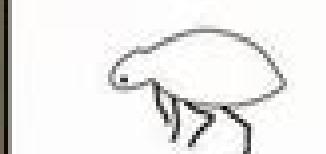
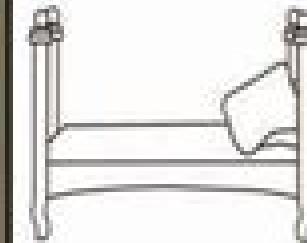


The Napping House

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Napping House Sequence Pictures

John Carratello, Patty

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Peak With Books Marjorie R. Nelsen, Jan Nelsen-Parish, 1999-05-27 This book shows how to use popular children's literature to build reading, writing and cognitive skills in an inquiry-based environment. This third edition has been expanded to include first and second grades. New features include: 1. new emphasis on culturally diverse storybooks; 2. a description of the experiential learning inquiry process; 3. new phonemic awareness and story structure strategies; 4. expanded model writing and 5. more parent activities. Each of the 42 chapters is a self-contained literature-based study with accompanying strategies that employ art, music, drama, finger rhymes, poetry, math and science activities. After a foreword by Jim Trelease and a preface and introduction, chapter titles are: Ask Mr. Bear, Marjorie Flack; Bedtime for Frances, Russell Hoban; Blueberries for Sal, Robert McCloskey; Brown Bear, Brown Bear, What Do You See?, Bill Martin Jr.; Caps for Sale, Esphyr Slobodkina; Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault; Each Peach Pear Plum, Janet and Allan Ahlberg; Freight Train, Donald Crews; The Gingerbread Boy, Paul Galdone; Good Morning Chick, Mirra Ginsburg; Goodnight Moon, Margaret Wise Brown; The Grouchy Ladybug, Eric Carle; Have You Seen My Duckling, Nancy Tafuri; Hush A Thai Lullaby, Minfong Ho; If You Give a Mouse a Cookie, Laura Joffe Numeroff; The Little Mouse, The Red Ripe Strawberry and THE BIG HUNGRY BEAR, Don and Audrey Wood; The Little Red Hen, Paul Galdone; Make Way for Ducklings, Robert McCloskey; Mama Do You Love Me, Barbara M. Joosse; May I Bring a Friend, Beatrice Schenk de Regniers; Mr. Rabbit and the Lovely Present, Charlotte Zolotow; The Napping House, Audrey Wood; Noah's Ark, Peter Spier; Oh A Hunting We Will Go, John Langstaff; The Old Man On Market Street, Arnold Lobel; Peter Spier's Rain, Peter Spier; Peter's Chair, Ezra Jack Keats; The Pig in the Pond, Martin Waddell; Rosie's Walk, Pat Hutchins; The Runaway Bunny, Margaret Wise Brown; Skip to My Lou, Nadine Bernard Westcott; The Snowy Day, Ezra Jack Keats; The Tale of Peter Rabbit, Beatrix Potter; Ten Nine Eight, Molly Bang; The Three Billy Goats Gruff, Paul Galdone; To Market, To Market, Anne Miranda; Tough Boris, Mem Fox; The Very Hungry Caterpillar, Eric Carle; Where the Wild Things Are, Maurice Sendak; Whistle for Willie, Ezra Jack Keats; and Who Took the Farmer's Hat, Joan L. Nodset. Contains over 330 references. EF **Make Writing Exciting!, Grades 1 - 2** Debra Olson Pressnall, 2010-01-04 Over 100 writing activities and lesson plan ideas. Focuses on skills such as word choice, writing sentences and paragraphs, editing and proofreading. Includes a variety of writing styles, stories, reports, essays, letters and journals. Includes instructions for students with special needs. **Eric Carle Literature**

