (by Paulette Bourgeois)

**Franklin's New Friend** (by Paulette Bourgeois)

**Go Away Big, Green Monster** (by Ed Emberley)

**Goldilocks and the Three Bears** (by Robert Southey)

**The Good Egg** (by Jory John)

**Green Eggs and Ham** (by Dr. Seuss)

**The Gruffalo** (by Julia Donaldson)

**Grumpy Monkey** (by Suzanne Lang)

**Hens Don't Crow!** (by A. H. Benjamin)

**Hotel Bruce** (by Ryan T. Higgins)

**I Was So Mad** (by Mercer Mayer)

**If You Give a Mouse a Cookie** (by Laura Numeroff)

**Is Your Mama a Llama?** (by Deborah Guarino)

**Little Blue Truck** (by Alice Schertle)

**Red Riding Hood\*** (by James Marshall)

**Millions of Cats** (by Wanda Gag)

**More Pies!** (by Robert Munsch)

**Mother Bruce** (by Ryan T. Higgins)

**Room on the Broom** (by Julia Donaldson)

**Stellaluna** (by Janell Cannon)

**The Three Billy Goats Gruff\*** (by Stephen Carpenter)

**The Three Little Pigs\*** (by Steven Kellogg)

**Tikki Tikki Tembo** (by Arlene Mosel)

**The Very Busy Spider** (by Eric Carle)

**The Very Hungry Caterpillar** (by Eric Carle)

**We're Going on a Bear Hunt** (by Michael Rosen)

**Where the Wild Things Are** (by Maurice Sendak)

**Zoom!** (by Robert Munsch)

\* There are multiple versions of this story. Most of them are similar enough to use any of them with the written activities and targets even if they are retold by different authors.

## **Books and Target Activities**

**\*All LSL strategies can be used during book reading and activities, but are not explicitly described in this document. Examples of strategies that may be used are: Wait Time, Auditory Closure, Acoustic Highlighting, Auditory Bombardment, Auditory First, Auditory Sandwich, Open-Ended Questions, and Expansion. See [www.heartolearn.org](http://www.heartolearn.org) for more information on LSL strategies.**

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

**Summary:** A book about a boy whose day doesn't go as planned and seemingly everything goes wrong.

**Targets:**

- **Opinion Adjectives** (*terrible, horrible*)
- **Temporal Concepts** (*then, after school, at lunch*)
- **Liquid Sounds** (*/r/ in terrible, horrible, very*)

**Suggested Extension Activities:**

You may help your child think of synonyms for both good (awesome, amazing, perfect) and bad (horrible, terrible, etc.). It might be fun for you and your child to make a list (either verbally or written) of things that make your day good or bad.

Using things that the child likes and doesn't like, help your child make a story of their own (verbally or written with drawings) about either a very good or very bad day (the sillier, the better). In the story, use temporal concepts and sequencing (First, next, after, before).

## *Alligator Baby* by Robert Munsch

**Summary:** A book about a girl whose parents go to the zoo to have their baby and bring home the wrong baby three times.

### **Targets:**

- **Past Tense -ed** (*jumped, zoomed, opened, lifted, reached*)
- **Location Words** (*in, bottom, middle, top, on*)
- **Appearance Adjectives** (*long, green, fishy, hairy, big*)
- **Sequencing** (*1st- brought home alligator, 2nd- brought home seal, 3rd- brought home gorilla, 4th- Kristen got baby, etc... Each time Kristen lifts up the bottom, middle, and top of the blanket*)
- **Animals** (*alligator, seal, gorilla, wombat, snake, elephant*)

### **Suggested Extension Activities:**

You could emphasize appearance adjectives by using them when you are talking about things in your home or outside. For example, you could point out things like “long grass”, “green grass”, “big bowl”, “small spoon”, “brown chair”, and “long hair”.

You could take a visit to a local zoo and talk about the animals there. If there isn't a local zoo, you could talk about various animals found in the zoo and describe what they look like using appearance adjectives. You might also look for videos or pictures of zoo animals online for an additional visual for your child.

## *Andrew's Loose Tooth by Robert Munsch*

**Summary:** A book about a boy who wants to eat an apple but can't because of a loose tooth and the many things he does to try to pull his tooth out.

### **Targets:**

- **Past Tense -ed** (*decided, reached, picked, shined*)
- **Irregular Past Tense Verbs** (*went, took, drove, fell, stood, sat, broke*)
- **Possessive -'s** (*Andrew's mother, Andrew's father, Andrew's tooth*)
- **Inferencing** (*How does Andrew feel? How does the dentist feel? How does the tooth fairy feel?*)
- **Negation** (*can't, did not*)

### **Suggested Extension Activities:**

If your child has had a loose tooth, you could talk about ways that they tried to get it out. You could explain who a dentist is and what a dentist does. You could also explain who a tooth fairy is and what they do.

When talking about a loose tooth, you can emphasize the irregular verbs by talking about how a tooth “*fell*” out and maybe who “*took*” it out. This could be done by sharing a personal experience about a time when you “*lost*” your tooth. For example: “When I had a loose tooth, my dad took a pair of pliers and tried to pull it out, but it didn’t work. Then we drove to the dentist. He stood next to my chair and took a small tool to pull it out. He wiggled it and wiggled it and then my tooth fell out!”

## *Are You My Mother?* by P. D. Eastman

**Summary:** A book about a baby bird who looks for his mother, but does not know what she looks like.

### **Targets:**

- **Yes/No questions** (*Are you my Mother?*)
- **Negation** (*not his mother, no*)
- **Animals** (*dog, bird, kitten, hen*)
- **Vehicles** (*crane, car*)
- **Where questions** (*Where is she? Where could she be?*)

### **Suggested Extension Activities:**

You may choose to act out this story with stuffed animals and toys and practice using the yes/no question “Are you my mother?” You could also choose a different question that begins with “are you” such as “are you my brother/sister/father?” or “Are you a(n) animal/vehicle/food?” The toy or animal being asked can reply with “No” or “I’m not your mother” to work on negation.

You can gather toys that are animals, vehicles, and foods and sort them into their categories. You can add more categories if you’d like to make it more complex or limit it to just 2 categories to teach the skill at a more basic level.

If you are working on “where” questions, you may add, “where is the mother?” and “where did she go?” after every page or two.

## *A Bad Case of Stripes* by David Shannon

**Summary:** A book about a schoolgirl who claims to hate lima beans in an effort to fit in. She learns a lesson about how being her true self provides her with the most contentment in life.

### **Targets:**

- **Appearance Adjectives** (purple, polka-dotty, fuzzy)
- **Comparatives** (more, better, worse)
- **Past Tense -ed** (hated, wanted, worried)
- **Irregular Past Tense Verbs** (ate, thought, felt)
- **Temporal Concepts** (first, afternoon, tomorrow, next day, before)

### **Suggested Extension Activities:**

After reading a few pages emphasizing the descriptor words, let your child describe what Camille looks like on the next few pages. You may choose to expand upon what your child has said and offer some descriptions of your own. After describing each page, you may read each one continuing to emphasize the adjectives.

Using play or real food, you can target both temporal concepts and past tense verbs. You may say something like, "What should we eat *first/next/last*?" You can then prepare/pretend to prepare different foods and afterwards talk about what you did- "I *mixed/stirred/cut/made* it." Then when you eat/pretend to eat, you can talk about how you *ate* it and *thought* it was good/bad. You may also talk about what you will eat *tomorrow* or what you ate *yesterday*. Be sure to ask questions along the way to allow them to use the targets themselves (What happened? Now what? etc.)



## *Big Pumpkin* by Erica Silverman

**Summary:** A book about a witch who wants to make pumpkin pie but the pumpkin is too big to pull off of the vine. Several Halloween characters come by to try and help the witch, each claiming that they are bigger and stronger than the previous character.

### **Targets:**

- **Comparatives** (*bigger, stronger, harder*)
- **Irregular Past Tense Verbs** (*bent, grew, thought, sat, came*)
- **Past Tense -ed** (*planted, tugged, pulled, kicked*)
- **Sequencing** (*1st- plants the pumpkin and tries to pick it, 2nd- ghost tries, 3rd- vampire tries, 4th- mummy tries, 5th- bat comes, 6th- get pumpkin off and make pie*)
- **And/But** (*she pulled and she tugged, but the pumpkin just sat*)

### **Suggested Extension Activities:**

You could continue to emphasize comparisons with your child by talking about the size of things that you see. You could talk about the size of cars and how one car is bigger/smaller than another car. You could talk about how one bowl is bigger/smaller than another bowl.

You could also find pictures of different objects or characters and make three copies of them, with each copy being a different size (copying a picture into a Word document and changing the size). You could then print out the pictures and discuss with your child how one is big, the next is bigger, and the last one is the biggest. Or how one is small, the next is smaller, and the last one if the smallest.

