**Running head: LITERATURE ASSIGNMENTS 1**

**Assignment – Literature Assignments**

**Part 1: Your Personal Literature List**

**And**

**Part 2: Expansion of 1 Story**

**ECC 124 / CVS3 & CVS4**

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**LITERATURE ASSIGNMENTS 2**

Part 1: Your Personal Literature List.

Are You My Mother?

Author: P.D.Eastman

Illustrator: P.D.Eastman

Baby bird hatches from his egg while his mother is out searching for food. Baby bird

looks around in his nest to find his mother, but she is nowhere in sight. So he decides to go look

for her. Unable to fly he walks to search for his mother. He asked everyone and everything along

the way, “Are you my mother?” (Eastman.1960, p.22) Sadly the kitten, hen, dog, cow, and boat

were not his mother. After his many adventures looking for his mother, baby bird returns to his

nest. At the same time his mother returns back to the nest too. Mother bird asks, “Do you know

who I am?” (Eastman. 1960, p.60) “Yes, I know who you are,” said the baby bird. “You are a

bird, and you are my mother.” (Eastman. 1960, p. 62)

I believe “Are You My Mother?” is a classic and timeless child’s book that both child

and parent can enjoy together. It has a supporting message of an attachment and bond

relationship between a child and their parent.

This simple story line features a lot of repetition along with simple sentence structure.

The story line can be easily understood by a child. There are one to four sentence per page

accompanied with illustrations that give clues to their meaning. The illustrations engage humour

and focus on the baby bird.

This book enhances “listening behaviour: stretching to see, spontaneous laughter,

chanting repetitive phrase, and nudging closer to the book.” (Dietze & Kashin. 2019, p, 335) A

story time fill of the joy of reading. Along with “symbolic representation: As children reinvent or

create their own versions of stories, it helps them to understand the world around them.” (Dietze

& Kashin. 2019, p, 337)

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I would allow 15 minutes to read this story to allow time to talk about the illustrations on

each page as there is so much to see and talk about. The illustrations explain the meaning of the

sentence on the page. The content of the story line of a baby bird looking for their mother I feel

the children listening to the story will have prior knowledge of the content. At less once during a

day, a child experience looking for their mother. I remember calling out for my mother and I

have experienced my own children calling out looking for me.

I feel the children listening to this story will be engaged by both the story line and

illustrations that they will be content to sit and listen to the story. To pique their interest of the

story, as they are getting ready to come to the carpet I will ask each of the children, “Are you my

mother?” which I feel they will think is silly. Creates a fun and humors environment. I will

introduce the book to the children with the title, author and illustrators name. During the story I

will ask the children, “How is baby bird feeling? Where is baby bird going? Who is baby bird

looking for? Is that baby bird’s mother?” And after the story is finished I will ask the children

“What part of the story made you feel sad, and what part of the story made you feel happy?”

Birds

Author: Jane Werner Watson

Illustrator: Eloise Wilkin

Bird is wonderful little golden book which describes over twenty different birds.

Learning the birds life style of where they live along with how a bird learns what to eat, how to

fly, and swim. The book also introduces the different seasons a bird experiences. The

illustrations of the birds and their habits are very realistic giving a clear image to the children

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listening to the story. On each page is the name of the bird in the illustration and great

information through the simple sentences explaining what is happening.

This book enhances the literacy skill of “interaction: group talk, questions, agreements

and arguments, empathy talk, literacy talk, idea sharing, and role playing”, (Dietze & Kashin.

2019, p, 335). Children’s interacting is a valuable literacy skill for all preschool age children to

learn. “Contact with books: browsing and choosing, attention to books, and proximity of books,”

(Dietze & Kashin. 2019, p, 335) is also important in literacy development.

This book creates an environment to learn about birds. I believe this opens up to a

lengthy and informative story time, approximately 15 – 20 minutes. Together, page by page, the

children will be engaged with the sentences and the details of the illustrations. Most children

have seen a bird, and with this book I can expand their knowledge about birds. Before story

time, I will pique the children’s interest by placing different bird books on a table for the children

to look through. After the children sit down for story time I will let the children know I am going

to pick my favourite bird book from the table. “Good morning children. My favourite bird book

from the table is Birds. It is also my favourite bird book from when I was a little girl. The authors

name is Jane Werner Watson and the illustrations are by Eloise Wilkin. Each time I turn the page

I would like you to flap your wings like a bird. Children are you ready to learn about birds?”

