The Librarian’s Picks 1

for Children Ages 5 - 8

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**Author Note**

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**Material Selection Activity and Reading Log for Children Ages 5-8**

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| **Genre** | Nonfiction: House construction-Juvenile fiction |
| **Title** | How a House is Built |
| **Author** | Gail Gibbons |
| **Illustrator** | Gail Gibbons |
| **Publisher** | Scholastic, Inc. by arrangement with Holiday House Inc. |
| **Date of Publication** | 1990 |
| **ISBN #** | 0-590-44940-0 (paperback) |
| **Number of Pages** | 30 |
| **Theme(s)** | House construction; different types of houses |
| **Setting** | Construction site |
| **Plot/Summary**  **[How a House Is Built](http://www.amazon.com/gp/product/images/0823412326/ref=dp_image_0?ie=UTF8&n=283155&s=books)** | The book describes the people and process of how a wood frame house is built. It also presents different forms of houses. The book has many labels of workers involved in the construction process, the materials, equipment, and parts of the house. |
| **Reviewing Source 1** | Kirkus Review and School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Age 7-8 Literacy-Reading Comprehension: *Continues to improve comprehension by building a larger vocabulary and applying comprehension strategies (e.g., predict, summarize).; Can summarize or retell information from simple informational texts; Understands the importance of the sequence of events in stories and information in other texts*.(PBS, 2003-2012, Age 7-8 Literacy) |
| **Age / Grade Level** | Grade 1-3 Reading Level 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Kirkus Review (2012, How a house is built) describes the book as a “clear, straightforward, accurate description of the steps in planning and building a frame house.” It describes the illustrations as “cheerful…, simple, uncluttered, precise, and friendly.” The sentences are simple and precise as well using construction terms, such as contractor, heavy equipment, footing, foundation. Jeanette Larson for the School Library Journal (1989) describes Gibbons’ style as “bright colors, clean lines, and captions where necessary to define unfamiliar terms.” She writes that women are portrayed as part of the construction process “but not much racial diversity is shown.” |
| **Characterization** | There are simple line drawings of people involved in house construction as well as people in their different types of homes. |
| **Curricular connections** *or*  **Programming connections** | Teachers and librarians can use this for sequencing lessons, career explorations, or introduction to different groups of people and their homes, from history or modern times. The construction process of a wooden frame house can be compared and or contrasted with that of a concrete house. A timeline of house construction or a model of students’ houses can be created as well. |
| **Personal Response** | The “simple” and “straightforward” drawings and sequence of house construction appeals to the hidden architect in me. A discussion of how students’ houses are built on their home islands in Micronesia can lead to sharing of cultures and their uniqueness as well as their similarities. |

