

Andrew Drew and Drew

A CLEL Silver Bell Award Book for WRITE

by Barney Saltzberg
ISBN-13: 978-1419703775
Abrams, 2012



Andrew loves to draw, and readers can lift the flaps and follow Andrew's lines throughout the book to discover all of his pictures. *Andrew Drew and Drew* celebrates how children's ability to tell stories begins with scribbling, doodling, and drawing.

Activity Ideas for *Andrew Drew and Drew*:

- As you read the story, have the children guess what they will see under the flap before you lift it up. When they are readers, making predictions about what will happen next in a story, based on what they know about the story so far, will be a powerful way to help them understand what they are reading.
- Help children create their own lift-the-flap picture by taping a smaller piece of paper, or placing a sticky note, over a portion of their drawing. Show them how they can draw on the smaller piece or sticky note, then lift it up to look at the drawing beneath. What is the same or different about their pictures when the flap is down and when the flap is open? Noticing differences in their drawings will help them learn to notice differences in letters and words when they are writers.
- Just like Andrew changes his pictures with a few new lines, some songs change their verses with a few new words. Sing "Down By the Bay" with the children, asking them for suggestions for animals and objects to add to the song. Singing is an enjoyable way for children to explore the sounds, patterns, and rhythms of spoken language.

Down by the bay, where the watermelon grow
Back to my home, I dare not go
For if I do, my mother will say,
"Did you ever see a bear combing his hair
Down by the bay?"

Other verses:

Did you ever see a cat wearing a hat
Did you ever see a mouse as big as a house

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

A Beach Tail

A CLEL Silver Bell Award Book for WRITE

by Karen Lynn Williams, illus. by Floyd Cooper
ISBN-13: 978-1590787120
Boyd's Mill Press, 2010



At the beach, Greg draws a lion in the sand with a stick. When his dad tells him not to leave his picture, Greg adds a very long tail that allows him to take a walk all the way down the shore. After he realizes how far away he is, the tail he drew guides him perfectly all the way back to his father. *A Beach Tail* gently introduces the idea that writing and drawing are purposeful activities.

Activity Ideas for *A Beach Tail*:

- The author repeats the words “swish-swoosh” to describe the sounds of the ocean. Run your finger under the words each time you read them aloud, and invite the children to say them along with you. With older children you can talk about how the words sound the same and the letters look the same each time the phrase appears in the book, helping them make connections between oral and written language.
- Let children use sticks to make marks in dirt, sand, or snow; or let them use craft sticks or their fingers in trays of rice, pudding, or paint. Show younger children how to make straight lines and scribbles; show older children how to make zigzags, circles, and curves. This provides practice in the hand-eye coordination they will need to write letters.
- On a large piece of paper, draw a line or a shape. Ask the children to take turns adding to the picture with their own lines and shapes. Talk about what you are drawing together. Can they tell a story about whatever it is? What else should they add to the picture to go along with the story? Drawing pictures are some of children’s first experiences with telling their own stories; being able to tell stories helps build comprehension skills.
- Make a list of all the objects Greg sees at the beach. Talk about sandcastles, crabs, and jellyfish so that the children know what they are. Think about other objects they might see at the beach and add them to your list. Talking about words in context helps children build their vocabularies.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

Bunny Cakes

A CLEL Silver Bell Award Book for WRITE

by Rosemary Wells
ISBN-13: 978-0803721439
Viking, 1997



Max and Ruby are baking cakes for Grandma’s birthday and he needs “Red-Hot Marshmallow Squirters” for decoration. When Ruby sends him to the store with a list of ingredients, Max tries to scribble what he wants on the bottom. The grocer just can’t figure out what Max means until he draws a picture of it instead. *Bunny Cakes* shares Max’s gradual realization that some marks will convey meaning better than others.

