



More Tips for Choosing Read-Aloud Books¹

Books for all children should send positive messages about many different lifestyles, including:

- ⇒ Men and women in a variety of roles who make decisions, solve problems in a positive way, care for family members, and work outside the home.
- ⇒ People of various ethnic backgrounds portrayed in real ways, not as stereotypes.
- ⇒ A variety of family make-ups (e.g., a father and child, two children and a grandmother).
- ⇒ Adults and children with disabilities who participate in all aspects of life, including mainstream schooling, an active family life, sports, and other fun activities.
- ⇒ Books written in children's home languages. This sends a powerful message to children and families that their languages are respected.
- ⇒ Books showing a variety of cultures. Children learn to appreciate other groups of people when they listen to stories, folktales, and experiences of children from other cultures.

Here are additional suggestions for selecting books:

- ⇒ Books in which children can actively participate. After a few readings, children can learn to retell the story word-for-word as they look at the book by themselves or “read” to a doll.
- ⇒ Books that enrich children's language development. Children who hear complex language and vocabulary are more successful in understanding what they read in later years. The language in children's books is typically more formal than our spoken language.
- ⇒ Books that help children gain knowledge of the alphabet and phonological awareness. Research tells us that when children know about the alphabet and understand that words are made up of separate sounds, they are more likely to experience success when they are learning to read.

Characteristics of Predictable Books:

- ★ Rhyming.
- ★ Repetition.
- ★ Use of Refrain.
- ★ Cumulative text.
- ★ Close relationship between illustrations and text.

Schickendanz, Much More than the ABC's, 1999.

¹ Taken from Dodge, D.T., Colker, L.J., and Heroman, C. The Creative Curriculum for Preschool. 4th edition. Washington, DC: Teaching Strategies, Inc., 2002.