During the story I will ask the children, “What is different about this bird from the last bird we

talked about?” And after the story I will ask the question, “Which bird do you like the best and

why do you like it?” A very informative story time, enjoyed by both the teacher and children

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Bumble: The Bee Learns about Seasons

Author: Natalie Jane Parker

Illustrator: Natalie Jane Parker

Bumble along with his friends have a fun and charming way of exploring the four

seasons of the year. They enjoy each season with special activities they can engage in with the

season’s weather.

This oversized book has bright and bold illustrations along with happy characters that

pop out at you as soon as you open the book. The book is written in a form of poetry which

creates a rhythmic quality of language. Making it fun and interesting to read and for the children

to listen to.

This book enhances on “imitation: of language, language patterns, actions, emotions, art,

peers, literacy behaviours, and story,” (Dietze & Kashin. 2019, p, 335). Exploring poetry at a

young age helps to develop reading, speaking and listening skills. “Sequencing: Once a child is

able to use correct temporal sequencing and cause and effect, he or she has moved from

connecting to sequencing,” (Dietze & Kashin. 2019, p, 337). This book allows the children to

learn the sequence skills of the four seasons of the year.

I believe this book will be read not just once in a story time, but twice, and possibly a

third time in one story time. Due to the rhythmic quality, bright and bold illustrations I feel the

children will what to read the story over and over again. 15 minutes may or may not be long

enough. Children have the knowledge of some of the seasons of the year and with the help from

this beautiful book they will learn all four seasons and their sequence. To pique the interest of

this oversized book I will place it on a large upright standing easel to allow the children to

wonder about the book. Then at story time I will ask the children, “What are the four seasons of

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the year?” Followed by, “Today children we are going to learn about the four seasons of the year

with this beautiful oversized book. The title of the book is Bumble: The bee learns about seasons.

Written by and illustrated by Natalie Jane Parker”. Then I will have the children repeat after me

the first line of each season. To encourage them to read, speak and listen. After each season we

will talk about the activities Bumble enjoyed during the season. And at the end of the book the

question will be, “Can you tell me what you find interesting with the summer, fall, winter, and

spring season”.

My First Counting Book

Author: Lilian Moore

Illustrator: Garth Williams

This little golden book provides fun while counting to ten with cute and cuddly animals

along with some nuts. At the end of the book there are counting sequence pages for the children

to engage in to reinforce the learning they just heard from the story. The rhythmic language

pattern makes it interesting to read and for the children to listen to. Along with colourful animals

that children know.

This book enhances “imitation: of language, language patterns, action, emotion, art,

peers, literacy behaviours, and story,” (Dietze & Kashin. 2019, p, 335). Children learning to

imitate you (eg: counting) is an important part of all learning and reading. Along with

“connecting: At this stage, the character’s actions are linked to a central topic or to certain

events,” (Dietze & Kashin. 2019, p, 337). When counting to1, there is a connection with 1

puppy, when counting to 2, there is a connection with 2 lambs, and so on.

My first counting book will approximately take 2 minutes to read from the beginning to

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the end. I will expand the story time with the interaction from the children by counting the

animals on each page. Then the children will clap hands, to represent the number of animals on

each page. Most children are aware of some numbers from 1 to 10. They may not know the

sequence order of counting but with the help from this little golden book, the children will gain

knowledge of counting and the sequence order from 1 to 10.

I will spontaneously gather the children in to a circle during free play time and introduce

the book to the children. “Children, I have a counting book I would like to read to you. Come

over to me so we can make a circle, and then sit crisscross applesauce. Does anyone know how

to count from 1 to 10?” “I am going to read to you, My First Counting Book, written by Lilian

Moore and the pictures illustrated by Garth Williams.” Then the children and I will engage in the

book by reading the book, counting the animals and clapping. After I have read the story I will

ask if anyone would like to stand up and count from 1 to 10. Once we have finished counting the

children can then return to the free play stations.