Because of the repetitive nature of this book, you could also practice story retellings or sequencing by acting out the story with your child. Your child will have to help you recall the characters that helped the witch and what they said while you both act out the story.

## *Big Red Barn* by Margaret Wise Brown

**Summary:** A book about the different kinds of animals on a farm and what they do during the day.

### **Targets:**

- **Appearance Adjectives** (*big, little, golden, pink, old, white, red*)
- **Animals** (*pig, horse, sheep, donkey, goats, geese, mice, rooster, hen, cow, cat, dog*)
- **Plural -s** (*goats, eggs, dogs, horses, hens, roosters, bats*)
- **Location/Direction** (*by the barn, on every barn, down in their throats, on his hoe, in a field of corn, under the hen, in the barn, in the grass, out of the barn, in the sky*)
- **Present Progressive -ing** (*learning, flying, making, leaning, standing, sleeping, rustling, squeaking*)

### **Suggested Extension Activities:**

You could talk about the different animals that you might see on a farm and what sound each animal makes, as well as what each animal does.

You could talk about what the animals look like using appearance adjectives, such as “brown horse”, “white cow”, “small chicken”, “little mouse”, and “old dog”. You could also emphasize how things look in your home such as, “big TV”, “tall bed”, “old carpet”, “tiny baby”, and “pink dress”.

You could also talk with your child about the things you are doing using present progressive -ing while playing with play-doh. You could talk about “squeezing”, “rolling”, “squishing”, “smashing”, “smelling”, “breaking”, and “making” things with your play-doh.

## *The Cat in the Hat* by Dr. Seuss

**Summary:** A book about two children who are home alone and stuck inside on a rainy day. They are visited by a cat who has a lot of tricks with which the kids can be entertained.

### **Targets:**

- **Rhyming** (*cat/hat, fish/dish*)
- **Negation** (*no fun, not go*)
- **Stops** (*/k, t, p/ in cup, cat, pot*)
- **Affricates** (*/sh/ in fish, should, ship*)

### **Suggested Extension Activities:**

Give the child a word to listen for a word that rhymes on each page as you read. You may choose to read more slowly so your child can catch the word that rhymes. After reading the book, you may brainstorm together some words that rhyme with some of the items in the book (cat, fish, cake). You can also do a bit of sabotage and ask questions like, “do cake and fish rhyme?”

After reading the book, you may do some acting out of the book. One of you can be the Cat in the Hat and the other, the fish. Whenever the cat says or does something, the fish disagrees using negation words like no and not. The cat may act out balancing different dishes or making messes and the fish can say things like, “You should not be doing that” and “No box! Put that away.”

## *Chicka Chicka Boom Boom* by Bill Martin Jr.

**Summary:** A book about the letters of the alphabet who climb a coconut tree.

### **Targets:**

- **Alphabet**
- **Rhymes** (*C/tree, boom/room*)
- **Prepositions** (*at the top, to the tree*)

### **Suggested Extension Activities:**

Depending on what level your child knows their letters, you may point out different letters (Verbally say, "I see a letter G." then point to it saying "G" followed by "we found a G". If they are beginning to be familiar with their letters, you may ask them throughout the book to find a certain letter. If they are beginning to learn their letter-sound correspondence, you can ask them where the sound /g/ was on the page.

If you have letter flashcards or puzzles or 3d figures, you may use them and "act out" the book as you go.

To practice prepositions, you may point out which letters are where throughout the book- "B is on top of the tree/G is under the tree" or ask the child where the letter is. If they don't tell you with words but just point, you may model a few times- \*points to H\* "Yeah, H is next to the tree"

## *The Crayon Box That Talked* by Shane DeRolf

**Summary:** A book about a box of crayons that don't like each other. A girl takes them home and helps them see the beauty in each color.

### **Targets:**

- **Irregular Past Tense Verbs** (*bought, took, laid, became, began*)
- **Rhymes** (*nor do I - no one knows just why, and took it home with me - the crayons could all see*)
- **Present Progressive -ing** (*walking, shining, drifting, changing*)
- **Location/Direction** (*in, out, in between, on, up in the sky*)
- **And/But** (*but no one knows just why, and took it home with me, red and blue and green, but when we get together*)

### **Suggested Extension Activities:**

You could talk about the colors that you see around you, such as, “black TV”, “brown carpet”, “red scarf”, “blue sky”, and “green grass”. This can help your child learn their colors and also begin to understand that the same objects can be different colors. For example, a couch can be black, brown, or gray.

You could talk about the location of things around you and items outside. For example, you could talk about the clouds in the sky and how the sun is behind the clouds/next to the clouds. You could talk about a bird’s nest being in the tree or a flower being under the tree. This can extend to things in your home as well. A toy may be under a chair or something may be on top of the fridge. Your child’s shoes may be on the bench or under the table.

## *The Day the Crayons Quit* by Drew Daywalt

**Summary:** A book about a boy who receives a letter from each of his crayons detailing why they are upset and the things they would prefer to color.

### **Targets:**

- **Opinion Adjectives** (love, favorite, gorgeous, tired, hate, prove, true)
- **Negation** (*don't, neither, not, wouldn't, can't*)
- **Yes/No Questions** (*Is that too much to ask? Could you please tell...?*)
- **And/But/Or/Because**
- **Present Progressive -ing** (*coloring, writing, handling*)
- **Plural -s** (*grapes, dragons, apples, bears, rhinos, hippos, crayons, trees, frogs*)

### **Suggested Extension Activities:**

This book lends itself well to opinion adjectives, which are opinion words used to describe something. You could talk about your favorite colors or how things look, making sure to emphasize the opinion adjective. For example, you could say things like, "Yellow is my favorite color", "The tired puppy is walking slowly", "The pretty dress is in the closet", and "The happy cat is meowing".

You could go for a drive or take a walk around the park and play an "I spy" game with your child, targeting plural things. For example if you were driving, you could say things like "I spy some cars", "I spy a lot of houses", and "I spy three mailboxes". If you were at the park, you could say things like "I spy some dogs", "I spy the slides/swings", and "I spy some branches on the ground".

## *Duck at the Door* by Jackie Urbanovic

**Summary:** A book about a duck who doesn't fly south and ends up staying with a lady and her animals. The duck learns a lot of things and bothers the other animals until he flies away with his flock, only to have the other animals miss him.

### **Targets:**

- **Animals** (*cats, dog, duck*)
- **Past Tense -ed** (*loved, stayed, turned, learned, discovered*)
- **Irregular Past Tense Verbs** (*brought, began, flew, thought, made, left*)
- **Inferencing** (*How do the cats feel? How does the dog feel? What do you think Irene feels like?*)
- **Who Questions** (*Who could be knocking on our door? But, who?*)
- **Negation** (*isn't, no one, didn't*)

### **Suggested Extension Activities:**

This book can be used for inferring how others might feel or what might happen next in the book. While reading the book, you could point to the pictures and ask your child how the cats or dogs might feel now that there is a duck in the house. You could ask how Irene might feel with another animal in the home and if she would like it. You might make connections between how Irene feels with how your child would feel if a duck was in their house.

You could target "who" questions by emphasizing them in the book and when someone knocks on your door. You could also gather a bunch of stuffed animals or favorite toys and have them pretend to knock on the door. You could then model the phrase by saying, "Who is knocking on the door?" and respond with "Puppy is knocking on the door!" This creates a routine for your child to participate in. In addition, you could read the book "Who Stole the Cookies From the Cookie Jar" because it can help your child understand that "who" questions are talking about people/animals. It provides fun examples of how to answer "who" questions.

## *Franklin Fibs* by Paulette Bourgeois

**Summary:** A book about a turtle named Franklin and how he fibs (lies) to his friends about something that he can't do.

### **Targets:**

- **Negation** (couldn't, no way, no, can't, neither can I, don't)
- **Past Tense -ed** (*started, boasted, scrambled, fibbed, crashed, poured, baked*)
- **Irregular Past Tense Verbs** (*flew, ate, told, felt, thought*)
- **Animals** (*bear, hawk, beaver, turtle, flies*)
- **Inferencing** (*How do his friends feel that he lied? How does Franklin feel when he lied?*)

### **Suggested Extension Activities:**

This book uses several irregular past tense verbs. You could take turns talking with your child about what they ate the previous day by modeling the phrase, "I ate.....". You could talk about a time when you felt mad or happy and encourage your child to tell you about a time when they felt mad or happy (or any other emotion).

You could also talk about a past event that both you and your child have experienced by emphasizing both past tense -ed and irregular past tense verbs. You could talk about how you made cookies together or a time when you were coloring a picture. You might say, "First, we mixed the dough. Then we rolled it out on the counter. Next, we grabbed some dough and stuck it on the pan. Then we put them in the oven and baked the cookies. When we were done, we ate the cookies."