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| **Genre** | Fiction: Picture Storybooks |
| **Title** | My Name Is Not Isabella: Just How big Can a Little Girl Dream? |
| **Author** | Jennifer Fosberry |
| **Illustrator** | Mike Litwin |
| **Publisher** | Scholastic, Inc. arranged by Sourcebooks Jabberwocky, imprint of Sourcebooks, Inc. |
| **Date of Publication** | 2010 |
| **ISBN #** | 978-0-545-39729-2 (paperback) |
| **Number of Page** | 30 |
| **Theme(s)** | Girls, Imagination, Identity |
| **Setting** | Family home |
| **Plot / Summary**  **[https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQYDOIuCnZ7n2TlJOQdKU-GRFRLJQx06rQRO7L8dohNMf2d2d_p7RK7MZPM](https://www.google.com/url?q=http://www.publishersweekly.com/978-1-4022-4395-0&sa=U&ei=qde9ULS5Manq2QWGkYGoAQ&ved=0CAcQFjAA&client=internal-uds-cse&usg=AFQjCNEdaqDt0ymLw1Dd6EDPH3DgQBQxLA)** | As her mother greets her daughter throughout the day, Isabella pretends to be Sally Ride, Annie Oakley, Rosa Parks, Marie Curie, Elizabeth Blackwell, and Mommy. A short biography of each woman and a definition of their occupation or role in society is located at the end of the book. Publishers Weekly (January 13, 2011) lists awards such as a Gold Moonbeam Children’s Book Award, a Gold Independent Publisher Award, and a Silver Foreword Book of the Year Award for Picture Books. |
| **Reviewing Source 1** | Publishers Weekly and School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Age 7-8 Litaercy-Reading Comprehension: *Is able to answer how, why, and what-if questions. Can answer literal questions (e.g., who, what, when, where, and how), as well as questions that provoke deeper thought and analysis (e.g., critical/application questions); Can identify the basic narrative elements of character, plot (e.g., problems and solutions), setting and theme. Is able to compare these elements across texts. Can analyze characters, including their traits, feelings, relationships and changes*. (PBS, 2003-2012, Age 7-8 Literacy) |
| **Age / Grade Level** | 3 to 8 years old; Kindergarten to Grade 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Publishers Weekly (n.d.) describes the author’s daughter and her imaginative play as inspiration to write the book. The “exuberance of the text and typography, coupled with Isabella’s force of personality, ensures that the pages fly along.”  Rachel Vilmar (2008) for School Library Journal writes, “The repetitive text, while somewhat contrived, seems to drive home the message that girls can do and be anything they want.” This is probably because the precocious Isabella does have an extensive vocabulary in describing her imaginary occupations, e.g. scientist. She is then encouraged by her mother using parallel verbs or adjectives, e.g. discover. An August 16, 2012 review on Publishers Weekly states that the illustrator, Mike Litwin, “overworks the fuzzy, staticky textures of his mixed-media illustrations to the point of distraction.” Perhaps this is a personal response to the illustrator’s artwork because of entire page is full with the picture and the large, bold type. I think this simply echoes the grand imagination of Isabella. |
| **Characterization** | Isabella is portrayed as an imaginative child and the mother as supportive in her daughter’s creative play. |
| **Curricular connections** *or*  **Programming connections** | Teachers and librarians can use this book as an introduction for Grade 2-3 students to notable women in history, especially with the short biographies located at the end of the book. They can also use it as a read aloud for career explorations with Kindergarten-Grade 1 students. |
| **Personal Response** | While the mother – daughter conversations may be “contrived,” I enjoyed the playing with words and imagined the author choosing such precise vocabulary to convey her tribute to the women portrayed. |

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| **Genre** | Beginning Chapter Books |
| **Title** | The Powder Puff Puzzle |
| **Author** | Patricia Reilly Giff |
| **Illustrator** | Blanche Sims |
| **Publisher** | Bantam Doubleday Dell books for Young Readers |
| **Date of Publication** | 1987 |
| **ISBN #** | 0-440-47180-X (paperback) |
| **Number of Pages** | 75 with 9 chapters |
| **Theme(s)** | Mystery |
| **Setting** | American suburban neighborhood |
| **Plot / Summary**  [The Powder Puff Puzzle (Polka Dot Private Eye)](http://www.amazon.com/gp/reader/044047180X/ref=sib_dp_kd#reader-link) | Dawn Bosco, the Polka Dot Private Eye, and her friend Jason search for her cat, Powder Puff, who jumps into a the open window of a moving car. Using the clues and the power of thinking, both figure out where Powder Puff can be found. |
| **Reviewing Source 1** | School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Ages 7-8 Literacy-Reading Comprehension: *Is becoming more proficient in drawing conclusions about things not explicitly mentioned in the text (drawing inferences; Monitors own comprehension by recognizing when the text does not make sense, and then rereads or uses other strategies to fix the problem*. (PBS, 2003-2012, Age 7-8 Literacy) |
| **Age / Grade Level** | Grades 2-5; Reading Level 1.8 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Pamela Bomboy (1988) for the School Library Journal describes the main character, Dawn, as “ever resourceful, [who]… perseveres ,… thinks through the clues.” The use of controlled vocabulary with simply constructed sentences and an easy to follow plot gives the reader enough of a challenge while still being accessible. The cover picture is colorful but the inside illustrations are simple black pencil drawings. |
| **Characterization** | This is one of the books in The Polka Dot Private Eye series in which Dawn Bosco is the principal character. She and her best friend Jason are “likeable characters” (Bomboy, 1988) who are independent, creative thinkers taking responsibility to solve a mystery. |
| **Curricular connections** *or*  **Programming connections** | Teachers can use this for a read aloud to demonstrate application of higher order thinking skills such as observations or analysis. Independent readers can form a book discussion club focusing on mysteries. Follow up activities can be a mystery night sponsored by the library in which participants are given clues to solve a crime or puzzle or performing a reader’s theatre or creating a puzzle using student-generated illustrations of story events. |
| **Personal Response** | The use of controlled vocabulary can appeal to independent readers even at the end of Grade 1. The concept of “solving a puzzle” can be a discussion topic about the use of higher order thinking skills in everyday life. |

