

Maine  
Early Care  
and  
Education  
Calendar  

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2007

# Greetings from Maine Roads to Quality and Raising Readers!

We are pleased to provide you with the 2007 Maine Early Care and Education Calendar. The calendar this year is a continued collaboration of two organizations committed to providing literacy education to all Maine families and early childhood education practitioners.

The vision of Maine Roads to Quality and Raising Readers is jointly shared, as each organization believes in providing all of Maine's children with quality early learning environments, including those that nurture early literacy experiences.

We hope that you are inspired and encouraged by the information provided in this calendar. Literacy is an important part of our lives and teaching young children to enjoy all of its components will give them a gift for life.

This calendar was developed by  
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Career Development Center

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for Maine Children Ages Birth to 5

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## Raising Readers

A Family Health & Literacy Program for Maine Children Ages Birth to 5  
1-800-397-3263 • [www.raisingreaders.org](http://www.raisingreaders.org)



# Raising Readers

Raising Readers seeks to improve the health status of Maine children by giving them high quality, hard-cover picture books as part of their regular well child health care.

All children in Maine, birth to age 5, receive books at birth or adoption and then at each regularly scheduled well child visit at 2, 4, 6, 9, 12, 15, and 18 months and at annual checkups from ages 2 through 5 years. Clinicians discuss reading as it relates to healthy development and encourage parents to develop regular reading habits with their children.

## Raising Readers is unique. Why?

- *It is for ALL young children in Maine*, regardless of means. Providing books through the health care system assures that every child in Maine, birth to age five can have a personal library that includes high quality children's literature.
- *It is a permanent resource for Maine families*, through the ongoing funding by the Libra foundation and collaboration of Maine's largest health delivery systems—MaineHealth and Eastern Maine Healthcare Systems.
- *It encourages efficient and effective use of limited resources*. Child development, literacy and parenting programs can build on the presence of quality books in every child's home.
- *It is one of the most ambitious community health programs in Maine*. All eligible hospitals and over 90% of clinicians throughout the state participate by giving books to newborns and young children.



Maine Roads to Quality supports the professional development of child care and early education practitioners in Maine through the:

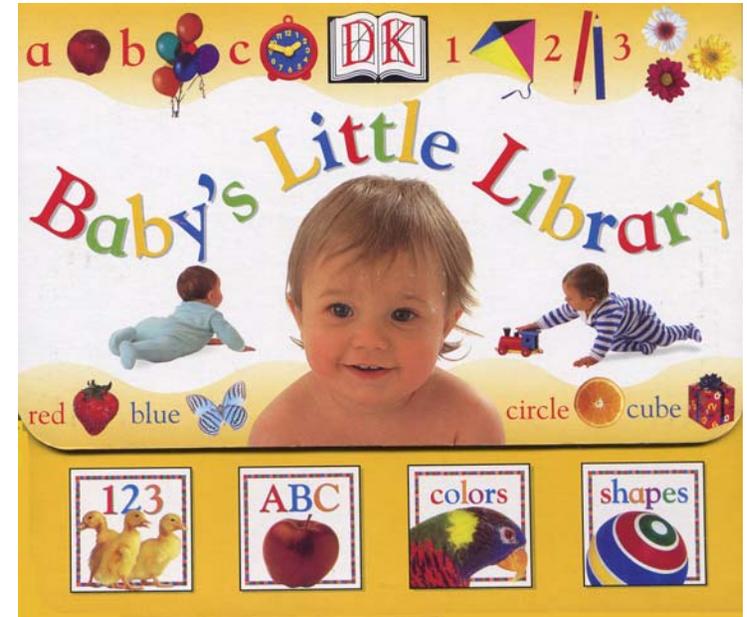
- *Maine Roads Registry*, which tracks practitioners' progress along various career pathways.
- *Maine Roads Core Knowledge Training Program* in partnership with the Resource Development Centers and Maine's higher education community.
- *Maine Roads Scholarship Program*, providing financial support for early care and education practitioners pursuing higher education/CDA.
- *Maine Roads Higher Education Committee* to ensure two- and four-year early childhood education programs are available in Maine.
- *Maine Roads Accreditation Project*, which supports programs and practitioners to achieve national accreditation.
- *Maine Roads Core Knowledge Trainer Approval System* to ensure that the Maine Roads Core Knowledge Curriculum meets quality standards.
- *Maine Roads Annual Recognition Celebration* to acknowledge and publicize the professional achievements of early care and education practitioners in Maine.

# January 2007

Children accumulate the skills needed for reading at birth. These language and early literacy skills build the foundation needed for reading in the elementary grades.

(National Research Council, 1999)

Children, including newborns need to be talked to and with. Whether talking with your baby about what you are doing as you meet basic care needs, or imitating babble, the power of language is reinforced as parents and caregivers use it to connect children to the world around them. Books such as *Baby's Little Library* also offer an opportunity to label objects, using simple vocabulary to help your baby understand familiar objects in their world. As children grow and develop, playing with sound, exposing children to print, and explaining that the alphabet represents sounds and the written part of language, are important elements of early literacy.



## Suggested Activity

Lullabies provide a uniquely intimate experience to use words, rhythm and the human voice to sooth and comfort a child.

### Hush, Little Baby

*Hush, little baby don't day a word, Mama's going to buy you a mockingbird.  
And if that mockingbird don't sing, Mama's going to buy you a diamond ring.  
And if that diamond ring turns brass. Mama's going to buy you a looking glass.  
And if that looking glass gets broke, Mama's going to buy you a billy goat.  
And if that billy goat won't pull, Mama's going to buy you a cart and bull.  
And if that cart and bull turn over, Mama's going to buy you a dog named Rover.  
And if that Dog named Rover won't bark, Mama's going to buy you a horse and cart.  
And if that horse and cart fall down, you'll still be the sweetest little baby in town.*

## Suggested books to read with children

*Twinkle, Twinkle, Little Star* by Iza Trapani, Charlesbridge Publishing (1994).

*Goodnight Moon* by Margaret Wise Brown, Harpercollins (1947).

*Baby Faces Photos* by Margaret Miller, Little Simon (1998).

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**1**  
Happy  
New  
Year!

