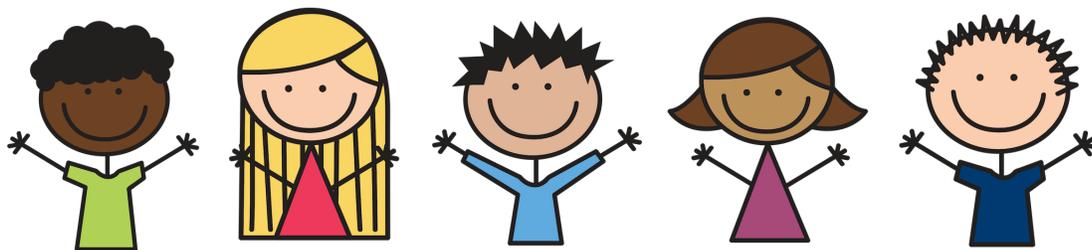


# EARLY CHILDHOOD

## CLASSROOM LIBRARY CENTERS

### Guide and Resources



**Mississippi Department of Education**  
SCHOOL LIBRARY PROGRAM

## **Acknowledgements**

**Nathan Oakley, Ph.D.**, Chief Academic Officer

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**Elizabeth Simmons Ed.S., School Library Specialist**, Office of Elementary Education and Reading

## **MISSISSIPPI DEPARTMENT OF EDUCATION**

Carey M. Wright, Ed. D. · [State Superintendent of Education](#)

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## OVERVIEW

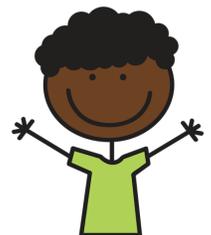
The Mississippi Department of Education's *Early Learning Guidelines for Classrooms Serving Three- and Four-Year Old Children* and *Kindergarten Guidelines* delve into the requirements for learning centers in the classrooms. According to the guidelines, early childhood instructional delivery is organized into a minimum of four different learning center that are organized, arranged, and labeled so that they are accessible to all children for simultaneous use for a minimum of 120 minutes per day.

Learning centers provide children with hands-on opportunities to practice learning and thematic unit concepts. Learning relies heavily on experiential, hands-on activities. Each early learning classroom should include a book or library center and an access to a wide range of interesting and developmentally appropriate reading materials from all genres including fiction, nonfiction books, poetry, magazines, and newspapers during learning center time and throughout the day.

The *Early Childhood Classroom Library Centers Guide and Resources* explains how to create a library or book center in the early childhood classroom, collaborating with school librarian, and implementing pictures into the early childhood learning strategies.

“You can find magic wherever you look.  
Sit back and relax all you need is a book.”

Dr. Seuss



## CLASSROOM LIBRARY CENTERS

An organized and functional classroom library that children can use independently is a vital component of every early childhood classroom. In prekindergarten/kindergarten, a classroom library should be a place where students can go to look at, or “read” books. The classroom library area should be a clear, defined space in your classroom with places for students to sit and read. Introduce the library center as any other center in the classroom. Model how to use the center and how to properly hold and “read” the books. Stock the classroom library with books from the school’s library. A rotation of books will get students excited about reading the “new” books.



Organized area with comfortable seating.



Books can be shelved or placed in bins.



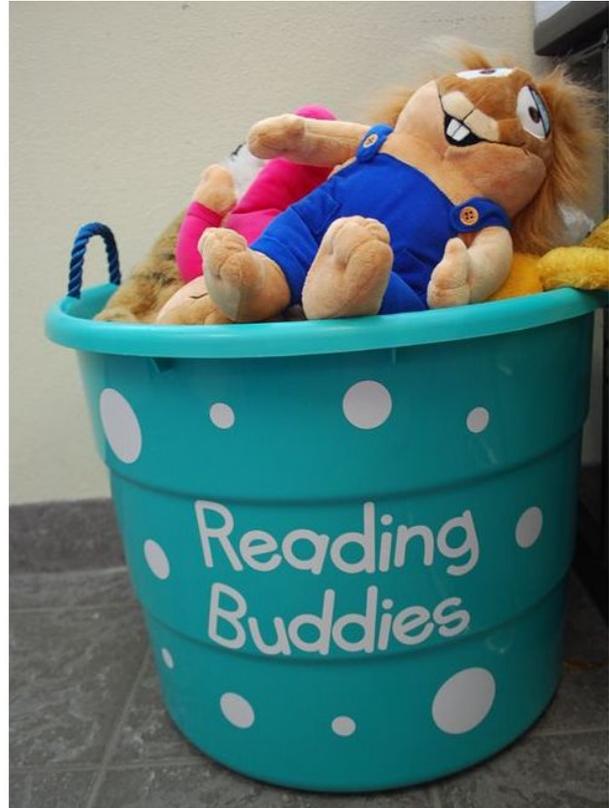
Shelves and bins can be labeled with symbols and words that relate to the type of book. The librarian can help with the labels to include the corresponding Dewey Decimal classification.