Nose to Toes

Author: Marilyn Baillie

Illustrator: Marisol Sarrazin

Nose to Toes is an interactive book for children to shape or move their body and mind

like an animal. With their imagination the children can experience being a turtle by pull their

head inside their clothing or being a jumping kangaroo with long strong legs. The book has a

descriptive and rhythmic language and beautiful bright and bold illustrations.

Along with the children’s “imagination: predicting, pretending, and creating props,”

(Dietze & Kashin. 2019, p, 335), the book opens up the world of fantasy for the children to play

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an animal character. “Understanding fantasy in books. During dramatic play, children can enter

the play world “as if” they were another character. When children develop the ability to

transform oneself in play, it enables them to enter the fantasy world of books (Isenberg &

Jalongo, 2014),” (Dietze & Kashin. 2019, p, 337). Experiencing the true joy in reading.

The enjoyment of interacting with this book will create a fun and active story time. Each

page has its own unique story line to explore. So I will plan to have an open ended time frame

for this story. The body parts the book focuses on are body parts all children will be aware of.

The fun part will be the children participating in shaping and moving their body and minds like

the animal. At the beginning of story time I will ask the children, “Who would like to make their

body and mind move like an animal?” I will then explain to the children, “With our imaginations

and bodies, we can pretend to be anything. I am going to read you the story Nose to Toes, written

by Marilyn Baillie and illustrated by Marisol Sarrazin. Are you ready to transform your body

into an animal?” After reading each page, the children and I will transform ourselves into the

animal illustrated on the page. I will then ask them a question that will prompt them to reveal the

body part the animal is using.(eg: “What body part did the lamb use to be able to sniff his treat?

Nose.”) And after the story we will to continue to talk about all the body parts we used and try to

identify body parts we did not use to create a new story page with our imaginations.

The Artist Who Painted A Blue Horse

Author: Eric Carle

Illustrator: Eric Carle

The Artist Who Painted A Blue Horse is about an artist who paints animals in different

colours. A blue horse and a red crocodile and... By the end of the story the artist believes in

themselves as being a good artist.

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This book has common sight words and holds a lot of imagination through the artistic and

colourful illustrations. With the limited amount of words, the book encourages children to

imagine and enter the world of fantasy. Along with a message that you are a good artist no

matter what colour you colour your animal. I believe Eric Carle coloured the animals like a

young child’s mind would, as young child often expresses animals in different bright colours.

This book enhances the development of the “imagination: predicting, pretending, and

creating props,” (Dietze & Kashin. 2019, p, 335). And “imitation: of language, language

patterns, action, emotion, art, peers, literacy behaviours, and story,” (Dietze & Kashin. 2019, p,

335). Imitation and imagination are literacy skills that are extremely important to supporting

children’s language development.

I have a collection of Eric Carle books and I will display them throughout the centre at

different eye levels to pique the children’s interest. Creating a art gallery effect in the centre.

At story time I will introduce the book title and author/illustrator’s name. Along with the

question, “Has anyone seen a blue horse?”

This book is a very short story and will only take 2 minutes to read to the children. I will

read the story to the children and then read it again with the children repeating the story back to

me. I believe the third time I can point to the pictures and have the children read the story to me.

“Children, would like you to try reading the story to me?” This will increase the story time and

expand their learning with the sight words and colour knowledge. At the end of the story I will

ask the children “Would you like me to read you another story by Eric Carle?” I would then

follow the same story time pattern as I did for the The Artist Who Painted A Blue Horse.

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The Snowy Day

Author: Ezra Jack Keats

Illustrator: Ezra Jack Keats

Peter, a young boy of colour, wakes up to the first snow of the year. After breakfast he

decides to go out outside to enjoy the pure wonderment of his neighbourhood covered in a

blanket of snow. Observing snow piled high, hearing the snow crunch as his feet sunk into the

snow, and making angels are a few of his adventures he talked about with his mother. The next

morning after breakfast Peter asked a friend to join him in the wonderland of the deep, deep

snow.

The Snowy Day explores the pure wonderment of a child’s experience in the snow.

Through the lovely illustrated art work it allows the children who are listening to the story to

create their wonder about a snowy day and their world around them. The language in the book

brings the illustrations to life.