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**4**  
Windham Child Care Providers Meeting, Windham Public Library. FMI: Donna Cobb, [donna.cobb@verizon.net](mailto:donna.cobb@verizon.net)

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Maine Child Care Advisory Council Meeting. FMI: Allyson Dean, [adean@usm.maine.edu](mailto:adean@usm.maine.edu)

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**10**  
Maine School Age Care Alliance Meeting, Augusta. FMI: Nancy Simpson, 207-453-4223, [nancy@ci.augusta.me.us](mailto:nancy@ci.augusta.me.us)

**11**  
MRDC, Inc. Meeting, Augusta. FMI: Rita Fullerton, [rita@skcdc.org](mailto:rita@skcdc.org)  
Maine Child Care Directors Association Meeting, Augusta. FMI: Karen Roux, [karenr@ccsyc.org](mailto:karenr@ccsyc.org)  
Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

**12**

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Maine AEYC Meeting, Augusta. FMI: Pat Clark, [pclark@maine.edu](mailto:pclark@maine.edu)

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Early Childhood Higher Education Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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Training Coordination Team Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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February 2007

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# February 2007

Children's oral language growth is significantly associated with the amount of time they spend talking with and listening to adults. (McCartney, 1984)

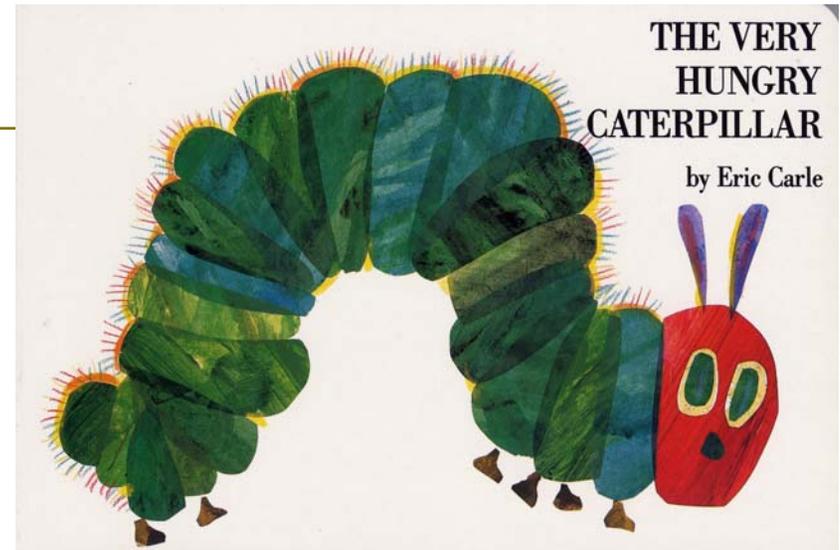
*Beginning at birth, talk with your child by "thinking out loud." This means describing what you are doing, and describing what your baby is doing. As your child grows, continue to talk with him or her about your common experiences, pose questions, and offer comments to extend thinking and understanding of new concepts.*

## Suggested books to read with children

*Clap Hands* by Helen Oxenbury, Little Simon (1999).

*Max's First Word* by Rosemary Wells, Viking Children's Books (2004).

*Box of Animal Crackers* by Jane Dyer, Little Brown & Company (2002).



## Suggested Activity:

While reading a book such as *The Very Hungry Caterpillar*,  
**Comment on the book:** "Wow that's a large strawberry," or, "There's a shiny red apple."

**Describe what is happening:** "That caterpillar is eating lots of food," or, "Now the caterpillar is going to eat the cupcake."

**Once a child is familiar with the story, pose questions about it:** "What do you suppose he will eat next?" or, "Do you think that caterpillar is full yet?"

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 Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

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Maine School Age Care Alliance Meeting, Augusta. FMI: Nancy Simpson, 207-453-4223, [nancy@ci.augusta.me.us](mailto:nancy@ci.augusta.me.us)

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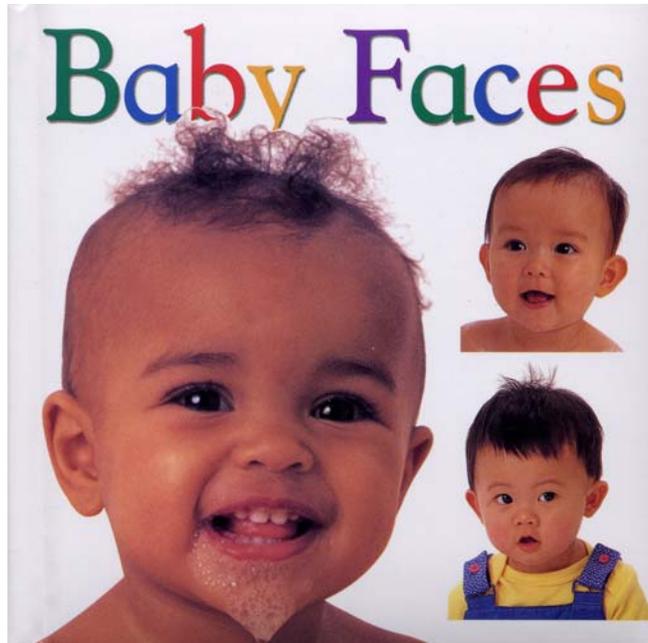
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# March 2007

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When a story is read repeatedly, it becomes familiar and comfortable, like singing a well-known song. (Morrow & Gambrell, 2004)



*Children like predictability. Having a favorite story read repeatedly is comforting and pleasurable for children. Children will enjoy books that are meaningful – both in relation to their own image (such as in real life pictures), and in story lines that reflect their lives and experiences. Seeing images and events that are similar to their own, is affirming and contributes to the formation of a positive self-image. Baby Faces is a book that does just that as it provides infants with faces and facial expressions they will enjoy connecting with again and again.*

## **Suggested Activity:**

*Make a book with pictures of familiar things and people your child will recognize and delight in. Any photo or image of familiar people (mom, dad, grandma, siblings) and real objects (car, spoon, phone, etc.) will do. Use digital photos, magazine pictures, or other images that will be meaningful to your child. Place them in individual ziploc/plastic bags to protect them as older infants and younger toddlers will still mouth and chew books as they explore them. Use a paper punch to create a hole in the “book” and string some yarn through it to hold the images together. With simple household items you’ve created a book that you and your child will read again and again.*

## **Suggested books** to read with children

*Piggies* by Audrey Wood, Harcourt Children’s Books (2005).