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| **Genre** | Fiction: Cumulative rhyme |
| **Title** | Inside a Barn in the Country: A Rebus Read-Along Story |
| **Author** | Alyssa Satin Capucilli |
| **Illustrator** | Ted Arnold |
| **Publisher** | Scholastic, Inc. |
| **Date of Publication** | 1995 |
| **ISBN #** | 0-590-46999-1 (hardcover) |
| **Number of Pages** | 28 |
| **Theme(s)** | Adaptation of a cumulative story |
| **Setting** | Nighttime in a barn |
| **Plot / Summary**  [Inside a Barn in the Country: A Rebus Read-along Story](http://www.amazon.com/gp/product/images/0590469991/ref=dp_image_0?ie=UTF8&n=283155&s=books) | The cat chasing a mouse triggers a domino effect through the barn, waking up all the farm animals. Their noisy rush into the yard wakes up the farmer who tells them, “It’s not morning yet; please go back to bed.” The animals go back to sleep in the barn until that incorrigible cat jumps on the little owl as illustrated on the last page! |
| **Reviewing Source 1** | Publishers Weekly |
| **Reviewing Source 2** | Child Developmental Tracker Age 6-7 Language: *Grasps the idea of content words that label things, like "cat" or "dog," but not of function words like "the" or "was"; some children may skip function words altogether. Communicates and repeats stories that have a series of events in a logical order. Can both ask and reply to "wh-" questions: who what, where, when, and why. Conveys stories using a chronological narrative format (e.g., says, "And then this happened, and then...")*. (PBS, 2003-2012, Age 6-7 Language) |
| **Age / Grade Level** | Ages 3-6 years old; Preschool – Grade 1 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | PWxyz (1995) states that Capucilli and Arnold “give their work extra bounce” with rebuses in place of text and onomatopoeia for the animals’ sounds. The review also states that “Arnold’s lush cartoons of bug-eyed beasts convey the madcap action.” The rebuses in place of text will allow young readers to engage in the story along with a parent. The onomatopoeia sounds in italics may cue the young readers as well to join in the read aloud. |
| **Characterization** | The animals’ expressions of surprise and their flailing legs lend motion to each page as paralleled by the well-known formula of the text. The farmer’s wide-eyed, wide-mouthed admonition at his window is like a stop sign that sends the animals back to sleep. |
| **Curricular connections** *or*  **Programming connections** | Teachers can teach animals, animal sounds, sequence, cause and effect. Librarians can use it as part of books featuring a similar formula or books about farms. It would be perfect for choral reading or reader’s theatre. |
| **Personal Response** | The rebus is a neat twist to the cumulative formula and makes it an appealing for pre-schoolers to “read” a book. |