Activity Ideas for *Bunny Cakes*:

- After you read the book together, look for ways to add writing to your children’s play time. They could write or draw lists of groceries when they play store, create menus to play restaurant, or maps to play buried treasure. This shows children that writing is a part of everyday life and is used for many different purposes, motivating them to become writers as well as readers.
- Talk to the children about how to bake a cake. Bring a recipe card or printout, an ingredient (such as salt or baking powder) that has a label, or even a measuring cup marked with numbers and words, and read them to the children to show how reading helps us accomplish our goals. Another conversation could be about how reading maps, tickets, and signs helps us to travel, or how reading instructions and labels can help us make things. When adults show children that they value reading and writing, children learn to value them, too.
- Sing “Happy Birthday” to Ruby and Max’s Grandma. Can the children think of other times when they sing special songs? You might ask about clean-up songs in their classroom, a hello song at storytime, a lullaby at bedtime, or a theme song for a favorite TV show. Show them a picture book based on a song that has the music notation and lyrics in the back of the book. Songs help us communicate ideas and feelings, and there are special ways to read and write that can help us share songs with each other.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

A Splendid Friend, Indeed

A CLEL Silver Bell Award Book for WRITE

by Suzanne Bloom
ISBN-13: 978-1590782866
Boyd's Mill Press, 2005



Big, quiet Bear loves to read and write and think, while energetic Goose loves talking and being with Bear. Bear gets a little frustrated with all of Goose's interruptions, but when Goose delivers an affectionate written note, Bear realizes that for all their differences, they have their friendship in common, and that writing is an important way to communicate with our friends and families.

Activity Ideas for *A Splendid Friend, Indeed*:

- Have the children decorate cards with stickers, crayons, or stamps and ink, or other craft supplies, then draw a picture inside for a friend. While they work, ask them to talk about the materials they are using. Do they feel sticky? Are they smelly? Skinny? Colorful? The more robust conversations children have, the more words they will learn. Children with big vocabularies often have an easier time learning to read.
- Sing "Where Is Thumbkin?" to the tune of "Are You Sleeping?" with the children and show them how to hold up just one finger at a time as you sing each verse. Singing fingerplays and reciting nursery songs with hand motions gives children practice with finger dexterity and hand-eye coordination, which will help them when they draw and write.

Where is Thumbkin, where is Thumbkin?
Here I am, here I am.
How are you today, friend? Very well, I thank you.
Run away, run away.
- Ask the children to tell you what activities they like to do. Help them describe the steps that they need to take to do them. To paint, they might need to put on a smock, open the paint jars, and pick up a paintbrush. To play outside, they might need to put on their jacket, wait for their friends, and open the door. Being able to put events in sequence is a comprehension skill that will help them remember the order of events in the stories they read.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.

The Squiggle

A CLEL Silver Bell Award Book for WRITE

by Carole Lexa Shaefer, illus. by Pierr Morgan
ISBN-13: 978-0517885796
Dragonfly, 1999



As her class walks to the park, a girl spots a discarded bit of red cord on the ground and she immediately begins to imagine what shapes she could make with it. The cord becomes a dragon, a cloud, and even fireworks as she plays. *The Squiggle* is an accessible exploration of representational thinking, a key concept in print literacy.

Activity Ideas for *The Squiggle*:

- Give the children a piece of cord, string, yarn, or ribbon. Can they arrange it on the table or floor so it makes a picture, or the start of a picture? Ask them to tell you what they see in the shape, then tell them what you see. Pretending that one object can stand for another (imagining that a squiggle is a dragon, or a building block is a cell phone, or a stick is a magic wand) is a cognitive milestone children need to reach before they can understand that the letters on the page can stand for words and ideas.
- Look around your room or talk a walk around the block and look for shapes. Have the children talk about what they see. What do stop signs, books, doors, and balls look like? Do they have straight edges? Curves? Does a door look like a rectangle? Does a book look like a rectangle too? Noticing how shapes are the same and different (a rectangle can be many sizes or colors and still be a rectangle) will help children as they work to recognize that the same letter can be written or printed in many different ways.
- Show the children how to make “snakes” out of play-dough, a fine-motor task that will help with writing skills. Ask them to make the snakes into the letters of their names. You write an example of each letter on a paper for younger children to look at as they work. Children learn through all their senses, and the physical task of making straight and curvy lines with the play-dough can help them understand what distinguishes one letter from another. Another day they can try to make letters of the alphabet out of their bodies for more sensory-based learning.

The CLEL Bell Picture Book Awards are given to books that provide excellent support of early literacy development in young children. For more information and for other activity sheets, visit <http://www.clel.org/content/bell-awards>



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/deed.en_US.