*Bear and Ball* by Cliff Wright, Chronicle Books (2004).

*Mommy Loves* by Anne Gutman, Chronicle Books (2005).

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Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

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Early Childhood Higher Education Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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Maine School Age Care Alliance Meeting, Augusta. FMI: Nancy Simpson, 207-453-4223, [nancy@ci.augusta.me.us](mailto:nancy@ci.augusta.me.us)

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Annual Health & Safety in Child Care Conference, Augusta Civic Center. FMI: Barbara Sousa, [Barbara.d.sousa@maine.gov](mailto:Barbara.d.sousa@maine.gov)

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MRTQ Advisory Board Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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Training Coordination Team Meeting, Bath. FMI: MRTQ, 1-888-900-0055.

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March 20-23: The Premier Afterschool Conference. Phoenix, AZ. FMI: [www.naaweb.org](http://www.naaweb.org)

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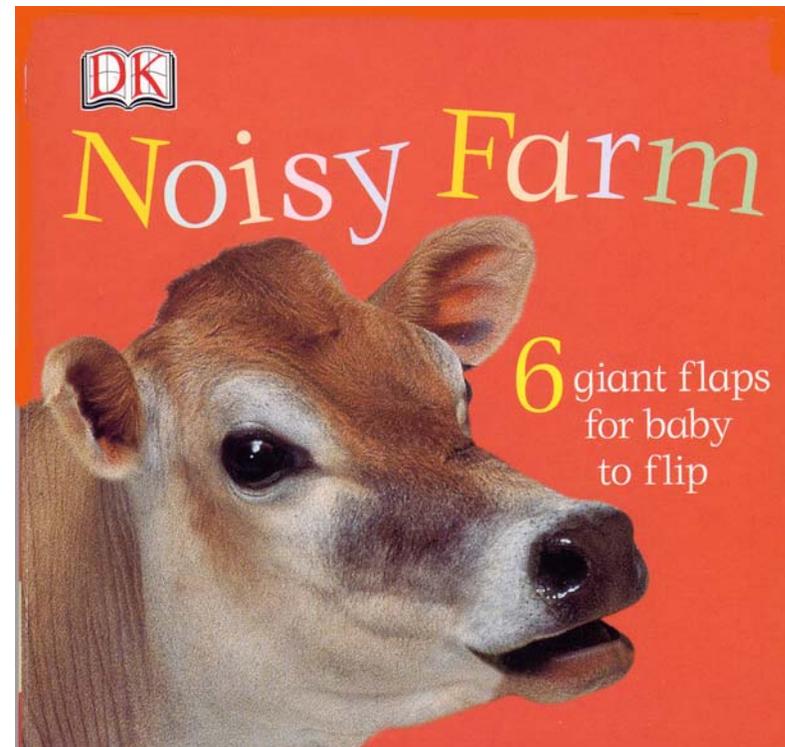
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Annual Windham Child Care Providers Conference, Windham High School. FMI: Diane Bell, 207-892-6478 or [bells4@adelphia.net](mailto:bells4@adelphia.net)

# April 2007

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. (Anderson, Hiebert, Scott & Wilkinson, 1985)

*Read a variety of books to children aloud. Books with fictional plots, predictable books, factual books and books with rhyme and song incorporated, allow children to experience various types of literature. Noisy Farm offers parents and children a chance to play with sound as they listen to expressive noises and imitate the animals on the farm in this interactive book.*



## Suggested books to read with children

*Barn Yard Banter* by Denise Flemming, Henry Holt (1994).

*Time for Bed* by Mem Fox, Harcourt Trade Publishers (1997).

*Peek-a-Boo!* by Jan Ormerod, Dutton Children's Books (1997).

*Toes, Ears, & Nose!* by Marion Dane Bauer, Little Simon (2003).

## Suggested Activity:

*Allow children to read aloud as well. Children may be reciting from memory, or may even create their own version of a story, but these are both important precursors to developing reading skills.*

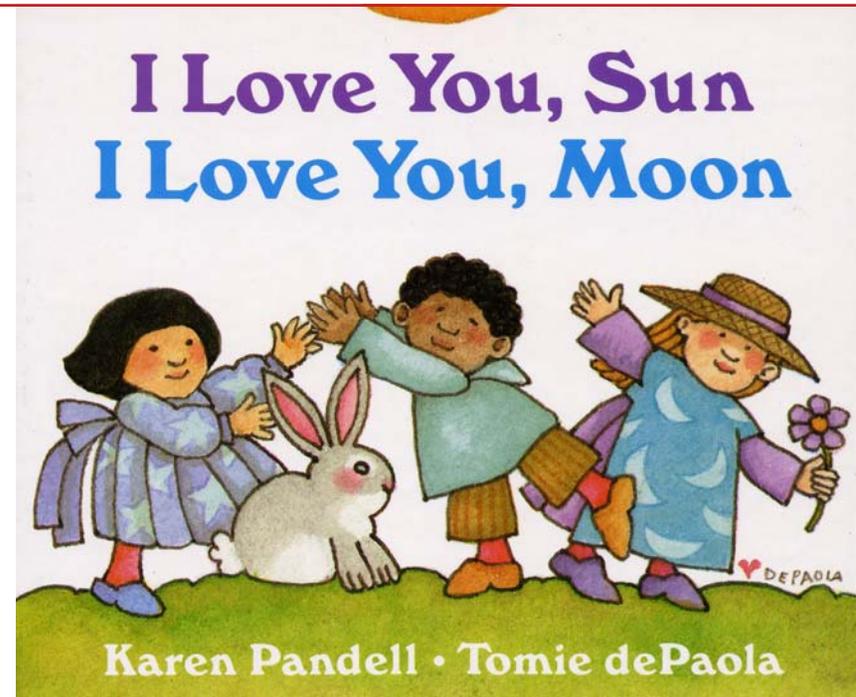
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# May 2007

The more expressively we read, the more fantastic the experience will be. The more fantastic experience, the more our kids will love books, and the more they'll "pretend" read. And the more they "pretend" read, the quicker they'll learn to read. (Mem Fox, 2001)

## Suggested Activity

This month's book offers toddlers a chance to label familiar objects in both English and Spanish. In *I Love You Sun, I Love You Moon*, each child connects with what he or she sees in both Spanish and English—pointing at the sol/sun, watering a flor/flower, feeding a carrot to a conejo/bunny—all the while saying "Te amo/I love you" to each one. The story provides a simple plot to be reenacted and retold as a story by your toddler. Children use storytelling to make sense of the world, and when they incorporate stories into dramatic play, it lays a foundation for the development of symbolic thought and representation—both important early reading skills. Storytelling is also a valuable way to pass along family stories and traditions to children. Can you think of a story that a loved grandparent told you when you were a child? Is there a story that your family loves to tell at a holiday celebration? The oral tradition of storytelling provides a link from the past to the present in families as they are passed along from one generation to the next.