## *Franklin's New Friend by Paulette Bourgeois*

**Summary:** A book about a turtle named Franklin and a new student named Moose. Franklin has to be a friend to Moose and help Moose feel welcome.

### **Targets:**

- **Animals** (*fox, bear, turtle, moose, owl, beaver*)
- **Inferencing** (*How does Moose feel? How does Franklin feel?*)
- **Appearance Adjectives** (*smallest, moose, big, perfect*)
- **Irregular Past Tense Verbs** (*thought, heard, seen, taught, sat*)
- **Possessive 's** (*Franklin's mother, Franklin's classroom*)
- **Negation** (*never, don't, doesn't, didn't, can't, no*)

### **Suggested Extension Activities:**

This book is great for inferencing and for talking about how others might feel. You could use the pictures in the book to discuss how Moose probably feels sad because he has no friends. You might also point out the facial expressions that help you understand how Moose might be feeling. For example, "Moose has his head down, so he might be sad." You could also look at other books or pictures and talk about how the people might be feeling based on their facial expressions.

This book also has a lot of possessive 's phrases. You could set up an activity where you gather any stuffed animals you have, some toy food, and/or some dolls. You can set it up so that your child has to tell you which object belongs to the animals/doll. For example, "That is puppy's cake", "This is Sammy's knife", and "That is Suzy's ice cream". You might have to model the phrases and put emphasis on the possessive 's, but eventually the goal is for your child to be able to produce sentences using possessive 's.

## *Go Away Big, Green Monster* by Ed Emberley

**Summary:** A book about scaring away monsters for toddler-aged children.

### **Targets:**

- **Appearance Adjectives** (*big, green, long*)
- **Body Parts** (*nose, eyes, face*)

### **Suggested Extension Activities:**

Place eggs/balls/toys/objects around the room of varying colors and sizes. Take turns giving directions to the other with descriptors to retrieve the objects- "Go get the big, blue ball".

Ask the child to point to their nose, hair, etc. as you read the book. You could play Simon Says or another motivating game to help your child stay engaged.

## *Goldilocks and the Three Bears* as retold by James Marshall

**Summary:** A book about a young girl who enters the house of a family of bears. She finds the food, seating, and bed of the baby bear to be just the right temperature, softness, and size for her. When the bears return, both parties are surprised.

### **Targets:**

- **Possessive -'s** (*bear's house, baby bear's bed*)
- **Plural -s** (*bears, bowls, beds*)
- **Comparatives/Superlatives** (*big/bigger/biggest*)
- **Sequencing** (Goldilocks takes a shortcut. She eats the porridge. She sits on the chairs. She lays on the beds and falls asleep. The bears notice the porridge is eaten. The bears notice the chairs have been sat on. The bears notice the beds have been laid on and find Goldilocks. Goldilocks leaves.)

### **Suggested Extension Activities:**

Draw and/or color 3 bowls, 3 chairs, and 3 beds with your child. Using comparatives and superlatives label them each as big/bigger/biggest, hot/hotter/hottest, cold/colder/coldest, soft/softer/softest, hard/harder/hardest. Then draw or label each item for who it belongs to (Mama bear's bed).

Have your child retell the story. They can use the pictures on the pages to help them if they need. Try to get to a level where the child doesn't need the pictures to tell the story in order of events. You may cue them by providing parts of the story or asking questions (Whose bowl does he eat from next? What does he try to sit on?)

## *The Good Egg by Jory John*

**Summary:** A book about an egg that gets annoyed by the other eggs. He realizes that trying to make the other eggs be good is stressful for him. He takes time for himself (self-care) and learns that he can only control what he does and not what the other eggs do.

### **Targets:**

- **Irregular Past Tense Verbs** (ate, threw, broke, felt, wrote, left, lost, took, found, read)
- **Past Tense -ed** (*recycled, ignored, tried, floated, breathed*)
- **Negation** (*weren't, no, can't, don't, not*)
- **Opinion Adjectives** (*good, bad, old, big, perfect*)
- **Stop Sounds** (*p, b, t, d, k, g*)

### **Suggested Extension Activities:**

You can use this book to talk to your child about what you/they like to do when they feel upset or stressed. You could then talk about a time when they felt upset and what they did to feel better, paying particular attention to using irregular past tense verbs and past tense -ed verbs. For example, "I felt upset because I lost my favorite toy. I looked everywhere for it. To help me calm down, I drew a picture of my toy and colored it with my crayons. Then I tried to find my toy again and I found it under my bed."

As you are reading the book with your child, you could emphasize the /g/ and /d/ sounds. You could also emphasize them while you are talking about the pictures. For example, "That egg is being good" or "This egg looks tired".

## *Green Eggs and Ham* by Dr. Seuss

**Summary:** A book about a character named Sam who tries to convince another guy to eat green eggs and ham. The guy doesn't like them and Sam continues to try and convince him to like green eggs and ham by eating them while doing various things.

### **Targets:**

- **Negation** (*not, would not, could not, do not*)
- **Or/And** (*here or there, green eggs and ham*)
- **Rhyme** (*box/fox, house/mouse, goat/boat, rain/train*)
- **Yes/No Questions** (*Would you eat them in a box? Could you, would you, with a goat? Do you like green eggs and ham?*)
- **Location** (*on a boat, in the dark, on a train, in a tree*)

### **Suggested Extension Activities:**

You could take turns picking an item or activity and asking each other if you would do it in the various locations that the book talks about. This will target both yes/no questions and location words. For example, if you picked the activity of eating ice cream, you might say, "Would you eat ice cream in a box? Would you eat it with a fox? Would you eat it in the rain? Would you eat it on a train?"

You could come up with new locations and people/characters that rhyme. Then you could add them on to the book and the questions you ask each other in the previous activity. For example, "sea-bee", "broom-room", and "chair-air" could be incorporated by saying, "Would you eat it in the sea? Would you eat it with a bee? Would you eat it on a broom? Would you eat it in a room? Would you eat it sitting in a chair? Would you eat it flying through the air?"

## *The Gruffalo* by Julia Donaldson

**Summary:** A book about a mouse that is walking in the forest and several animals want to eat the mouse. The mouse tells them that he is going to meet a gruffalo by describing the gruffalo and telling each animal what it likes to eat. The mouse meets a real gruffalo and tricks the gruffalo into not eating him.

### **Targets:**

- **Rhyme** (*wood-good, mouse-house, said-spel, stream-cream, lake-snake*)
- **Appearance Adjectives** (*deep, dark, little, brown, terrible, knobbly, poisonous, purple*)
- **Animals** (*mouse, fox, owl, snake, gruffalo*)
- **Where Questions** (*Where are you meeting him? Where are you going to, little brown mouse?*)
- **Irregular Past Tense Verbs** (*took, saw, spel, went, flew, slid, told, ran*)

### **Suggested Extension Activities:**

You could play hide-and-seeK with different items in your house and practice asking “where” questions. For example, you might say, “Where is the button? Where is the spoon?”. You could also incorporate location words into this activity by saying, “Is the spoon under the couch? No, it isn’t under the couch. Is the spoon on top of the table? No, it isn’t on top of the table.”

You could print out pictures of a black and white “gruffalo” to color with your child (you can find it on Google search). You could then color the gruffalo based on the descriptions in the book and use the adjectives that the book uses. If you want to be more creative, you could color your gruffalo however you would like and then you can talk about the appearance adjectives of your gruffalo. For example, you might say, “My gruffalo has a green nose. He has pink eyes.”

## *Grumpy Monkey* by Suzanne Lang

**Summary:** A book about a monkey who is upset and various animals try to get him to do things that will help him to be happy. He learns that it is ok to be upset and that he won't always feel that way.

### **Targets:**

- **Animals** (*monkey, bird, lemur, snake, zebra, peacock, elephant, lion, hippo, otter, hyena, crocodile, porcupine, bear, frog*)
- **Present Progressive -ing** (*swinging, singing, rolling, strolling, shouting*)
- **Why Questions** (*Why are you grumpy, Jim? Why that frown?*)
- **Plural -s** (*eyebrows, monkeys, zebras, birds, peacocks*)
- **Negation** (*not, didn't, no*)

### **Suggested Extension Activities:**

You can look at the pictures in the book and talk about what the animals are doing using present progressive -ing. You could then have your child help you bake something while talking about what you are doing. If you are baking, you might say, "I am mixing the flour. I am adding the eggs. I am stirring. I am pouring it into the pan."

You could find some pictures of various animals in the book for your child to color. As you are coloring, you could talk about each animal and what they look like. You might also ask your child "why" questions, such as "I like how you colored the snake green. Why did you color it green?" You could also talk with your child about a time when they felt grumpy and what they did to feel better.

## *Hens Don't Crow!* By A. H. Benjamin

**Summary:** A book about a hen who will be waking up the farm animals instead of the rooster. The other farm animals are worried that they won't wake up on time because hens don't crow!