This book enhances the development of the “imagination: predicting, pretending, and

creating props,” (Dietze & Kashin. 2019, p, 335), through the pure wonderment of the snow

blanketed neighbourhood. Along with the skills of “Listing: Children move from labelling to

listing when their story focuses on a list of things, such as a character’s actions,” (Dietze &

Kashin. 2019, p, 337). The children learn about the listing skill through Peter’s activities of

actions. (eg: making foot prints in the snow, making tracks in the snow, and making snow angels

in the snow.)

Children love snow. The Snowy Day adds wonderment to a snow day, which will create

the children’s next experience with snow to be even more magical. If a child has not tried

making a snow angle before, hopefully after listening to this story they will be inspired to try.

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A story time I will express to the children, “I wonder what book I will read today?” as I

browse through our library of books. After choosing the book I will introduce the book to the

children. “Today children we are going to read The Snowy Day, written by and illustrated by

Ezra Jack Keats. Before I start reading I would like everyone to pretend to put on their snow suit,

hat, gloves, and boots on. Now, who is ready to explore the snow?”

The Snowy Day book will take approximately 5 minutes to read. I will expand the story

time with the activities adventures listed in the book it opens up the questions to the children,

“Who has made foot prints in the snow? Who has made snow angels in the snow?” After

reading the book I will encourage the children to ask their friend, “What do you like best about

the snow?” Allowing children to interacted together with their thoughts and wonderment about

snow. Then we will have a group discussion about their thoughts.

The Town Mouse and the Country Mouse

 Author: Retold by Susanna Davidson (based on a story by Aesop)

Illustrator: Jacqueline East

Toby the town mouse decides to visit his cousin Pipin at his country home. Pipin

surprised at Toby’s arrival excitedly prepares Toby a simple dinner of his best nuts and berries.

Toby the town mouse was not impressed by this simple dinner, he thinks it is best for them both

to go to his home in town to eat like kings. The adventures of getting to the town house and

along with fear of the town house cat trying to capture Pipin the country mouse, Pipin decides

that living with all the lavishes elements of town life was not a comfortable or safe fit for him. So

Pipin the country mouse decides to return to his simple home and his delicious simple food in the

hedge of the country.

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The story line language of this book has a meaningful message about living a life style in

the country or in a town. It also touches on living with less, a simple life style or living with

more, a lavish life style and what life style feels comfort and safe. The book is beautifully

illustrated and captures the emotional expressions of the mice.

This book enhances the development of “imitation: of language, language patterns,

action, emotion, art, peers, literacy behaviours, and story,” (Dietze & Kashin. 2019, p, 335).

Through the action and emotion the mice express through the story. Along with “listening

behaviour: stretching to see, spontaneous laughter, chanting repetitive phrase, and nudging closer

to the book.” (Dietze & Kashin. 2019, p, 335). The children’s own curiosity will engage them by

stretching to see what the mice are doing and to nudge closer to the book to see their expressions.

Some children live in the country and some children live in a town. This book opens the

world of different life styles to the children and helps them to understand the world around them

better.

With descriptive language and the opportunity to learn new vocabulary (eg: scampered,

trundled, gazed, etc.) I will take my time to read this book to the children. 15 minutes maybe

long enough.

I will pique the children’s interest first by asking them to bring one food item they can

hold on to at the carpet for story time. Then I will introduce the story to them. “Good morning

children. I am going to read you the story about The Town Mouse and the Country Mouse,

written by Susanna Davidson and illustrated by Jacqueline East. Please put your hands up if you

live in a house in a town? And please put up your hands if you live in a house in the country?”

Throughout the story we will take about the new vocabulary, the facial expressions of the mice

and the different types of food the mice like to eat. “The country mouse likes berries. Children, is

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anyone holding onto berries?” Then after the story time at lunch time I will ask the children,

“Does anyone have the same food in their lunch that the mice like to eat?” “Who can eat their

food quietly like a mouse?”

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Part 2: Expansion of 1 Story.

I choose the book Pete the Cat: I Love My White Shoes. Written by Eric Litwin and illustrated by James Dean.

I presented my oral story with a flannel board story. Along with Pete the cat props, puppets and hearts in the same colours of Pete’s shoes.

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