## Suggested books to read with children

- Baby Duck and Cozy Blanket* by Amy Hest, Candlewick Press (2002).
- Hug* by Jes Alborough, Candlewick Press (2000).
- Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., Henry Holt & Co. (1993).

Annual Born to Read Conference: "Early Literacy in a Changing World," UMO Campus. Keynote, John Porcino from Amherst, MA is story teller, performer, teacher, author, recording artist and editor of a most recent book, "Spinning tales, Weaving Hope: Stories of Peace, Justice and the Environment." FMI: Joan Prouty, 207-773-5051, [jprouty@mainehumanities.org](mailto:jprouty@mainehumanities.org)

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Annual Born to Read Conference: "Early Literacy in a Changing World," UMO Campus. FMI: Joan Prouty, 207-773-5051, [jprouty@mainehumanities.org](mailto:jprouty@mainehumanities.org)

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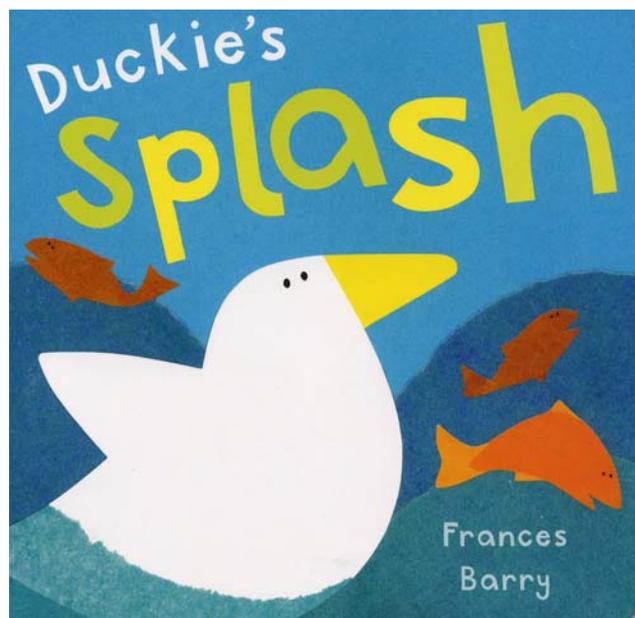
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# June 2007

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We should make sure...that we have favorite books to use in situations when it's clear our children might be bored, anxious, whining, irritable or disruptive. Books take the tedium out of waiting for the doctor; going on a bus, train, or plane journey; sitting around waiting for a parent at the hairdresser's, or at the dentist's or at a meeting... (Mem Fox, 2001)



## Suggested Activity

*Duckie's Splash* is the perfect book for entertaining your child through transitions in his or her day. Your child will enjoy predicting what happens to Duckie as the story unfolds and will enjoy the surprise ending. Use this book and others throughout the day to bring enjoyment to otherwise tedious or challenging times of day.

## Times to Share Books and Stories During a Busy Day

(from, *Brain Wonders* at [zerotothree.org](http://zerotothree.org))

**At Meal Times:** Sing or read a story during a moment of quiet nursing or to gather the kids around the noisy breakfast table.

**In the Car or On the Bus:** Keep a few books in the car or your diaper bag to keep little ones quiet and busy.

**At Child Care Drop Off:** Calm a crying child at good bye time with a favorite story or lullaby.

**At the Doctor's Office:** Read or tell a soothing story to your little one in the waiting room; sing/talk through the scary parts of the visit.

**At the Grocery Store:** Put a few board books in the shopping cart or tie a cloth book to the shopping cart to prevent the book from falling out of the cart.

**At Nap Time:** Familiar routines always help children calm and sleep. Use books and stories to quietly ease your child to sleep.

## Suggested books to read with children

*My Very 1st Mother Goose* Edited by Iona Opie, Candlewick Press (1996).

*Cows Going Past* by Bruce Balan, Penguin USA (2005).

*Read to Your Bunny* by Rosemary Wells, Scholastic Inc. (1999).

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**1**  
Maine Child Care Advisory Council Meeting. FMI: Allyson Dean, [adean@usm.maine.edu](mailto:adean@usm.maine.edu)

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Maine School Age Care Alliance Meeting, Augusta. FMI: Nancy Simpson, 207-453-4223, [nancy@ci.augusta.me.us](mailto:nancy@ci.augusta.me.us)

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Maine Child Care Directors Association Meeting, Augusta. FMI: Karen Roux, [karenr@ccsyc.org](mailto:karenr@ccsyc.org)  
Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

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June 10-13: NAEYC's 16th National Institute for Early Childhood Professional Development, Pittsburgh, PA. FMI: [www.naeyc.org](http://www.naeyc.org)

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MRTQ Advisory Board Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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Training Coordination Team Meeting, Bangor. FMI: MRTQ, 1-888-900-0055.