### **Targets:**

- **Negation** (*don't, never mind, not, won't, can't, hadn't*)
- **Past Tense -ed** (*croaked, clucked, barked, scampered*)
- **Location** (*in, by the barn, outside, under*)
- **Irregular Past Tense Verbs** (*found, ran, built, thought*)
- **Animals** (*rooster, hen, cat, dog, pig, cow, horse*)
- **Sequencing** (*rooster had sore throat, hen tells cat, cat tells dog, dog tells pig, pig tells cow, cow tells horse, they all couldn't sleep, all animals are awake in the morning and hen doesn't crow*)

### **Suggested Extension Activities:**

You could have your child re-tell you the story using words such as "First, then, next, and last".

You could brainstorm things that some animals do that others don't. You may think about dogs barking, cats meowing, cows mooing. You can use some sabotage by telling them "pigs say moo" and letting them correct you. This can target negation- "pigs don't moo!"

Using a farm play set, you can place animals in or around the barn and talk about locations of the animals (horse is in the stall, rooster is on top of the roof).



## *Hotel Bruce* by Ryan T. Higgins

**Summary:** A book about a bear who comes home one day to find out that animals have turned his house into a hotel.

### **Targets:**

- **Past Tense -ed** (*moved, started, grumbled, growled*)
- **Plural -s** (*squirrels, turtles, possums, rodents*)
- **Animals** (*mice, geese, bear, turtle, possum, squirrel*)
- **Negation** (*no, not, couldn't*)
- **Irregular Plurals** (*mice, geese*)
- **Irregular Past Tense Verbs** (*made, had taken, woke*)

### **Suggested Extension Activities:**

As you are reading the book, you could count the number of each animal to emphasize that because there is more than one, the word becomes plural. You could then look up pictures of different animals (both a single picture of the animal and then a picture with several animals). After identifying pictures, you might go through and name each of the single pictures and then show the picture with multiple animals and count the number of animals in the picture. For example, you would show the single picture of a dog and say "It's a dog". Then you would show the picture with multiple dogs and say "Here are some dogs. Let's count the dogs."

You could print out some coloring pages of different animals, including ones from the book, and talk about the animals while you color the pictures. While you are talking, you could put emphasis on the irregular plural form "mice" and "geese".

## *I Was So Mad* by Mercer Mayer

**Summary:** A book about a boy who wants to do certain things but others keep telling him “No”! He gets mad because he can’t do anything he wants to do.

### **Targets:**

- **Past Tense -ed** (*wanted, decided, packed*)
- **Negation** (*no, can’t, wouldn’t, didn’t, don’t, won’t*)
- **But**
- **Inferencing** (*How does Grandpa feel when he tried painting the house? How does grandma feel when he messes up her clean sheets?*)
- **Nasal and Stop Sounds** (*m, n, p, b, t, d, k, g- mad, no, but, packed, tickled, dad, garden, can’t*)

### **Suggested Extension Activities:**

You could put emphasis on negation words by talking about things that the two of you don’t like, things you can’t do, things that you wouldn’t want to do, or clothing/shoes that you won’t wear.

You could talk about how the character’s family members feel when he does something they don’t like. In addition, you might also talk about how you feel or your child feels when something happens that they don’t like.

## *If You Give a Mouse a Cookie* by Laura Numeroff

**Summary:** A book about a boy who explains what would happen if you gave a mouse a cookie and the things it would want to do.

### **Targets:**

- **Third Person Singular** (*looks, trims*)
- **Temporal Concepts** (when, after, then)
- **Location** (*in the mirror, in the house, on the fridge*)
- **Inferencing** (*Why would the mouse want to hang his picture on the refrigerator, Why do you think the mouse wants a nap?*)
- **Sequencing** (*1st- eats cookie, 2nd- wants milk, 3rd-wants a straw, 4th- wants a napkin, 5th- looks in the mirror, 6th- wants a haircut, 7th- sweeps up his hair, etc...*)

### **Suggested Extension Activities:**

You could point out various actions or items in your house and outside and talk about what you think of when you see that action or item. For example, you could say, "Someone is watering their flowers with the hose. That makes me think of running through the sprinklers." You could also ask your child what they think of when they see something. For example, "I see some crayons. What does that make you think of?"

You could talk about why people do certain things. If a dog is barking, you could talk about why the dog is barking. If someone is sleeping (taking a nap), you could talk about why they are sleeping and what your child thinks made them want to take a nap.

## *Is Your Mama a Llama?* by Deborah Guarino

**Summary:** A book about a baby llama who asks other animals if their mama is a llama. Each animal responds by describing what their mama is like.

### **Targets:**

- **Rhyming** (*Dave-gave, mama-llama, cave-behave, wings-things, day-way*)
- **Animals** (*bat, swan, cow, seal, kangaroo, llama*)
- **Appearance Adjectives** (*long, white, big, fur, long*)
- **Sequencing** (*1st- talks to bat, 2nd- talks to swan, 3rd- talks to cow, 4th- talks to seal, 5th- talks to kangaroo, 6th- talks to llama*)
- **Plural -s** (*feathers, wings, flippers, whiskers, legs, ears, lashes*)

### **Suggested Extension Activities:**

You could take turns coming up with words that rhyme. You could make it a game to see who can think of the most words that rhyme.

You could find pictures of various animals that live in different areas. For example, you could find pictures of animals that live on farms, animals that live in the ocean, animals that live in the jungle, animals that live by the lake, and animals that live in people's houses. You could print out the pictures and have your child sort the pictures into categories based on where they live. You might also talk about different characteristics of each animal as you are sorting them. To increase the difficulty, you could have your child sort the animals in various ways including by physical characteristics (feathers, scales, skin, fur), colors (green, blue, brown), or how they move (walk, run, fly, swim).

## *Little Blue Truck* by Alice Schertle

**Summary:** A book about a little blue truck that takes his time saying “hello” to all of the animals. A dump truck comes by and is impatient to be going slowly, so he zooms past the little blue truck and gets stuck in some mud. The little blue truck gets stuck, too, and the animals come to help him because he said “hello” to them.

### **Targets:**

- **Rhyme** (*road-toad, eye-by, moo-blue, duck-truck, day-way, curve-swerve, truck-stuck, might-tight*)
- **Past Tense -ed** (*winked, yelled, rolled, sounded, pushed, helped*)
- **Irregular Past Tense Verbs** (*came, went, stuck, saw, sunk, heard, ran*)
- **Animals** (*horse, cow, sheep, hen, chick, duck, toad, goat, pig*)
- **Appearance Adjectives** (*little, blue, big, brown, heavy-duty, fat, dump, green*)

### **Suggested Extension Activities:**

You could print out different pictures of the animals or cars in the story, with pictures of the same animal that differ by color or size. You might print out a picture of a black horse, a brown horse, a big pig, a small pig, a fat cow, a skinny cow, a brown duck, a purple duck, and a yellow duck. You could then spread the animals on the floor and take turns using appearance adjectives to describe which animal you want the other person to pick up. For example, you might say, “I want you to pick up the purple duck. I want you to bring me the small pig.”

You could then make a list of various animals, both from the story and other animals from the zoo or ocean. Then you could come up with words that rhyme with the type of animal. For example, “bear-pear”, “snake-rake”, “bug-tug”, “sheep-peep”, and “shark-bark”.

## *Millions of Cats* by Wanda Gag

**Summary:** A book about a man and woman who are lonely and want a cat to keep them company. The man goes to this place where there are millions of cats. He can't pick just one cat, so he ends up taking all of the cats home with him.

### **Targets:**

- **Past Tense -ed** (*lived, sighed, asked, climbed, trudged*)
- **Quantitative Concepts** (*hundreds, thousands, millions, billions, trillions, one*)
- **Appearance Adjectives** (*nice, clean, old, sweet, little, fluffy, sunny, cool, fuzzy, gray, baby, pretty*)
- **Irregular Past Tense Verbs** (*chose, saw, took, thought, found, knew*)
- **And/But**

### **Suggested Extension Activities:**

You could draw and/or color a picture with your child and describe what you are coloring/what you colored. You could say things such as, "I colored a fuzzy sock. You colored a fluffy cat. I colored a baby kitten. You colored a gray dog."

You could sing or chant the song "5 Little Kitty Cats". This incorporates past tense -ed verbs, irregular past tense verbs, and quantitative concepts.

#### Lyrics to "5 Little Kitty Cats"

Five little kitty cats sleeping on the floor.

One pounced away, and now there are four!

Four little kitty cats, cute as can be,

One leapt away, and now there are three!

Three little kitty cats, hunters through and through,

One caught a mouse, and now there are two!

Two little kitty cats, basking in the sun,

One slinked away, and now there's only one!

One little kitty cat go up to stretch and yawn

I looked away...and now he's gone!