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| **Genre** | Paperback Series |
| **Title** | Horrible Harry and the Green Slime |
| **Author** | Suzy Kline |
| **Illustrator** | Frank Remkiewicz |
| **Publisher** | Scholastic, Inc. by arrangement with Viking Penguin, a division of Penguin Books USA Inc. |
| **Date of Publication** | 1989 |
| **ISBN #** | 0-590-43943-X (paperback) |
| **Number of Pages** | 58 with 4 chapters |
| **Theme(s)** | Schools, Friendship |
| **Setting** | Room 2b – second grade classroom |
| **Plot / Summary**  Horrible Harry and the Green Slime | This book is narrated in first person by Doug, who is the best friend of Harry. He shares the adventures in their second grade classroom: the trial of having to keep their Secret Pal secret even from each other, the fine line between following their teacher’s criteria and following Harry’s death-inspired presentation on the dangers of smoking; the risk taken in taping up cobwebs around the school to promote the story of Charlotte’s Web; and the interesting classroom demonstrations such as Doug’s spiking the principal’s hair or Harry’s creation of green slime. |
| **Reviewing Source 1** | Publishers Weekly and School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Age 7-8 Literacy-Reading Comprehension: *Enjoys listening to chapter books that are beyond their own independent reading level. Reading both fiction and nonfiction to children increases their vocabulary and exposes them to more complex language, concepts and text structures; To select materials, children rely on their knowledge of authors and different types of texts, as well as their abilities to estimate text difficulty*. (PBS, 2003-2012, Age 7-8 Literacy) |
| **Age / Grade Level** | Ages 7-10 years old; Grade 2-4 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Publishers Weekly (1989) states the book is a “disappointment” because the humor is weak and “[o]ther intended jokes fall flat or come at the expense of other classmates. In contrast, Elaine E. Knight (1989) for School Library Journal writes that “this is one school story which rates an A+.” She likes how the adults in the story are portrayed as “caring, understanding, and adaptable” to the antics of Horrible Harry and his friends. The front cover is the only color illustration; the inside illustrations are simple line drawings which capture the expressions of the characters as described in the text. |
| **Characterization** | Doug, the narrator, is the straight man to Harry, the best friend and idea man behind the antics of their second grade classroom. The adults are seen as accommodating the children’s ideas. |
| **Curricular connections** *or*  **Programming connections** | Teachers can have students compare and contrast the antics of Doug and Harry to those in their own classroom or discuss the value of the classroom events, e.g. cobwebs to promote Charlotte’s Web, to learning. Librarians can feature a “Read-Harry-a-thon” for second graders to see who can finish all the books in the series. |
| **Personal Response** | I was at first reluctant to read about a “horrible” student but was pleasantly surprised that the classroom antics were tame compared to real life antics in my own classroom and that the educators were “nice.” |

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| **Genre** | Fiction- multicultural literature |
| **Title** | The Seven Chinese Sisters |
| **Author** | Kathy Tucker |
| **Illustrator** | Grace Lin |
| **Publisher** | Albert Whitman and Company |
| **Date of Publication** | 2003 |
| **ISBN #** | 0-8075-7309-4 (hardcover) |
| **Number of Pages** | 30 |
| **Theme(s)** | Sisters, Dragons, China |
| **Setting** | Countryside of modern China, indicated by the use of a scooter |
| **Plot / Summary**  Front Cover | The six older sisters, each with a special talent, goes on a rescue mission to save baby Seventh Sister from becoming a meal for the dragon who lives on the mountain above their home. After Second Sister (karate expert) forces baby out of his mouth and Fifth Sister expertly catches her, Fourth Sister (speaks dog language) discovers that the dragon is simply hungry. After promising that Sixth Sister (great cook) will bring him soup, First Sister (expert scooter rider), brings them home with the guidance of Third Sister, masterfully counting the trees on the way down. The “tale” is retold by Seventh Sister who grows up to be a great storyteller. |
| **Reviewing Source 1** | Booklist |
| **Reviewing Source 2** | Child Developmental Tracker Age 5-6 Literacy-Book knowledge and appreciation: *Attention for stories continues to increase among children who have a long history of hearing stories read aloud*.(PBS, 2003-2012, Age 5-6 Literacy) Language-sharing experiences: *Is more skillful at sharing personal experiences.* (PBS, 2003-2012, Age 5-6, Language) |
| **Age / Grade Level** | Pre-School-Grade 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Karen Snelson (n.d.) for writes that Lin “expertly captures the drama and humor of the story with delightful paintings that reveal the lovely Chinese landscape and a quirky not-too-scary dragon.” A snippet from Kirkus Review (n.d.) states, “[The book is] an entertaining feminist twist not to be confused with the original. |
| **Characterization** | The “naïve” illustrations portray the same features of the sisters but with slight differences in hairstyle and expression of the eyes. |
| **Curricular connections** *or*  **Programming connections** | Teachers can use this book to contrast with the original in terms of the characters’ talents or time period or sequence of events. Librarians can use the book to feature Chinese literature or as part of Chinese New Year or as part of a family-focused theme. |
| **Personal Response** | I love this book because it is an adaptation of the original. My favorite part is the sisters “flying” down the mountain behind the scooter. I think children will enjoy the pictures! |