**23**

June 23-24: Maine Reads sponsors the first "Maine Festival of the Book" in Portland - FMI: [info@mainereads.org](mailto:info@mainereads.org)

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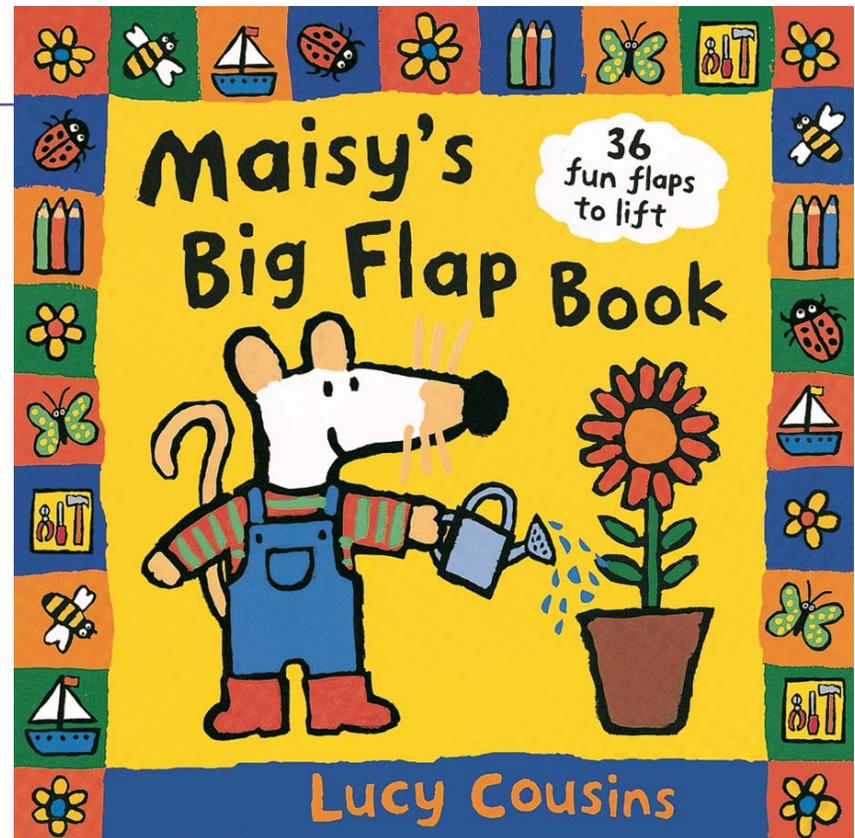
June 24: More "Maine Festival of the Book" in Portland. FMI: [info@mainereads.org](mailto:info@mainereads.org)

# July 2007

Print awareness is a key predictor of later reading outcomes. (National Early Literacy Panel)

## Suggested Activity

Maisy books provide children with lots of opportunity to connect print with concepts such as numbers, colors, shapes and opposites. Use this book to deepen children's understanding of simple concepts, and to begin to understand the use of print as a symbol for objects and concepts. Outside of book reading, help children make the connection between print and daily living. Write a grocery list together, talk about labels and signs that are familiar "Yes, that says Dunkin' Donuts." Include your child as you write a letter to a friend or pretend to take a message or restaurant order by writing during pretend play with a child. Write your child's name on drawings/pictures and say, sing, or chant the letters as you write them (S-A-R-A spells Sara). Keep writing materials such as markers, crayons, and paper, as well as books available and within easy reach for children to access independently. Any activity that emphasizes the functional use of print will help your child understand the power of the written word.



## Suggested books to read with children

*Sheep in a Jeep* by Nancy Shaw, Houghton Mifflin Company (1997).

*Polar Bear Night* by Lauren Thompson, Scholastic Inc. (2004).

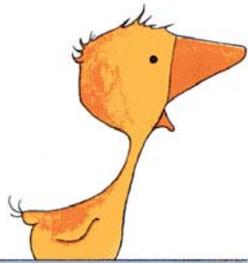
*Owl Babies* by Martin Waddell, Candlewick Press (1996).

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# August 2007

Literature gives young children a window on the world outside themselves. Through books we introduce them to the richness, diversity, sorrow, and joy that our human family has to offer. (S. Feeney & E. Moravcik, 2005)

## Gossie



Olivier Dunrea

### Suggested Activities

*Gossie* introduces children to the notion of sharing the things you love the most, in this case her favorite red boots. Books like *Gossie* offer a unique and creative way to introduce new ideas and concepts at a young age. Exposing children to a large array of literature at an early age is an important way to expose children to new situations and concepts. Books offer children experience beyond their immediate environment, and offer the opportunity to explore cultures, places, people and situations unknown to them in daily life. Taking a trip to a local or school library offers a child a large volume of literature to choose from, and creates a fun routine for parents and children to incorporate into their week.

### Suggested books to read with children

*We Can Do It!* by Laura Dwight, Star Bright Books Inc. (2005).

*Ten, Nine, Eight,* by Molly Bang, William Morrow (1987).

*Night Shift Daddy,* by Eileen Spinelli, Hyperion (2000).

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August 15-18: NAFCC's 17th Annual National Conference: Family Child Care Foundations for the Future. Anaheim, California. FMI: [www.nafcc.org](http://www.nafcc.org)

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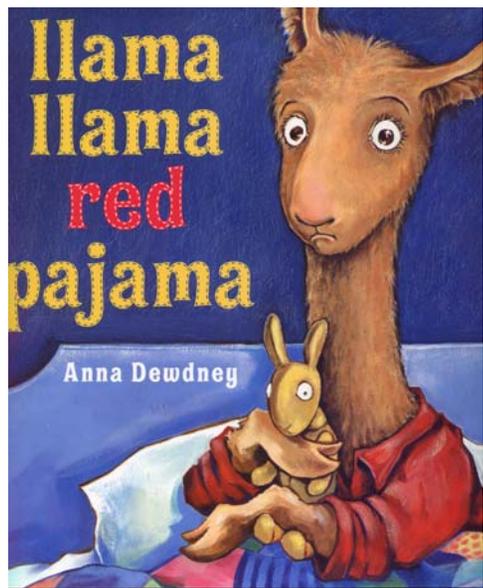
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# September 2007

Songs and Rhymes provide comforting rhythms in children's early lives and also expose kids to gorgeous forms of language. They are the natural extension to the heartbeat of a mother and the rhythmic rocking of a child in loving arms or in a cradle. (Mem Fox, 2001)



## Suggested Activity:

Phonological awareness is the understanding of the sounds of language. Play rhyming games, sing songs, and help children to focus on what they hear. "Mmmmmmmm – that has the Mmmm/m/ sound." *Llama, Llama Red Pajama* is a wonderful rhyming story that children will enjoy chanting aloud with a parent or on their own. Here are some other examples of rhyming verse to share with children:

### *The Bee Hive*

Here is the bee hive  
Where are the bees?  
Hidden away where nobody sees  
(Thumb and fingers bent into palm of fist.)  
Watch and you'll see them  
Come out of the hive  
One, two, three, four, five.  
(Count one finger for each number.)  
BUZZ-Z-Z-Z-Z! (Flutter fingers.)