## *More Pies!* by Robert Munsch

**Summary:** A book about a boy who is very hungry, but his mom won't let him eat a bunch of food. He enters a pie eating contest in order to get more food.

### **Targets:**

- **Irregular Past Tense Verbs** (*gave, woke, ate, went, came, fell*)
- **Quantitative Concepts** (*two, seven, three, one*)
- **Plural -s** (*milk shakes, pancakes, fried chickens, pies*)
- **Food** (*pancake, milk shake, fried chicken, cereal, pie*)
- **Appearances Adjectives** (*fried, big, stack, little, long, blueberry, purple, peach, green, cherry, blue*)

### **Suggested Extension Activities:**

You could talk about the foods that your child likes. You could also talk about the food that your child is eating for each meal and include appearance adjectives as you are talking about the food on their plate (yellow eggs, small blueberries, big slice of bread....)

You could set up a pretend restaurant and emphasize a lot of the targets listed up. You could create a menu and take turns getting each other's orders. You could talk about the things on the menu and how much of the food they want.

## *Mother Bruce* by Ryan T. Higgins

**Summary:** A book about a bear who takes eggs from a goose and, when the eggs hatch, the baby goslings think the bear is their mother. The bear tries a lot of things to get rid of them because he doesn't want to be a mother to the baby goslings.

### **Targets:**

- **Irregular Past Tense Verbs** (*caught, met, became, lost, left, saw*)
- **Negation** (*not, didn't, nothing, don't*)
- **Past Tense -ed** (*collected, drizzled, prepared, wanted, followed*)
- **And/But**
- **Inferencing** (*Why do you think Bruce is mad? Why is he upset? How do you think Bruce feels?*)

### **Suggested Extension Activities:**

You could play Simon Says incorporating directions with the word "and" in them. For example, you might say "Simon Says stomp your feet and wave your arms."

You could sing the song "Five Little Ducks" (look it up online for the tune) because it has some irregular past tense verbs in the verses. You could even talk about how the mother duck might feel when her ducks don't come back and what she could do about it.

Lyrics to "Five Little Ducks":

Five little ducks went out one day, over the hills and far away.  
Mother Duck said, "Quack, Quack, Quack, Quack," but only four little ducks came back.

Four little ducks went out one day, over the hills and far away.  
Mother Duck said, "Quack, Quack, Quack, Quack," but only three little ducks came back.

(Repeat counting down to "but no little ducks came back.")  
Sad mother duck went out one day, over the hills and far away.  
Mother Duck said, "Quack, Quack, Quack, Quack," and five little ducks came back.



## *Red Riding Hood Retold by James Marshall*

**Summary:** A book about a girl who is going to visit her grandma with a basket full of food. A wolf overhears, rushes to the grandma's house, and pretends to be Red Riding Hood's grandma so he can get the food that she has in her basket.

### **Targets:**

- **Irregular Past Tense Verbs** (*said, saw, ran, heard, came*)
- **Past Tense -ed** (*lived, reminded*)
- **Appearance, Opinion, Taste Adjectives** (*scary, pretty, tasty, delicious, big*)
- **Stop Sounds** (*p, b, t, d, k, g, initial r- red, riding, grandmother, put, bed, locked*)

### **Suggested Extension Activities:**

This could be a fun story to retell to practice the past tense verbs. For kids who are not ready to retell the whole story, after reading it through once, you may read it again and pause to let them fill in some of the words, particularly the past tense verbs and the adjectives. For example, you may read, "It is I, your..." and see if they can fill in "delicious" or "darling". If they use a different word that still matches the target (adjective/past tense verb), praise them. If they don't know or use a word that doesn't fit, offer choices such as "ugly or darling?" or "yucky or delicious?".

For the target sounds, you might pause in the book retell when one of their target sounds comes. For example, if the child is working on /b/, you can read, "put on granny's glasses, jumped into..." and allow the child to fill in the word with their target sound.

## *Room on the Broom* by Julia Donaldson

**Summary:** A book about a witch who is flying through the air and the wind causes her to drop things. Different animals help her find her items and want to fly on the broom with her.

### **Targets:**

- **Rhyming** (*black-back, grinned-wind, be-me, flew-blew, higher-fire, feast-beast*)
- **Yes/No Questions** (*Is there room on the broom...?*)
- **Irregular Past Tense Verbs** (*flew, found, blew, bent, drew*)
- **Past Tense -ed** (*bounded, clambered, tapped, dripped, squelched*)
- **Sequencing** (*1st- loses hat and dog finds it, 2nd- loses bow and bird finds it, 3rd- loses wand and frog finds it, 4th- broom breaks and dragon tries to eat witch, 5th- other animals save witch, 6th- witch builds a new broom*)
- **And/But**
- **Animals** (*cat, dog, bird, frog, dragon*)

### **Suggested Extension Activities:**

You could have your child help you make dinner or a dessert by having them add things into a bowl. Before putting another item in the bowl, you could say the phrase, "Is there room in the bowl for the flour?" or "Is there room in the bowl for....". You could even introduce sequencing into the activity, by talking about which ingredients you need to add "first", "next", and "last".

You could take turns creating "spells" by coming up with words that rhyme. The words that rhyme become the "spell".

## *Stellaluna* by Janell Cannon

**Summary:** A book about a bat who gets lost and ends up being raised by a family of birds. The bat gets discouraged because she does things differently than the birds. Eventually, she finds her mom and realizes that it's ok to be different because everyone matters.

### **Targets:**

- **Questions** (*Where is she? What was that? Why are you hanging upside down? How can we be so different?*)
- **Past Tense -ed** (*followed, spied, swooped*)
- **Irregular Past Tense Verbs** (*caught, brought, slept, ate, became, told*)
- **Inferencing** (*What do you think will happen when the baby bat falls down? What do you think the mother bird will do when she sees the bat in the nest? What do you think will happen to Stellaluna after the birds leave to go home?*)

### **Suggested Extension Activities:**

Each time you come across a question in the book, let your child try to answer the question (pause after reading the question, look at them and ask them the question). If the child is unable to answer the question, you may answer it yourself- don't be afraid to repeat the question again emphasizing the first word in the question. Then you can provide an answer again.

Think of other questions. See if your child and yourself together can think of as many questions as you can about the story of *Stellaluna*. You may prompt your child by saying something like, "I wonder if we can think of a question to ask the bats that starts with 'what'". If they don't come up with anything, provide several examples and try another type of question. You can also ask questions to each other or try to think of questions to ask somebody the child loves to talk to (dad, neighbor, grandma, etc.) and allow the child to ask them their questions.

Play a game where you act like a bat or bird or another animal. For example, you may pretend to fly, eat, walk, jump, growl, etc. After one of you does the action, state what happened in the past tense (I flew, you jumped, etc.).

## *The Three Billy Goats Gruff* by Stephen Carpenter

**Summary:** A book about three billy goats who have to cross a bridge so they can go up the hill and eat food until they are fat. A troll lives under the bridge and wants to eat them, but the three billy goats trick the troll and cross the bridge.

### **Targets:**

- **Comparatives/Superlatives** (*as big as, as long as, youngest, oldest, tiniest, bigger*)
- **Negation** (*no, don't*)
- **Appearance Adjectives** (*great, ugly, big*)
- **Past Tense -ed** (*lived, roared, creaked, groaned, poked, crushed, tossed*)
- **Plural -s** (*saucers, eyes, spears, eyeballs, ears, stones, bones, horns*)

### **Suggested Extension Activities:**

You could practice using comparatives and superlatives by talking about items or people in your home and in your community. For example, you could say, "That is the tiniest puppy I have ever seen! Dad is the oldest child in his family. That bug is as long as my finger."

You could play with stuffed animals or action figures and use past tense -ed verbs to talk about what the animals/figures are doing. You might say, "The lion roared at the dog. The cat poked the lion. The dog barked at the cat. The guy shouted at the boy."

## *The Three Little Pigs* by Steven Kellogg

**Summary:** Steven Kellogg puts a fun spin on the traditional tale of three little pigs who build houses out of straw, sticks, and bricks. A hungry wolf comes and tries to blow the houses down to eat the pigs, but ends up getting tricked by the pig who lives in the brick house.

### **Targets:**

- **Temporal Concepts** (*until, then, soon, when, a few moments later, suddenly*)
- **Past Tense -ed** (*bolted, installed, filled, pushed, announced, operated, lunged*)
- **Appearance Adjectives** (*old, new, cozy, log, brick, paper*)
- **Plural -s** (*names, piglets, waffles, tanks, pipes, hoses, years, houses watermelons, pumpkins, cantaloupes, grapes*)
- **Stop Sounds** (*p, b, t, d, k, g, Percy, Pete, Prudence, piglets, tough, log, cabin*)
- **Irregular Past Tense Verbs** (*built, wove, fled, caught, blown, sprang, began, brought, sent, gave, spent*)

### **Suggested Extension Activities:**

You could print out black and white pictures in a row of different foods, objects, or animals (row of watermelons, row of dogs, row of houses). You could then color the pictures and talk about how many you colored of each picture. For example, "I colored 5 watermelons and you colored 8 watermelons." You could have your child talk about what they colored by modeling and encouraging their use of plurals.