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| **Genre** | Fiction: Wordless Picture Books |
| **Title** | Changes, Changes |
| **Author** | Pat Hutchins |
| **Illustrator** | Pat Hutchins |
| **Publisher** | Macmillan Publishing Co., Inc. |
| **Date of Publication** | 1971 |
| **ISBN #** | 0-02-745870-9 (hardcover) |
| **Number of Pages** | 28 |
| **Theme** | Family, houses, toys |
| **Setting** | Home of the block couple |
| **Plot / Summary**  Changes, Changes | A block couple uses toy blocks to build their home. The house catches on fire so they reconfigure the blocks into a fire engine to douse the flames but too much water causes a flood so they rebuild the blocks into a ship. They “land” on a beach and create a truck, a train, and finally “reach” home! |
| **Reviewing Source 1** | Amazon.com, Inc Customer Reviews |
| **Reviewing Source 2** | Child Developmental Tracker Age 5-6 Approaches to learning-Reasoning and Problem solving: *Is increasingly able to think of possible solutions to problems. Can use varied and flexible approaches to solve longer-term or more abstract challenges.* (PBS, 2003-2012, 5-6 Approaches to learning) |
| **Age / Grade Level** | Pre-School – Grade 1 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | I was unable to find a recognized review source so I used some of Amazon’s customer reviews. K. Wilson (2005, July 6) recommends the book for ages 3-5 and writes that children will enjoy creating a narrative for the pictures. Wanderlingh (2003, October 31) confirms this enjoyment as she shared that it was a childhood favorite: “To this day I can still recall sitting with them and making up a little story….” |
| **Characterization** | The block couple is presented as resourceful and quick thinking as each “catastrophe” is encountered. |
| **Curricular connections** *or*  **Programming connections** | If a teacher or librarian can put this on the screen, children can be encouraged to give their narrative for each page, much like a filmstrip from days long ago. A follow up activity can be actual blocks being created into a building or vehicle or paper blocks can be “built” onto a larger construction sheet, glued on, and text written for it. This can be compiled into a children-created book of blocks. |
| **Personal Response** | This would be also good for English language learners to practice their speaking skills in English and then transferring their words into a written form. The pictures can be enlarged with storyline underneath for them to write their words or if dictated, to copy. The pictures can be re-bound and “read” later on. |

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| **Genre** | Fiction: Participation Books |
| **Title** | Press Here |
| **Author** | Herve’ Tullet |
| **Translated by** | Christopher Francheschelli |
| **Illustrator** | Bayard Editions |
| **Publisher** | Chronicle Books LLC |
| **Date of Publication** | 2011 (English translation) |
| **ISBN #** | 978-0-8118-7954-5 (hardcover) |
| **Number of Pages** | 42 |
| **Theme** | Imagination, Color |
| **Setting** | The pages of the book itself |
| **Plot / Summary**  Front Cover | A single yellow dot leads the reader / participant into creating more dots and animating their action for each successive page. The last page entices the reader / participant into beginning the book again. |
| **Reviewing Source 1** | School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Age 5-6 Literacy-book knowledge and appreciation: *May choose books from among things available to entertain self. (*PBS, 2003-2012, Age 5-6 Literacy) |
| **Age / Grade Level** | Pre-School + |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Elizabeth Bird (2012) for School Library Journal writes that the book “defines what it means to be a book.” It engages the reader/participant almost instantly, builds anticipation for the next page, and creates a desire to start all over again. The painted dots are just waiting to be pressed and “animated” by the reader/participant. Bird’s review includes a video of the participation that the book encites! The book is listed at #49 of the Top 100 Picture Books with School Library Journal. |
| **Characterization** | Not applicable unless the dots can be characterized as a “playdate” for the reader/participant. |
| **Curricular** *or*  **Programming connections** | Teachers and Librarians must ensure that there are similar participation and interactive books similar to Press Here or at least several copies because the reader/participant will want to try the book out for himself / by himself to see if it works! |
| **Personal Response** | My children and my students almost bowled me over at the end because they wanted to “test” the dots. It was a joy to share again and again, but not too often so that the “effect” does not wear thin. |