### *Two Little Black Birds*

Two little black birds sitting on a hill  
(Place 2 forefingers on shoulders for "birds.")  
One named Jack. (Hold one forefinger out.)  
One named Jill. (Hold other forefinger out.)  
Fly away Jack, fly away Jill.  
(Make one hand, then the other, "fly away.")  
Come back, Jack. Come back, Jill.  
(Bring hands back to shoulder one at a time.)

## Suggested books to read with children

*Read-Aloud Rhymes for the Very Young* by Jack Prelutsky, Knopf (1983).

*Jamberry* by Bruce Degen, Harper Collins (1983).

*Welcome Baby! Baby Rhymes for Baby Times* by Stephen Calmenson, Harper Collins Publishers (2002).

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MRTQ Advisory Board Meeting, Augusta. FMI: MRTQ, 1-888-900-0055.

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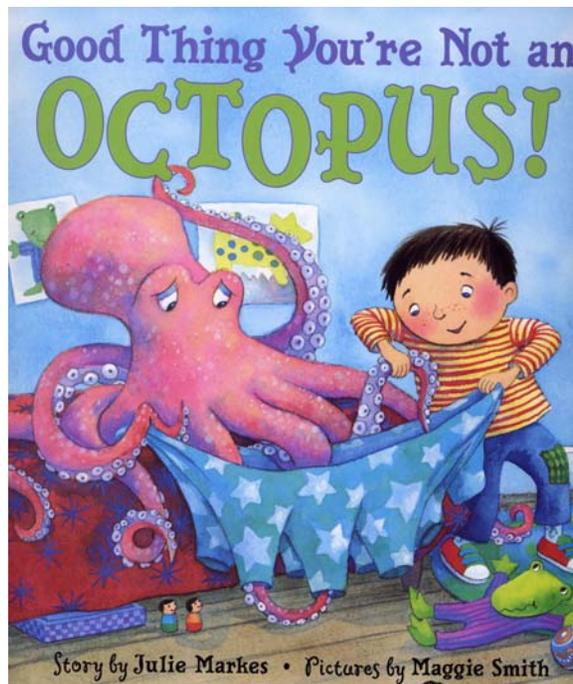
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# October 2007

When we take the time to explain and talk about important new words during Read Aloud, it can make a big difference in children's vocabulary development. (Beck et al. 2003; Whitehurst et al. 1994)



## Suggested Activity

*Good Thing You're Not an Octopus!* Offers children a chance to explore, through story, what it would be like to be a different creature, such as an octopus. Trying on different roles is fun and brings up new ideas, new experiences, and new words to describe them. While reading with children, you will invariably come upon a new word that children might not understand. When this happens, use cues to help them understand. Point to the pictures of the word, give a brief definition, or use your voice to illustrate its meaning. Talk with children about a book's familiar words and pictures as well. Point out how the pictures connect to the words. For example: touch your head, stretch out your arms, make a happy face and a grumpy face. Pictures help you read a word that you don't know. Familiar pictures and words make real-life connections for children.

## Suggested books to read with children

*The Napping House* by Audrey Wood, Harcourt (1984).

*When Sophie Gets Angry, Really, Really Angry* by Molly Bang, Scholastic Inc. (2004).

*Hey, Little Ant* by Phillip & Hannah Hoose, Tricycle Press (1998).

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Maine AEYC Meeting, Portland Area. FMI: Pat Clark, [pclark@maine.edu](mailto:pclark@maine.edu)

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# November 2007

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Vocabulary growth at age three is strongly associated with the amount of time they spend talking with and listening to adults. (McCartney, 1984)

Get your children talking to you – comment and wait, comment and wait, when they say anything respond! (Risley, 1995).

## Suggested Activity

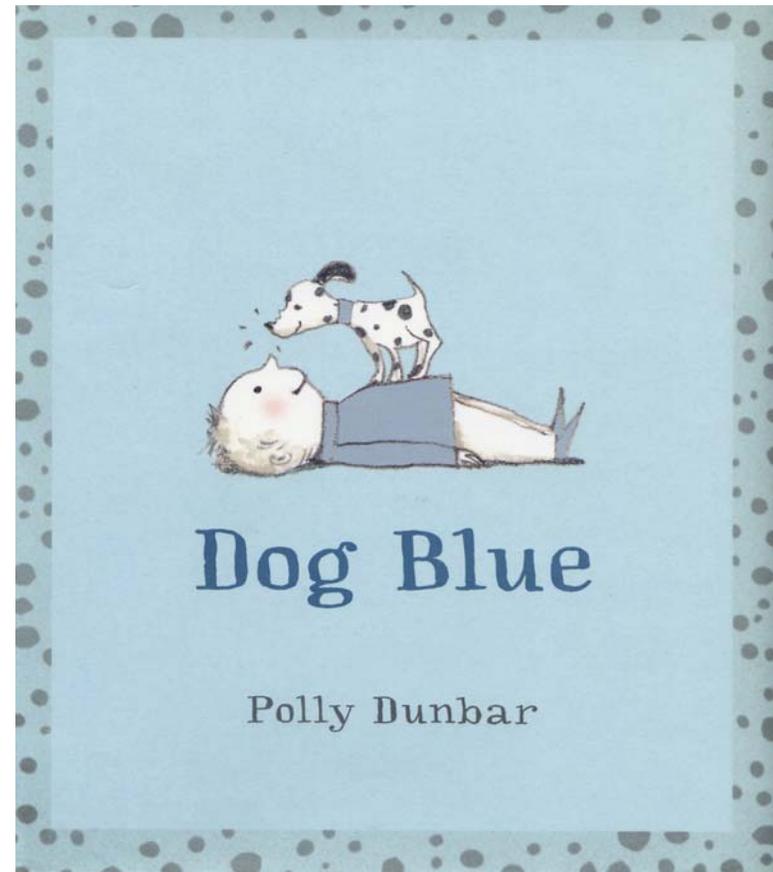
Take time each day to read, listen and talk with children. Talk with children as you enjoy reading a book together. Discuss the illustrations, the cover design, title page and end papers. While reading *Dog Blue*, ask children what type of pet they might want if they could have one, or what they think of the main character's decision to call his Dalmatian, "Blue." Ask children to predict what the story will be about or how they think it might end. When finished reading have them retell the story in their own words. Talk with children about their day, ask questions and give time for children to respond. When your child wants to talk – make time and be present. Conversations today, build literacy for tomorrow.