## *Tikki Tikki Tembo* by Arlene Mosel

**Summary:** A book about two little boys from China. The oldest boy has a really long name and the youngest boy has a short name. Each boy falls into the well, but because the oldest boy has a long name, it takes him longer to get help, and that's why children from China have short names.

### **Targets:**

- **Irregular Past Tense Verbs** (*went, fell, ran, brought, ate, thought, sat, found, rose*)
- **Past Tense -ed** (*warned, raised, answered, picked, pumped, pushed, played*)
- **Location/Direction** (*in, on, beside, into, out, near, around, bottom, under*)
- **Appearance Adjectives** (*small, little, old, rice, purple, glittering, jeweled*)
- **What Questions** (*What are you trying to say?*)

### **Suggested Extension Activities:**

You could play with Play-Doh and take turns asking each other questions about what you both have created. For example, "What did you create? I think it is a snake. What sound does a snake make? What color is your snake?"

You could make an experience book with your child. You could take pictures of your child in various locations. For example, you could take pictures of your child under a chair, next to a toy, in front of the TV, sitting on the couch, and standing behind a dog. As you take the pictures, you could talk about where your child is at using location words. After printing out the pictures, you could glue them onto paper to create a book. Then when you are looking at the book, you could have your child tell you where they are in the picture using the location words.

## *The Very Busy Spider* by Eric Carle

**Summary:** A book about a spider who is building her web. The other barn animals want her to play with them, but she is too busy building her web.

### **Targets:**

- **Animals** (*spider, horse, cow, sheep, goat, pig, dog, cat, duck, rooster, fly, owl*)
- **Past Tense -ed** (*trailed, landed, bleated, grunted, barked, called, finished, crowed*)
- **Yes/No Questions** (*Want to go for a ride? Want to eat some grass? Want to run in the meadow? Want to jump on the rocks? Want to roll in the mud? Want to chase a cat? Want to take a nap? Want to go for a swim? Want to catch a pesky fly?*)
- **Negation** (*didn't*)
- **Appearance Adjectives** (*thin, silky., beautiful*)
- **Irregular Past Tense Verbs** (*blew, began, caught, built*)

### **Suggested Extension Activities:**

You could sing the song "Old McDonald Had a Farm" and go through all of the animals mentioned in the book with the sounds they make.

You could sing the song "Do Your Ears Hang Low" and then take turns asking each other yes/no questions (you can google a video of someone singing the song if you haven't heard the song before). You could ask questions such as, "Do you like pizza? Is there a ball under the chair? Do you want to go for a walk? Can you jump really high? Can you spin in a circle?"

Lyrics to "Do Your Ears Hang Low" (Google the lyrics for additional verses)

<https://allnurseryrhymes.com/do-your-ears-hang-low/>

Do your ears hang low?  
Do they wobble to and fro?  
Can you tie 'em in a knot?  
Can you tie 'em in a bow?  
Can you throw 'em o'er your shoulder  
Like a Continental soldier?  
Do your ears hang low?

## *The Very Hungry Caterpillar* by Eric Carle

**Summary:** A book about a caterpillar who is very hungry. He eats his way through a bunch of food and then creates a cocoon. When he emerges from the cocoon, he is a beautiful butterfly.

### **Targets:**

- **Quantitative Concepts** (*one, two, three, four, five*)
- **Food** (apple, pear, plum, strawberry, orange, chocolate cake, ice-cream cone, pickle, Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon)
- **Irregular Past Tense Verbs** (*came, ate, built*)
- **Appearance Adjectives** (*tiny, chocolate, cherry, nice, green, big, fat, small, beautiful*)
- **Sequencing** (*egg, little caterpillar, eat apple, eat pears, eat plums..., big caterpillar, cocoon, butterfly*)
- **But**

### **Suggested Extension Activities:**

You could print out pictures of the number of food items that the caterpillar eats. You would print out two pears, three plums, four strawberries, five oranges, one apple, and then one of everything else that the caterpillar eats. You could then have your child retell you the story using the pictures to help with sequencing.

You could describe the food your child eats during each meal using appearance adjectives. You might say, "That is a long noodle. You are eating a tiny carrot. That chocolate chip cookie is delicious." After modeling some ways your child could describe the food, you might encourage your child to describe their own food using appearance adjectives.



## *We're Going on a Bear Hunt* by Michael Rosen

**Summary:** A book about a family going on a bear hunt and the various obstacles they go through to find a bear. This book can be read in a song-like chant.

### **Targets:**

- **Location/Direction** (*over, under, through, front, open, up, down, into*)
- **Appearance Adjectives** (*big, long, wavy, deep, thick, oozy, dark, swirling, whirling, narrow, gloomy, shiny, wet, furry, goggly*)
- **Negation** (*not, can't, no*)
- **Glide Sounds** (*w, y, we're, what, we, swirling, whirling*)
- **Sequencing** (*1st- go through grass, 2nd- go through river, 3rd- go through mud, 4th- go through forest, 5th- go through snowstorm, 6th- go through cave, 7th- see a bear, 8th- go back through all of the obstacles*)

### **Suggested Extension Activities:**

You could create your own version of a bear hunt in your house and recite the phrases as you act it out. This will target sequencing and appearance adjectives. You could even create your own theme and recite verses around the theme. For example, if you picked a sea theme, you could have the verses be about going on a shark hunt "through the coral", "through the jellyfish", "through the seaweed", and "into a cave" where you see a shark. As you create and act out your own "hunt", you could focus on appearance adjectives as well, such as "poky coral", "squishy jellyfish", "green, slimy seaweed", "deep, dark cave", and "big, scary shark".

You could color pictures of the different places mentioned in the book (or in your own version of the "hunt") and talk about the pictures using appearance adjectives. You might say, "I colored my seaweed green. I colored my shark pink. You colored your shark blue."

## *Where the Wild Things Are* by Maurice Sendak

**Summary:** A book about a boy named Max who got into trouble and was sent to his room. He dreams about going to a place where wild things live and he is the king.

### **Targets:**

- **Irregular Past Tense Verbs** (*wore, made, sent, grew, hung, became*)
- **And/But**
- **Temporal Concepts** (*That very night, until, weeks, year, night, day, when, now, then*)
- **Past Tense -ed** (*called, tumbled, sailed, roared, gnashed, rolled, showed, wanted*)
- **Plural -s** (*roars, eyes, claws, weeks, vines, walls, things*)

### **Suggested Extension Activities:**

You could create your own “adventure” with your child. You could talk about what animals would be there and could draw pictures of those animals. You could even create new animals and draw pictures of what they look like. You could talk about what you would do with the animals if you were king and how you would feel.

You could print out pictures of different animals or monsters and then describe them using plural -s words. For example, if you printed out pictures of jungle animals, you might say, “The monkeys have tails. The birds are eating worms. The elephant has four legs. The cheetahs are running.” or “The monster has red eyes. He has two big horns. He has sharp claws.”

## *Zoom!* by Robert Munsch

**Summary:** A book about a girl who is buying a new wheelchair, but each wheelchair is too slow, until she finds the perfect wheelchair.

### **Targets:**

- **Quantitative Concepts** (*first, tenth, 15, 10, five, 92, 20, 100*)
- **Appearance Adjectives** (*ratty-old, new, purple, green, yellow, black, silver, red, dirt-bike*)
- **Yes/No and What Questions** (*What sort of wheelchair do you want? What's on your wrist? Is it a ticket to a....? What will your..... say?*)
- **Past Tense -ed** (*wanted, pulled, crashed, rolled*)
- **Irregular Past Tense Verbs** (*came, rode, went, gave, stuck, ran, drove*)
- **Possessive 's** (*Lauretta's mother, Lauretta's father, Lauretta's brother*)

### **Suggested Extension Activities:**

You could go on a walk and talk about the things you see. For example, "I see a red car. I see a blue car. I see an old tire. I see a small dog. I see a green bike. I see a dirty bus.

You could play the game "20 questions" (you/your child comes up with an object/place/thing and the other person asks questions to guess what it is) or the game "Guess Who". This can help your child practice asking and answering various types of questions. If you play "Guess Who", you might ask, "Is your person a boy? Does your person have short hair? Is your person wearing a hat?" If you play "20 Questions", you might ask, "Is it an animal? Is it a person? Is it a thing/object? Is it a type of food? Does it belong outside? Can we find it in our house?"

## Books and Targets- Charts

\*Faded gray text for the book and/or target titles indicates that the particular chart does not have any Xs in that row or column. This was done to show that the books were searched for each target and the targets were either not found or not found frequently enough in the book to be significant.