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| **Genre** | Fiction: Concept Books |
| **Title** | Color Dance |
| **Author** | Ann Jonas |
| **Illustrator** | Ann Jonas |
| **Publisher** | Scholastic, Inc. by arrangement with Greenwillow Books, a division of William Morrow & Company, Inc. |
| **Date of Publication** | 1989 |
| **ISBN #** | 0-590-30040-7 (paperback) |
| **Number of Pages** | 30 |
| **Theme(s)** | Mixing colors and the color wheel |
| **Setting** | Not clearly established but seems like a stage |
| **Plot / Summary**  Front Cover | 3 young female dancers with veils of primary colors weave across the pages to show how the colors “mix” to create the secondary colors. 1 young male dancer jumps across their veils to show their value (lightness) using white, grey, and black veils. There is an explanation and illustration of the color wheel on the last page, along with a note that the “dance” is a “paper fantasy” mix of the colors. |
| **Reviewing Source 1** | Publishers Weekly and School Library Journal |
| **Reviewing Source 2** | Child Developmental Tracker Age 6-7 Creative arts: *Creates images that combine a variety of colors, forms, and lines. Can place forms in an orderly arrangement to make designs (e.g., creates a cut or torn-paper collage.* (PBS, 2003-2012, Age 6-7 Creative arts) |
| **Age / Grade Level** | Pre-School–Grade 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Publishers Weekly (1989) writes about the inaccuracy of the colors presented in the book against the simple description. It “does not introduce what is traditionally considered to be the true color spectrum.” Carolyn Noah (1989) for School Library Journal describes the book as a “joyful, exuberant celebration of color and movement” as the watercolor illustrations are “cleanly” portrayed across the breadth of the double pages. |
| **Characterization** | The children portrayed are Caucasian, African American |
| **Curricular connections** *or*  **Programming connections** | Teachers can use this to introduce the concept of the color wheel with a follow up activity with tissue paper to convey the airy veils in the story. Librarians can feature this with books of art techniques as well. |
| **Personal Response** | I enjoy the dance as they show how the colors mix. I do agree that the “pure” colors would be hard to show and I wonder if the author / illustrator mixed colors when choosing them for the book. |

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| **Genre** | Poetry |
| **Title** | Sailaway Home |
| **Author** | Bruce Degen |
| **Illustrator** | Bruce Degen |
| **Publisher** | Scholastic, Inc. |
| **Date of Publication** | 1996 |
| **ISBN #** | 0-590-46443-4 (hardcover) |
| **Number of Pages** | 32 |
| **Theme** | Family, Imagination, Childhood |
| **Setting** | Home of the Pig Family |
| **Plot / Summary**  Front Cover | Little Pig uses his toys to create adventures from sailing away, riding a horse to battle pirates, flying among the clouds, and transforming into a fairy with butterflies and dragonflies as playmates. Little snapshots of Mother Pig and Father Pig finding his toys are at the end of each adventure, perhaps to indicate the end of the imagination – for the moment. |
| **Reviewing Source 1** | School Library Journal and Booklist |
| **Reviewing Source 2** | Child Developmental Tracker Age 6-7 Language: *Develops the ability to think about language, known as "metalinguistic awareness." The child can talk about words, not just use them for communication; Enjoys language play, including nursery rhymes, songs and word games where new nonsense words may be invented.* (PBS, 2003-2012, Age 6-7 Language) |
| **Age / Grade Level** | Pre-School – Kindergarten |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Lisa Dennis (1996) for School Library Journal writes that the “short, bouncy text mirrors the illustrations’ dual focus, for each verse begins with outward motion, (sailaway, flyaway, skipaway) and ends with the comforting return home. Booklist (n.d.) states that “each [goache and watercolor] illustration effectively blends the little pig’s real, secure world, … with his flights of fancy that sweep across the remainder of each double-page spread.” |
| **Characterization** | The family is depicted as “country folk,” living simply in their little home near the river. The parents are encouraging in their little one’s imaginative play, venturing out but not too far from home. |
| **Curricular connections** *or*  **Programming connections** | Teachers and Librarians will enjoy reading the rhyming text and can encourage echo reading or choral reading with their readers. The book can be part of an author / illustrator feature or poetry feature. |
| **Personal Response** | The repeated use of “away” reminds me of Degen’s Jamberry as noted by Booklist (n.d.). The structure of the text is rhythmic and catching and just begs to be read aloud. |