## Suggested books to read with children

*Each Peach, Pear, Plum* by Janet and Allan Ahlberg, Penguin USA (1999).

*Chicka Chicka Boom Boom* by Bill Martin Jr., John Archambeault, Simon & Schuster (2000).

*Is Your Mama a Lama?* by Deborah Guarino, Scholastic Inc. (2004).



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**2** Maine Child Care Advisory Council Meeting. FMI: Allyson Dean, [adean@usm.maine.edu](mailto:adean@usm.maine.edu)

**3** Annual MRTQ Recognition Reception. FMI: MRTQ, 1-888-900-0055.

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**8** MRDC, Inc. Meeting, Augusta. FMI: Rita Fullerton, [rita@skcdc.org](mailto:rita@skcdc.org)

**9** Maine Child Care Directors Association Meeting, Augusta. FMI: Karen Roux, [karenr@ccsyc.org](mailto:karenr@ccsyc.org)

**10** Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

November 7-10: 2007 NAEYC Annual Conference, Chicago, Ill. FMI: [www.naeyc.org](http://www.naeyc.org)

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**14** Maine School Age Care Alliance Meeting, Augusta. FMI: Nancy Simpson, 207-453-4223, [nancy@ci.augusta.me.us](mailto:nancy@ci.augusta.me.us)

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# December 2007

“Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development.” Kofi Annan

## Suggested Activity:

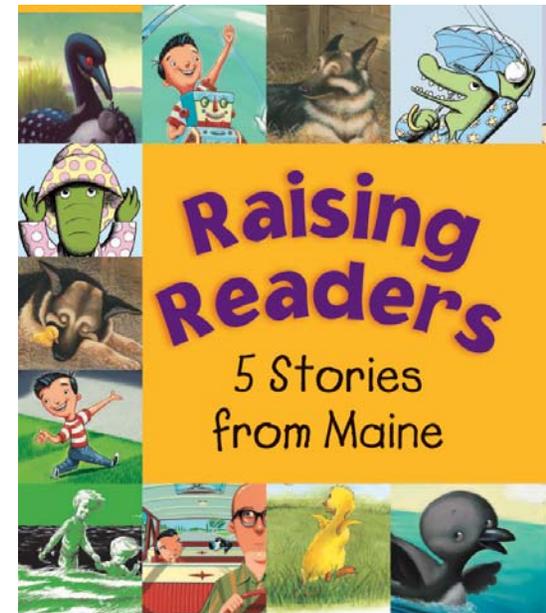
Make literacy, whether talking with your child, reading aloud, writing together, or listening to your child retell a favorite story, a meaningful part of every day. Use *Raising Readers, 5 Stories from Maine*, as a tool for talking about Maine authors, their passion for telling and writing stories, and your child's potential as both a reader and a writer. Infuse your day with the opportunity that literacy creates for every reader.

### While traveling together:

Get rid of distractions in your car as you and your child are going places together, to allow for natural conversation to develop. Talk with your child about upcoming events, where you are going next, or what you might be having for dinner.

### At Home:

Make meal times a natural place for talking about the day - invite your child to tell you something he or she enjoyed doing that day. Turn off the TV and spend a few minutes talking with your child about things that interest him or her. If you do watch a television program – watch together and spend some time talking about what the program is about, how main characters might feel, or what they are experiencing. Listen to music, or books on tape as a home activity. Make time to read for yourself. Watching an adult make reading a part of daily activity sends a powerful message to children about its value.



## Suggested books to read with children

- Blueberries for Sal* by Robert McCloskey, Penguin USA (1976).
- Mama Do You Love Me?* by Barbara M. Joesse, Chronicle Books (1998).
- Owl Moon* by Jane Yolen, Philomel Books (1987).

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MRDC, Inc. Meeting, Augusta. FMI: Rita Fullerton, [rita@skcdc.org](mailto:rita@skcdc.org)  
Maine Child Care Directors Association Meeting, Augusta. FMI: Karen Roux, [karenr@ccsyc.org](mailto:karenr@ccsyc.org)  
Maine Head Start Directors Association Meeting, Augusta. FMI: Judy Reidt-Parker, [jrp@propeople.org](mailto:jrp@propeople.org)

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# maine Roads to Quality



Early Care and Education Career Development Center

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**Web site:** [www.muskie.usm.maine.edu/maineroads](http://www.muskie.usm.maine.edu/maineroads)

# Read Aloud Tips



Make a story come alive.

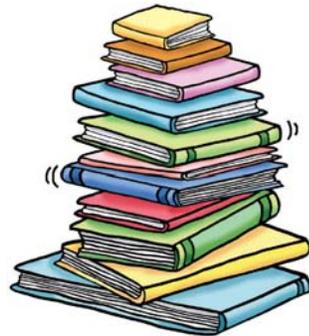
Use different voices for each character in the story.

Act out what's happening.

Talk about what's happening in the story.

Have fun!

# Choosing Books



## 0 – 1 YEAR

Close up photos of babies.  
Touch and feel books.

## 1 – 2 YEARS

Sturdy books with only a few words per page.  
Lift-the-flap books.

## 2 – 3 YEARS

Books with rhymes, rhythms, and repeating words.  
About food, animals, trucks.

## 4 – 5 YEARS

More complex stories and pictures.  
Word games, repeating language, predictable stories.

# Read Together Often



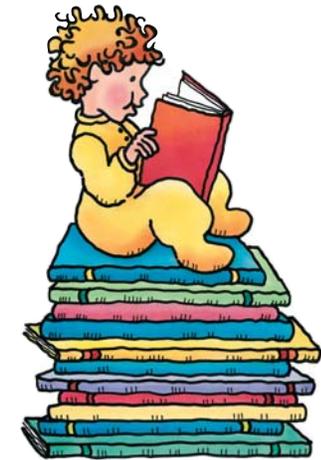
Let your child see you reading.

Create a reading routine (bedtime, nap time).

Keep books where children can reach them.

Bring books with you wherever you go.

Choose books together with your child!



# Raising Readers™

Call: 1.800.397.3263

Visit: [www.raisingreaders.net](http://www.raisingreaders.net)

Raising Readers is a collaboration of MaineHealth® and Eastern Maine Healthcare Systems™, in conjunction with The Barbara Bush Children's Hospital at Maine Medical Center and Eastern Maine Medical Center.