Activities--Brown Bear, Brown Bear, What Do You See? John Carratello,Patty,2015-03-01 These quick engaging activities help students enjoy the colorful works of Eric Carle For this story students focus on the theme of patterns Before during and after reading activities are provided for a comprehensive study of the story [Children's Literature](#) Barbara D. Stoodt,2001 CD ROM contains Database of children s books [Fun and Fantasy Resource Guide](#) Kathy Burdick,Marcia Fries,Kim Jordano,Gina Lems-Tardif,1996-04 Provides the teacher with a wide variety of Activities and ideas for developing literacy skills of emergent readers **Using Wordless Picture Books** Katharyn E. Tuten-Puckett,Virginia H. Richey,1993 This companion guide to Wordless Almost Wordless Picture Books offers hundreds of ideas for using wordless picture books in the classroom or library A special author section focuses on ten major authors another section focuses on recent titles with annotations and bibliographies **Strategies for Teaching Students with Learning and Behavior Problems** Candace S. Bos,Sharon Vaughn,1998 Focus on how to teach and how to apply methods Discusses theories of teaching and learning Ch 2 to illustrate how theory is applied Now more emphasis on consultation collaboration and co teaching culturally and linguistically diverse students and technology [Early Literacy Storytimes @ Your Library®](#) Saroj Nadkarni Ghoting,Pamela Martin-Diaz,2006 Provides practical strategies for developing children s early literacy skills and contains information on phonological awareness vocabulary narrative skills and more [Elementary Children's Literature](#) Nancy A. Anderson,2006 MyLabSchool Where the classroom comes to life bull Watch real classrooms in action in the MLS VideoLab bull Study for the PRAXIS exam using our video cases and practice test bull Prepare for your first or next job interview with the MLS Career Center bull Learn how to write effective research papers with Research Navigator Contact your local Allyn Bacon sales representative for more information about this great tool or for the Valuepack ISBN **Reading Practices with Deaf Learners** Patricia L. McAnally,Susan Rose,Stephen Patrick Quigley,2007 This book was written specifically for professors and college students in teacher training programs for deaf education and for classroom teachers working with deaf and hard of hearing learners It is one of the very few books on the market that focuses entirely on the hearing impaired It consists of three sections each one providing in depth information on topics critical to the teaching of reading to this specific population Section one Foundations contains chapters dealing with theory and research in such topics as cognition reading language literary development vocabulary and comprehension One chapter on ASL English and Reading looks at the research in the area of second language learners and discusses its application to deaf and hard of hearing students Section two Instructional Management deals with instructional management and describes instructional systems and designs These chapters look at current trends in education and how these trends apply to the education of students who are deaf and hard of hearing Section three Applications focuses on specific instructional models in reading writing and spelling detailing strategies that have been successfully used with deaf and hard of hearing learners The last chapter in this section discusses assessment giving information and examples of both formal and authentic procedures [The Complete Learning Spaces Book for](#)

Infants and Toddlers Rebecca T. Isbell, Christy Isbell, 2003 The Complete Learning Spaces Book for Infants and Toddlers is designed to help busy teachers meet the challenge of creating an effective learning environment for very young children. It includes ideas for planning, using and evaluating learning spaces that will captivate infants and toddlers and encourage the developmental process. Information for each learning space is complete with thorough illustrations, letters to parents, literacy connections and vocabulary lists. Learning objectives and assessments help determine the impact of each learning space on the children's development.

Balanced Reading Strategies and Practices Douglas Ray Reutzel, Robert B. Cooter, 1999 It guides teachers through the necessary steps to successfully implement the elements of a Balanced Literacy Program that will assist every child in becoming a life long reader and writer. This practical handbook provides finger tip information, readily available assessment tools and detailed instructional strategies to meet the needs of every child in the area of reading, especially those children with special needs. Some of the significant topics covered in the text are portfolio assessment, taking running records, concepts about print, phonemic awareness and phonics, comprehending narratives, comprehending expository texts, vocabulary instruction, literature response, connecting reading and writing, fluency development, teaching limited English proficient students, study skills and school to career connections.

Elementary school teacher More Story Stretchers Shirley C. Raines, Robert J. Canady, 1991 450 all new teaching ideas using 90 more of the most popular children's books. 18 different curriculum units have been created including Classics, Cats, Dogs and Other Pets, Transportation and Tall and Funny Tales, all designed to instill a love of learning and a fondness for good books.

The Napping House Audrey Wood, 1989 In this cumulative tale, a wakeful flea atop a number of sleeping creatures causes a commotion with just one bite.

Journal of Nursery Education, 1995 *Let's Begin Reading Right* Marjorie Vannoy Fields, Lois A. Groth, Katherine Spangler, 2004

Written from a constructivist viewpoint, this popular book for future teachers of children from preschool through the primary grades focuses on how young children construct literacy and how teachers can support and guide that activity through developmentally appropriate teaching practices. Advocates giving children a choice of the reading material from which they will learn and caution against grouping children solely by literacy ability. Examines current research into emergent and holistic literacy and tie its findings to instructional practices that teach such skills as phonemic awareness, phonics and spelling within the context of meaningful reading and writing tasks. Increased coverage of assessment emphasizes performance based alternatives to standardized testing during early childhood and examines current recommendations in terms of developmentally appropriate practice. Provides a strong explanation of shared and interactive writing. Discusses literacy development in infants and toddlers. For future or current teachers interested in literacy or reading methods in early childhood.

The Children's Literature Dictionary Kathy Howard Latrobe, Carolyn S. Brodie, Maureen White, 2002 Three hundred and twenty five literary terms are defined and discussed with examples from children's books. Activities to help reinforce children's understanding of the terms are also suggested.

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