# Parts of Speech

Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
Books A-B													
<i>Alexander and the Terrible, Horrible...</i> by. Judith Viorst								X			X	X	
<i>Alligator Baby</i> By: Robert Munsch		X	X					X				X	
<i>Andrew's Loose Tooth</i> By: Robert Munsch	X	X	X		X	X		X	X			X	X
<i>Are you My Mother?</i> By. P. D. Eastman		X	X										
<i>A Bad Case of the Stripes</i> By: David Shannon		X	X			X		X	X	X		X	X
<i>Big Pumpkin</i> By: Erica Silverman		X	X					X	X			X	X
<i>Big Red Barn</i> By: Margaret Wise Brown	X	X	X			X	X	X				X	X

Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
<b>Books C-F</b>													
<i>The Cat in the Hat</i> By: Dr. Seuss		X	X			X			X			X	X
<i>Chicka Chicka Boom Boom</i> by: Bill Martin Jr.								X				X	X
<i>The Crayon Box That Talked</i> By: Shane DeRolf	X	X	X	X		X		X	X			X	X
<i>The Day the Crayons Quit</i> By: Drew Daywalt	X	X				X		X	X	X	X	X	X
<i>Duck at the Door</i> By: Jackie Urbanovic	X	X	X			X		X	X			X	
<i>Franklin Fibs</i> By: Paulette Bourgeois	X	X	X		X	X		X	X			X	
<i>Franklin's New Friend</i> By: Paulette Bourgeois		X	X		X	X		X				X	

Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
<b>Books G-H</b>													
<i>Go Away Big, Green Monster</i> By: Ed Emberley						X			X				
<i>Goldilocks and the Three Bears</i> by: James Marshall	X	X	X		X	X			X			X	
<i>The Good Egg</i> By: Jory John		X	X			X		X				X	
<i>Green Eggs and Ham</i> By: Dr. Seuss	X	X	X									X	
<i>The Gruffalo</i> By: Julia Donaldson		X	X			X	X	X				X	
<i>Grumpy Monkey</i> By: Suzanne Lang	X	X	X			X		X	X			X	
<i>Hens Don't Crow!</i> By: A. H. Benjamin	X	X	X			X						X	
<i>Hotel Bruce</i> By: Ryan T. Higgins		X	X			X	X	X					X

Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
<b>Books I-M</b>													
<i>I Was So Mad</i> By: Mercer Mayer		X				X			X			X	X
<i>If You Give a Mouse a Cookie</i> By: Laura Numeroff												X	
<i>Is Your Mama a Llama?</i> By: Deborah Guarino		X		X		X		X					
<i>Little Blue Truck</i> By: Alice Schertle		X	X					X				X	
<i>Millions of Cats</i> By: Wanda Gag		X	X			X		X	X			X	X
<i>More Pies!</i> By: Robert Munsch		X	X			X		X	X			X	X
<i>Mother Bruce</i> By: Ryan T. Higgins		X	X			X	X	X	X			X	



Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
Books R-T													
<i>Red Riding Hood</i> By. James Marshall		X	X										
<i>Room on the Broom</i> By: Julia Donaldson	X	X	X			X		X	X			X	X
<i>Stellaluna</i> by. Janell Cannon	X	X	X			X		X	X			X	X
<i>The Three Billy Goats Gruff</i> By. Peter Asbjornsen & Jorgen Moe	X	X	X			X		X				X	X
<i>The Three Little Pigs</i> By. Steven Kellogg		X	X			X							X
<i>Tikki Tikki Tembo</i> by. Arlene Mosel		X	X									X	X

Parts of Speech	Verbs				Nouns			Coordination				Prep.	
	Present progressive -ing	Past tense -ed	Irregular past tense	3rd person singular present	Possessive -'s	Plural -s	Irregular Plural	And	But	Or	Because	Location (in, on, under, etc.)	Direction (off, out, etc.)
<b>Books V-Z</b>													
<i>The Very Busy Spider</i> By. Eric Carle	X		X										
<i>The Very Hungry Caterpillar</i> By. Eric Carle			X			X			X			X	X
<i>We're Going on a Bear Hunt</i> By. Michael Rosen												X	X
<i>Where the Wild Things Are</i> by. Maurice Sendak		X	X					X					
<i>Zoom!</i> By: Robert Munsch		X	X		X			X				X	X

# Language Concepts

Language Concepts	Basic Concepts				Descriptors				Categories				Higher Level Language	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell, taste, and temp. adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books A-B</b>														
<i>Alexander and the Terrible, Horrible</i> by. Judith Viorst							X	X						
<i>Alligator Baby</i> By: Robert Munsch					X		X		X	X		X	X	X
<i>Andrew's Loose Tooth</i> By: Robert Munsch		X		X	X					X	X	X	X	
<i>Are you My Mother?</i> By. P. D. Eastman		X							X	X				
<i>A Bad Case of the Stripes</i> By: David Shannon	X	X	X		X		X	X			X	X	X	
<i>Big Pumpkin</i> By: Erica Silverman	X				X			X					X	X
<i>Big Red Barn</i> By: Margaret Wise Brown					X		X		X					

Language Concepts	Basic Concepts				Descriptors				Categories				Higher Level Language	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell, taste, and temp. adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books C-F</b>														
<i>The Cat in the Hat</i> by. Dr. Suess		X	X		X		X							
<i>Chicka Chicka Boom Boom</i> by. Bill Martin Jr.														X
<i>The Crayon Box That Talked</i> By: Shane DeRolf				X	X		X							
<i>The Day the Crayons Quit</i> By: Drew Daywalt	X	X	X		X		X	X	X				X	
<i>Duck at the Door</i> By: Jackie Urbanovic	X				X		X		X				X	X
<i>Franklin Fibs</i> By: Paulette Bourgeois	X	X	X				X	X	X		X		X	
<i>Franklin's New Friend</i> By: Paulette Bourgeois	X	X			X		X	X	X				X	

Language Concepts	Basic Concepts				Descriptors				Categories				Higher Level Language	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell, taste, and temp. adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books G</b>														
<i>Go Away Big, Green Monster</i> By: Ed Emberley		X	X		X									
<i>Goldilocks and the Three Bears</i> by: James Marshall	X		X	X		X		X						X
<i>The Good Egg</i> By: Jory John	X	X	X	X				X	X					
<i>Green Eggs and Ham</i> by: Dr. Seuss		X								X				
<i>The Gruffalo</i> by: Julia Donaldson					X	X	X	X	X			X		
<i>Grumpy Monkey</i> By: Suzanne Lang	X	X						X					X	

Language Concepts	Basic Concepts				Descriptors				Categories				Higher Level Language	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell, taste, and temp. adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books H-L</b>														
<i>Hens Don't Crow!</i> By: A. H. Benjamin	X	X					X		X				X	X
<i>Hotel Bruce</i> By: Ryan T. Higgins	X	X					X		X				X	
<i>I Was So Mad</i> By: Mercer Mayer		X					X						X	
<i>If You Give a Mouse a Cookie</i> by: Laura Joffe Numeroff	X			X									X	X
<i>Is Your Mama a Llama?</i> By: Deborah Guarino		X			X		X		X					X
<i>Little Blue Truck</i> By: Alice Schertle	X								X	X				X

<b>Language Concepts</b>	<b>Basic Concepts</b>				<b>Descriptors</b>				<b>Categories</b>				<b>Higher Level Language</b>	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell, taste, and temp. adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books M-S</b>														
<i>Millions of Cats</i> By: Wanda Gag			X		X	X	X	X	X					
<i>More Pies!</i> By: Robert Munsch	X	X	X		X		X			X		X	X	
<i>Mother Bruce</i> By: Ryan T. Higgins	X	X		X	X		X		X	X		X	X	
<i>Red Riding Hood</i> By: James Marshall	X		X		X						X			
<i>Room on the Broom</i> By: Julia Donaldson	X	X			X		X		X		X	X	X	
<i>Stellaluna</i> by. Janell Cannon					X	X		X	X	X		X	X	

Language Concepts	Basic Concepts				Descriptors				Categories				Higher Level Language	
	Temporal Concepts	Negation	Quantitative Concepts	Object Function	Appearance and texture adj.	Smell and taste adjectives	Opinion adjectives	Comparatives & Superlatives	Animals	Vehicles	Food	Body Parts	Inferencing	Sequencing
<b>Books T-Z</b>														
<i>The Three Billy Goats Gruff</i> By. Peter Asbjornsen & Jorgen Moe		X			X		X	X	X			X	X	X
<i>The Three Little Pigs</i> By. Steven Kellogg	X			X	X			X	X					X
<i>Tikki Tikki Tembo</i> By. Arlene Mosel	X				X									X
<i>The Very Busy Spider</i> By. Eric Carle		X			X				X					
<i>The Very Hungry Caterpillar</i> By. Eric Carle	X	X	X		X	X		X				X		X
<i>We're Going on a Bear Hunt</i> By. Michael Rosen		X			X									X
<i>Where the Wild Things Are</i> By. Maurice Sendak	X		X									X		
<i>Zoom</i> By: Robert Munsch			X	X	X		X			X		X		