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| **Genre** | Historical fiction |
| **Title** | A Lesson for Martin Luther King, Jr. |
| **Author** | Denise Lewis Patrick |
| **Illustrator** | Rodney S. Pate |
| **Publisher** | Aladdin Paperbacks, an imprint of Simon & Schuster Children’s Publishing Division |
| **Date of Publication** | 2003 |
| **ISBN #** | 0-689-85398-X (Aladdin library edition) |
| **Number of Pages** | 32 |
| **Theme(s)** | Childhood, Friendship, Racism, Segregation, Civil Rights |
| **Setting** | In the home town during the childhood of Martin Luther King, Jr. |
| **Plot / Summary**  [http://bks7.books.google.com/books?id=GenXZn0tAvcC&printsec=frontcover&img=1&h=80&w=53&zoom=5](http://books.google.com/books?id=GenXZn0tAvcC&dq=a+lesson+for+martin+luther+king,+jr.&hl=en&sa=X&ei=rDfAUMO4IqaniQKYjYGQCw&ved=0CDAQ6wEwAA) | The story tells of an event in Martin Luther King, Jr.’s boyhood when he and his best friend stopped playing together because his best friend’s dad said, “…colored and white can’t mix.” When Martin shares this with his family, his father helps him to understand the reality of their time. Martin resolves to “change the rules” and is encouraged with his father advice to “remember that friendship has no color.” This Level 2 book is part of the Ready To Read Childhood of Famous Americans series. |
| **Reviewing Source 1** | Booklist |
| **Reviewing Source 2** | Child Developmental Tracker Age 8-9 Social and emotional development: *Values friends greatly and makes them an increasingly important part of life. Notices the impact of personal behavior on others and may modify behavior as a result; realizes that others have a similar awareness*. (PBS, 2003-2012, Social and emotional development) |
| **Age / Grade Level** | Ages 5-7 years old; Kindergarten-Grade 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | Booklist, as quoted in Amazon.com, Inc. (1996-2012, A lesson for Martin Luther King, Jr.), states that the “spare text and moving pictures bring home the hard lesson, the hurt of the child, and the strength Martin found.” The narrative is simple in its delivery of the result of prejudice and segregation but also in the quiet explanation by Martin’s father. The facial expressions of the characters enhance the affect of the text, from Martin’s sadness to his brightness when he resolves to “change the rules.” The text and pictures - pastel colors on canvas - work together to convey such a harsh topic and its effect on children. It also works in the artist’s presentation of Martin’s parent’s empathy and e for Martin to be true to his decision. |
| **Theme(s)** | Childhood, Youth, Friendship, Racism |
| **Characterization** | A timeline of Martin’s life is located at the end of the book with a short paragraph describing his dedication for peace. |
| **Curricular connections** *or*  **Programming connections** | Teachers and Librarians can use this book to generate a discussion of friendship and prejudice with follow up activities showing respect for others in spite of differences. Using this book in the beginning of the year can start a school-wide focus on respect for various cultural groups and carried on through United Nations Day and culminate with the birthday of Martin Luther King, Jr. |
| **Personal Response** | The author and illustrator must have collaborated well in order to convey through the text and pictures this painful event in Dr. King’s life. This would also be a good family read aloud to share about respect for others not just a school but in daily life. |

