

## **Office of Early Learning & School Readiness Annotated Bibliography**

*The following bibliography reflects those resources provided by the Office of Early Learning & School Readiness and should be found in classrooms and teacher resource rooms in early childhood programs throughout Ohio. The Early Language and Literacy Intervention Bags were distributed to every teacher in classrooms serving ELI children in the spring of 2006. Those resources in the Math and Literacy Tool Kits as well as the Ladders to Literacy preschool activity book were distributed at Special Education Regional Resource Center (SERRC) training events. Other publications that have been identified as relevant to best practice have been included as well.*

### **Early Language and Literacy Intervention Bag**

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore, MD: Brookes Publishing.

This language and reading resource is filled with fun, adaptable, and engaging activities to support phonemic awareness acquisition in young children. The activities begin with simple listening games and gradually move to more advanced sound manipulation exercises like rhyming, alliteration and segmentation. The strategies provided accommodate individualized learning and teaching styles.

McGee, L.M., Richgels, D.J. (2003). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children*. New York: The Guilford Press.

This comprehensive early literacy teacher resource presents a framework for literacy learning and specific assessment and instructional strategies, based on significant lines of research that emphasize clear, developmentally appropriate teaching within the context of authentic reading and writing experiences.

Moline, S. (1995). *I see what you mean: Children at work with visual information*. Markham, Ontario: Pembroke Publishers LTD.

This activity-laden resource book outlines learning and literacy strategies that require young learners to communicate using visual texts. Hundreds of examples illustrate how children and students can communicate some concepts better with visual rather than with conventional, word-only texts. Strategies presented are especially helpful for learners who struggle with writing and who are visual learners.

Ohio Department of Education. (2004) *Early learning content standards English/language arts* (resource document). Columbus, OH: ODE.

This resource for educators contains the standards, benchmarks and indicators for English/Language Arts for preschool through grade 2 or grade 3. Guidance for planning and implementing language experiences relative to the Standards, a glossary of terms, bibliography and lists of resources are also included.

Weitzman, E. & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language, and literacy development in early childhood settings*. Toronto, Ontario: The Hanen Centre.

This illustrated guide provides a step-by-step approach to promoting children’s social, language and literacy development across educational settings. Educators and classroom assistants will find the practical, interactive strategies in this book invaluable in supporting children – including those whose language and/or social skills are delayed or at risk – to interact and communicate with adults and peers during everyday interactions.

### **Literacy Tool Kit**

Early Childhood-Head Start Task Force. (2002). *Teaching our youngest: A guide for preschool*

*teachers and child care and family providers.* Washington, DC: US Department of Education

This concise, user-friendly publication offers overview information, elements of best practice, sample experiences and resource materials to support developmentally appropriate language and literacy learning in preschool. Topics include creating learning environments, teaching strategies, progress monitoring and communicating with parents.

National Research Council. (1999). *Starting out right: A guide to promoting children’s reading success.* Washington, DC: National Academy Press.

This publication provides a wealth of knowledge based on a summary of extensive research. Early childhood educators will find out how to help young children build word recognition, avoid comprehension problems, and more. Checklists of specific accomplishments to be expected at different ages preschool through grade three, and activities, recommended children’s books, and resources are also included.

Notari-Syverson, A., O’Connor, R.E., Vadasy, P.F. (1998). *Ladders to literacy: A preschool activity book.* Baltimore, MD: Brookes Publishing.

This research-based publication offers fun ways to engage young children in pre-literacy learning. Through games, crafts, storytelling, and other classroom play ideas, this valuable resource provides adaptable activities to boost the skills most strongly associated with literacy: print/book awareness, meta-linguistic, and oral language skills.

### **Mathematics Tool Kit**

Andrews, A.G. & Trafton, P.R. (2002). *Little kids – powerful problem solvers: Math stories from a kindergarten classroom.* Portsmouth, NH: Heinemann.

In this highly readable book, each of ten stories recounts how kindergarten children tackle a particular mathematical problem. These stories serve to illustrate how children engage in the process of mathematical “sense-making,” and how teachers facilitate this process. The forward by Lilian Katz is a must-read!

Copley, J.V. (2000). *The young child and mathematics.* Washington, DC: NAEYC.

Based on the NAEYC guidelines and the National Council of Teachers of Mathematics standards, this book offers classroom vignettes and teacher-tested strategies that will inspire early childhood teachers to roll up their sleeves and do great things with math!

Moomaw, S. & Hieronymus, B. (1995). *More than counting: Whole math activities for preschool and kindergarten*. St. Paul, MN: Redleaf Press.

This research-based resource book is filled with unusual games and engaging activities that support children's construction of mathematical knowledge while easing teacher anxiety about providing a solid math curriculum. Chapters include: Introduction to Whole Math, Math Manipulatives, Collections, Grid Games, Path Games, Graphing, Math and Gross-Motor Play. These math experiences easily support math learning relative to Ohio's Early Learning Content Standards.

Ohio Department of Education. (2004) *Early learning content standards mathematics* (resource document). Columbus, OH: ODE.

Similar to the English/Language Arts resource document, this resource for educators contains the standards, benchmarks and indicators for Mathematics for preschool through grade 2 or grade 3. Guidance for planning and implementing developmentally appropriate math experiences relative to the Standards, a glossary of terms, bibliography, and lists of resources are also included.

### **Additional Resources**

Kilpatrick, J. & Swafford, J. Eds. (2002). *Helping children learn mathematics*. Washington, DC: National Academy Press.

Results from national and international assessments indicate that school children are not learning mathematics well enough. This publication explains the five strands of mathematical proficiency, understanding, computing, applying, reasoning and engaging. Further, it offers for discussion what needs to change in mathematics instruction, instructional materials, assessments, teacher education and the broader educational system.

Newman, S.B. & Roskos, K. (2007). *Nurturing knowledge: Building a foundation for school success by linking early literacy to math, science, art, and social studies*. New York: Scholastic, Inc.

In this comprehensive and practical resource, the authors share five essential early literacy practices – a supportive learning environment, reading aloud to children, singing, rhyming and word play, developmental writing, and literacy-related play activities – and show how and why to apply these in math, science, social and art so children acquire the knowledge and skills they need for academic success.