Funding is provided by the Libra Foundation.

# Raising Readers Recommends. . .



**raising  
readers™**

For more book  
suggestions, check out  
[www.raisingreaders.org](http://www.raisingreaders.org)

Here are some of the books Raising Readers has given at birth and well child visits over the past few years as well as other excellent books. They are highly recommended by Maine librarians, child development experts and parents. Most of the authors and illustrators have other great books.

## Babies

- \**Animal Play*. By Sims Taback. Blue Apple Books, 2003.
- \**Time for Bed*. By Mem Fox. Harcourt Trade Publishers, 1997.
- \**Welcome Baby! Baby Rhymes for Baby Times*. By Stephanie Calmenson. Illustrated by Melissa Sweet. Harper Collins Publishers, 2002.
- \**Barnyard Banter*. By Denise Fleming. Henry Holt, 1994.
- \**Hug*. By Jez Alborough. Candlewick Press, 2000.
- Twinkle, Twinkle, Little Star*. By Iza Trapani. Charlesbridge Publishing, 1994.
- \**My Very First Mother Goose*. Edited by Iona Opie, illustrated by Rosemary Wells. Candlewick Press, 1996.
- \**Hush Little Baby*. Written and illustrated by Sylvia Long. Chronicle, 1997.
- \**Baby Duck and the Cozy Blanket*. By Amy Hest, illustrated by Jill Barton. Candlewick Press, 2002.
- \**Peek-a-Boo!* Written and illustrated by Jan Ormerod Dutton, 1997.
- \**Toes, Ears, & Nose!* By Marion Dane Bauer. Illustrated by Karen Katz. Little Simon, 2003.
- \**Baby Faces*. Photos by Margaret Miller. Little Simon, 1998.

## Toddlers

- A to Z*. by Sandra Boynton. Simon & Schuster, 1984.
- \**Brown Bear, Brown Bear, What do You See?*. By Eric Carle. Holtzbrinck Publishing Services, 1996.
- \**Cold Little Duck, Duck, Duck*. By Lisa Westber Peters. Greenwillow, 2000.
- Little Calf*. By Kim Lewis. Candlewick Press, 2000.
- \**Mr. Gumpy's Outing*. By John Burningham. Henry Holt, 1971.
- Ten, Nine, Eight*. By Molly Bang. William Morrow, 1987.
- \**The Napping House*. Written by Audrey Wood, illustrated by Don Wood. Harcourt, 1984.
- \**I Went Walking*. Written by Sue Williams, illustrated by Julie Vivas. Harcourt, 1996.
- \**Wheels on the Bus*. Adapted by Raffi, illustrated by Sylvie Wickstrom. Random House, 1998.
- \**Where's Spot?* Written and illustrated by Eric Hill. Putnam, 2000.
- \**Goodnight, Gorilla*. Written and illustrated by Peggy Rathmann. Putnam, 1966.
- \**Gossie and Gertie*. Written and illustrated by Oliver Dunrea. Houghton Mifflin, 2002.
- \**Freight Train*. Written and illustrated by Donald Crews. Harper Collins, 1978.

## Preschool

- Feathers for Lunch*. By Lois Ehlert. Harcourt, 1990.
- Giraffes Can't Dance*. By Giles Andrea. Scholastic, 1999.
- \**How Do Dinosaurs Get Well Soon?* By Jane Yolen. Scholastic, 2003.
- \**Katy and the Big Snow*. By Virginia Lee Burton. Houghton Mifflin Company, 1971.
- One Morning in Maine*. By Robert McCloskey. Viking, 1952.
- Pete's a Pizza*. By William Steig. Harper Collins Publishers, 1998.
- \**Go Away Big Green Monster*. By Ed Emberley. Little Brown, 1992.
- \**Munca! Muncha! Muncha!* By Candace Fleming. Illustrated by G. Brian Karas, 2002.
- \**A Hat for Minerva Louise*. By Janet Stoeke, 1994.
- \**Caps for Sale; A Tale of a Peddler, Some Monkeys and their Monkey Business*. By Esphyr Slobodkina, 1975.
- \**Harry the Dirty Dog*. By Gene Zion. Illustrated by Margaret Bloy Graham, 1956.
- \**Seven Silly Eaters*. By Mary Ann Hoberman. Illustrated by Maria Frazee, 1997.

\* Book previously distributed by Raising Readers.

# Raising Readers

# BOOK LIST 2007

Celebrating 6 years and over 800,000 books given to children in Maine.  
For more information call 1-800-397-3263 or visit [www.raisingreaders.org](http://www.raisingreaders.org)

## Newborn



*Baby's Little Library*  
DK Publishing

*My Very First  
Mother Goose*  
Edited by Iona Opie  
Illustrated by Rosemary Wells

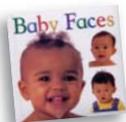
*Black on White*  
By Tana Hoban

## 2 months



*The Very Hungry  
Caterpillar*  
By Eric Carle

## 4 months



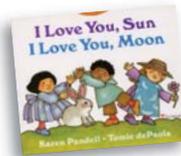
*Baby Faces*  
DK Publishing

## 6 months



*Noisy Farm*  
DK Publishing

## 9 months



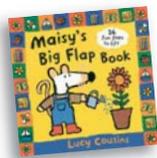
*I Love You, Sun  
I Love You, Moon*  
By Karen Pandell

## 12 months



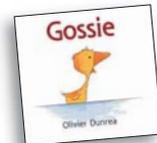
*Duckie's Splash*  
by Frances Barry

## 15 months



*Maisy's Big Flap Book*  
by Lucy Cousins

## 18 months



*Gossie*  
by Olivier Dunrea

## 2 years



*Llama Llama  
Red Pajama*  
by Anna Dewdney

## 3 years



*Good Thing  
You're Not an Octopus!*  
by Julie Markes

## 4 years



*Dog Blue*  
by Polly Dunbar

## 5 years



*Raising Readers,  
5 Stories from Maine*

published by  
Maine Roads to Quality  
Cutler Institute for Child and Family Policy  
Edmund S. Muskie School of Public Service  
University of Southern Maine  
PO Box 15010, 400 Congress Street  
Portland, Maine 04112



Early Care and Education Career Development Center

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