# Questions

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
<b>Books A-B</b>							
<i>Alexander and the Terrible, Horrible...</i> By: Judith Viorst							
<i>Alligator Baby</i> By: Robert Munsch	X	X					
<i>Andrew's Loose Tooth</i> By: Robert Munsch	X	X				X	
<i>Are you My Mother?</i> By: P. D. Eastman	X			X			
<i>A Bad Case of the Stripes</i> By: David Shannon	X	X					
<i>Big Pumpkin</i> By: Erica Silverman							
<i>Big Red Barn</i> By: Margaret Wise Brown							

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
<b>Books C-F</b>							
<i>The Cat in the Hat</i> By: Dr. Seuss	X						
<i>Chicka Chicka Boom Boom</i> By: Bill Martin Jr.							
<i>The Crayon Box That Talked</i> By: Shane DeRolf							
<i>The Day the Crayons Quit</i> By: Drew Daywalt	X				X	X	X
<i>Duck at the Door</i> By: Jackie Urbanovic			X				
<i>Franklin Fibs</i> By: Paulette Bourgeois		X					
<i>Franklin's New Friend</i> By: Paulette Bourgeois	X						

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
<b>Books G-H</b>							
<i>Go Away Big, Green Monster</i> By: Ed Emberley							
<i>Goldilocks and the Three Bears</i> By: James Marshall			X				
<i>The Good Egg</i> By: Jory John							
<i>Green Eggs and Ham</i> By: Dr. Seuss	X						
<i>The Gruffalo</i> By: Julia Donaldson		X		X			
<i>Grumpy Monkey</i> By: Suzanne Lang	X	X				X	
<i>Hens Don't Crow!</i> By: A. H. Benjamin	X	X	X	X			X
<i>Hotel Bruce</i> By: Ryan T. Higgins							

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
<b>Books I-M</b>							
<i>I Was So Mad</i> By: Mercer Mayer	X					X	
<i>If You Give a Mouse a Cookie</i> by: Laura Numeroff							
<i>Is Your Mama a Llama?</i> By: Deborah Guarino	X						
<i>Little Blue Truck</i> By: Alice Schertle			X				
<i>Millions of Cats</i> By: Wanda Gag							
<i>More Pies!</i> By: Robert Munsch	X						
<i>Mother Bruce</i> By: Ryan T. Higgins							

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
Books R-T							
<i>Red Riding Hood</i> By: James Marshall				X			
<i>Room on the Broom</i> By: Julia Donaldson	X						
<i>Stellaluna</i> by: Janell Cannon	X	X		X		X	X
<i>The Three Billy Goats Gruff</i> By: Stephen Carpenter			X				
<i>The Three Little Pigs</i> By: Steven Kellogg							
<i>Tikki Tikki Tembo</i> By: Arlene Mosel		X					

Questions	Question Types						
	Yes/No	What	Who	Where	When	Why	How
Books V-Z							
<i>The Very Busy Spider</i> By. Eric Carle	X		X				
<i>The Very Hungry Caterpillar</i> By. Eric Carle							
<i>We're Going on a Bear Hunt</i> By. Michael Rosen							
<i>Where the Wild Things Are</i> By. Maurice Sendak							
<i>Zoom!</i> By: Robert Munsch	X	X					X

## Phonological Awareness

<i><b>Phonological Awareness</b></i>	<b>Phonological Skills</b>		<b>Sounds</b>					
	<b>Rhymes</b>	<b>Letters</b>	<b>Stops</b>	<b>Fricatives</b>	<b>Affricates</b>	<b>Nasals</b>	<b>Glides</b>	<b>Liquids</b>
<b>Books A-B</b>								
<i>Alexander and the Terrible, Horrible...</i> by. Judith Viorst			X	X	X	X		X
<i>Alligator Baby</i> By: Robert Munsch			X	X		X		X
<i>Andrew's Loose Tooth</i> By: Robert Munsch			X	X		X	X	X
<i>Are you My Mother?</i> By. P. D. Eastman								X
<i>A Bad Case of the Stripes</i> By: David Shannon			X	X	X	X	X	X
<i>Big Pumpkin</i> By: Erica Silverman	X		X	X	X	X	X	X
<i>Big Red Barn</i> By: Margaret Wise Brown	X		X	X		X	X	X

<b>Phonological Awareness</b>	<b>Phonological Skills</b>		<b>Sounds</b>					
	<b>Rhymes</b>	<b>Letters</b>	<b>Stops</b>	<b>Fricatives</b>	<b>Affricates</b>	<b>Nasals</b>	<b>Glides</b>	<b>Liquids</b>
<b>Books C-F</b>								
<i>The Cat in the Hat</i> By: Dr. Seuss	X		X	X	X			X
<i>Chicka Chicka Boom Boom</i> By: Bill Martin Jr.	X	X	X	X	X			X
<i>The Crayon Box That Talked</i> By: Shane DeRolf	X		X	X	X	X	X	X
<i>The Day the Crayons Quit</i> By: Drew Daywalt			X	X	X	X	X	X
<i>Duck at the Door</i> By: Jackie Urbanovic			X	X		X	X	X
<i>Franklin Fibs</i> By: Paulette Bourgeois			X	X	X	X	X	X
<i>Franklin's New Friend</i> By: Paulette Bourgeois				X	X	X	X	X



<b>Phonological Awareness</b>	<b>Phonological Skills</b>		<b>Sounds</b>					
	<b>Rhymes</b>	<b>Letters</b>	<b>Stops</b>	<b>Fricatives</b>	<b>Affricates</b>	<b>Nasals</b>	<b>Glides</b>	<b>Liquids</b>
<b>Books G-H</b>								
<i>Go Away Big, Green Monster</i> By. Ed Emberley			X			X	X	
<i>Goldilocks and the Three Bears</i> By. James Marshall			X					X
<i>The Good Egg</i> By. Jory John	X		X	X		X	X	X
<i>Green Eggs and Ham</i> By. Dr. Seuss	X					X		X
<i>The Gruffalo</i> By. Julia Donaldson	X							
<i>Grumpy Monkey</i> By. Suzanne Lang			X	X	X	X	X	X
<i>Hens Don't Crow!</i> By. A. H. Benjamin			X	X		X	X	X
<i>Hotel Bruce</i> By. Ryan T. Higgins			X	X		X	X	X

<b>Phonological Awareness</b>	<b>Phonological Skills</b>		<b>Sounds</b>					
	<b>Rhymes</b>	<b>Letters</b>	<b>Stops</b>	<b>Fricatives</b>	<b>Affricates</b>	<b>Nasals</b>	<b>Glides</b>	<b>Liquids</b>
<b>Books I-R</b>								
<i>I Was So Mad</i> By: Mercer Mayer			X	X		X	X	
<i>If You Give a Mouse a Cookie</i> by. Laura Joffe Numeroff			X			X		X
<i>Is Your Mama a Llama?</i> By: Deborah Guarino	X		X	X		X	X	X
<i>Little Blue Truck</i> By. Alice Schertle	X		X	X	X			X
<i>Millions of Cats</i> By. Wanda Gag	X		X	X		X		X
<i>More Pies!</i> By: Robert Munsch			X	X	X	X	X	X
<i>Mother Bruce</i> By: Ryan T. Higgins			X	X		X	X	X
<i>Red Riding Hood</i> By. James Marshall			X					X
<i>Room on the Broom</i> By: Julia Donaldson	X		X	X	X	X	X	X



<b>Phonological Awareness</b>	<b>Phonological Skills</b>		<b>Sounds</b>					
	<b>Rhymes</b>	<b>Letters</b>	<b>Stops</b>	<b>Fricatives</b>	<b>Affricates</b>	<b>Nasals</b>	<b>Glides</b>	<b>Liquids</b>
<b>Books S-Z</b>								
<i>Stellaluna</i> by. Janell Cannon			X	X	X	X	X	X
<i>The Three Billy Goats Gruff</i> by. Stephen Carpenter			X	X			X	X
<i>The Three Little Pigs</i> By. Steven Kellogg			X	X			X	X
<i>Tikki Tikki Tembo</i> by. Arlene Mosel			X	X	X	X	X	X
<i>The Very Busy Spider</i> By. Eric Carle			X	X	X		X	
<i>The Very Hungry Caterpillar</i> By. Eric Carle			X	X				X
<i>We're Going on a Bear Hunt</i> By. Michael Rosen			X				X	
<i>Where the Wild Things Are</i> by. Maurice Sendak				X			X	X
<i>Zoom!</i> By: Robert Munsch		X	X	X	X	X	X	X