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| --- | --- |
| **Genre** | Electronic Resources |
| **Title** | The Snowy Day |
| **Author** | Ezra Jack Keats |
| **Illustrator** | Ezra Jack Keats |
| **Publisher** | Scholastic, Inc. by arrangement with Viking Press |
| **Date of Publication** | 1962 |
| **ISBN #** | 0-590-03031-0 (paperback) |
| **Number of Pages** | 32 |
| **ISBN#** | 0-590-60110-5 (audiocassette) |
| **Length** | Side A playing time: 5:16 and Side B with turn-the-page signals  Narrated by Jane Harvey; Music composed by Barry Galbraith; Produced by Weston Woods Studios; Published by Scholastic, Inc.; Date: 1989 |
| **Theme** | Snow, African American |
| **Setting** | City neighborhood |
| **Plot / Summary**Front Cover | Peter wakes up to a snowfall. In his snowsuit, he begins to explore his neighborhood and play in the snow: making tracks, hitting a tree full of snow, watching the big boys play snowball fight, making a snowman and a snow angels, pretending to be a mountain climber. He keeps a snowball in his pocket but finds it melted. He dreams the sun has melted the snow away, but in the morning finds more snow and plays with his friend. Winner of the Caldecott Medal in 1963. First picture book with an African American character. |
| **Reviewing Source 1** | Amazon.com, Inc. |
| **Reviewing Source 2** | Child Developmental Tracker Age 5-6 Literacy-book knowledge and appreciation: *By the end of this year, many children are quite coherent in retelling fairly long stories. Social development: Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling.* (PBS, 2003-2012, Age 5-6, Literacy; Social and emotional development) |
| **Age / Grade Level** | Pre-school – Grade 2 |
| **Description of the illustrations** *or* **the writing style and tone of the author** | “The tranquil story mirrors the calm presence of the paintings [cut-outs, watercolor, collage], and both exude the silence of a freshly snow-covered landscape.” (Amazon.com Review, 1996-2012) |
| **Characterization** | Peter is simply presented, his eyes peering out from his snowsuit. His mother is a yellow-plaid figure listening to his adventures. |
| **Curricular connections** *or*  **Programming connections** | Teachers and Librarians living in a region with snow can share this as the weather turns colder to generate discussion about children’s snow experiences. Those living in warmer regions can introduce the concept of snow and what experiences the children would like to try or if they have ever tried to make sand angels or sand men on the beach. The concept of the cold temperature can be creatively and deliciously experimented with slushies. This should be a regular feature of listening centers – in the classroom and the library. |
| **Personal Response** | The simplicity of the text and illustrations are a personal favorite. The guitar strings as background and effects to the wonder expressed in the narration leads the listener into discovering the snow alongside Peter. |

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## **User Submissions**

|  |  |
| --- | --- |
| Folder: | Material Selection and Reading Log Due December 5 |
| Files to submit: | |  |  |  | | --- | --- | --- | |  |  |  | | **Submitted Files** | **Comments** | [**Date Submitted[Sorted Descending](javascript:UI.GC('z_e').Sort('DateSubmitted',true,true);)**](javascript:UI.GC('z_e').Sort('DateSubmitted',true,true);) | | Read by user[[https://sjsu.desire2learn.com/d2l/img/0/Images.FileTypeIcons.icnWord16x16.gif?v=9.2.1.143-8](https://sjsu.desire2learn.com/d2l/common/viewFile.d2lfile/Database/MTYwMDA0Ng/LIBR%20263%20Wesolowski%20Material%20Selection%20and%20Reading%20Log%20Activity.docx?ou=117049)LIBR 263 Wesolowski Material Selection and Read...](https://sjsu.desire2learn.com/d2l/common/viewFile.d2lfile/Database/MTYwMDA0Ng/LIBR%20263%20Wesolowski%20Material%20Selection%20and%20Reading%20Log%20Activity.docx?ou=117049) (205.56 KB) | Hi, Dr. Higgins:  Thank you for this activity. I learned about new books and revisited my old friends.  Femy :) | Dec 5, 2012 10:45 PM | |



## **Feedback**

|  |  |
| --- | --- |
| Score: | 25 / 25 |
| Feedback Date: | Dec 14, 2012 9:09 AM |
| Dropbox Feedback: | Hello Femy,  I am happy to award all points for this outstanding reading log. You share your insights and powers of interpretation in a structured way - each annotation gives a wonderful synopsis. The inclusion of cover art lent a great deal to the content, and most of all, I was impressed with the selections themselves - gender and multiculturally enriching. Wonderful work, Femy.  Regards,  Dr. Higgins |