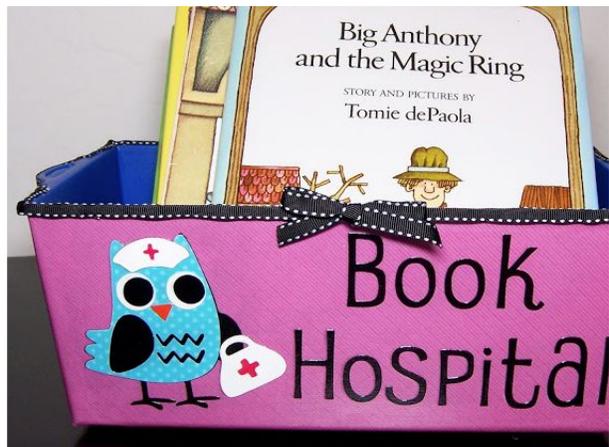
Display area for books, characters, and other related items. The displays can connect with the current content being taught to encourage students to read about the topic.



Book retelling pocket chart can help students retell the book using story/character cards to build reading comprehension.



Reading buddies are great for silent reading time. Students can practice reading to their friends.



Book drop for the classroom library is a great idea to have for the students to return the books once they are done reading it.

Book hospital should be made available so when a child finds a book that needs some repair, they can put it in this bin and the librarian can fix it.

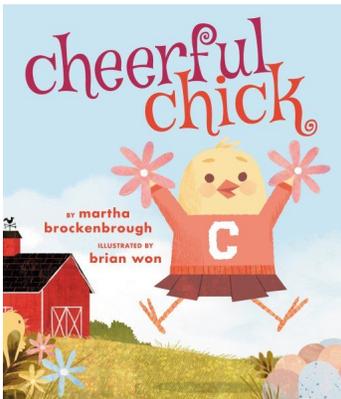
## STORYTIME WITH ACTIVITIES

Storytime can help students master skills such as print motivation, vocabulary, print awareness, letter knowledge, narrative skills, and phonological awareness. Reading, singing, and playing with children during storytime can help provide children with pre-reading skills necessary to master the Early Learning Standards. Storytime is a great way to teach listening and speaking skills to children. Good listening comprehension is essential for students to truly understand language concepts and development literacy skills. Storytime can be done inside the classroom with either the teacher or the school librarian or students can take a “field trip” to the school library. Bringing in special guests such as principals, parents, or community leaders can make a big impact on the students.

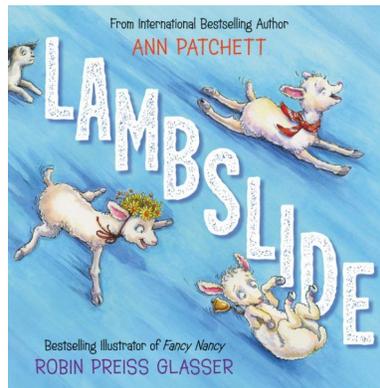
### FUNNY FARM ANIMAL STORYTIME EXAMPLE

Theme: Humor with farm animals being the central characters

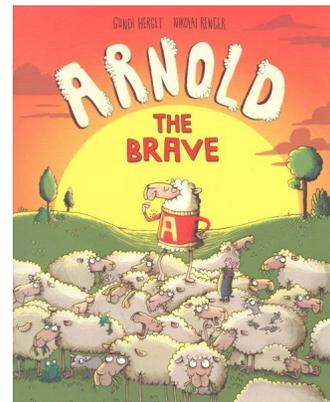
Books:



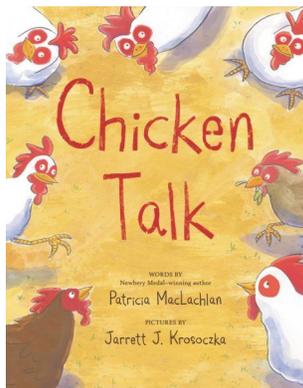
**Cheerful Chick**  
Brockenbrough, Martha (2019)



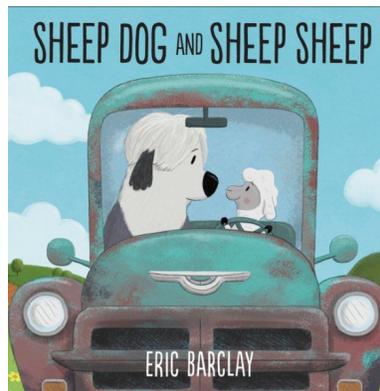
**Lambslide**  
Patchett, Ann (2019)



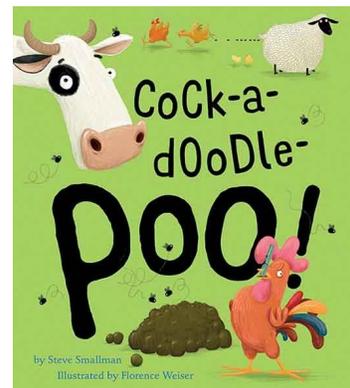
**Arnold the Brave**  
Herget, Gundi (2018)



**Chicken Talk**  
MacLachlan, Patricia (2019)



**Sheep Dog and Sheep Sheep**  
Barclay, Eric (2019)



**Cock-a-doodle Poo!**  
Smallman, Steve (2018)

## Song/Activities

### Fingerplay: Farm Chores

Five little farmers woke up with the sun. (hold up hand)

It was early morning and the chores must be done.

The first little farmer went out to milk the cow. (hold up thumb)

The second little farmer thought he'd better plow. (hold up index finger)

The third little farmer cultivated weeds. (hold up middle finger)

The fourth little farmer planted more seed. (hold up fourth finger)

The fifth little farmer drove his tractor 'round. (hold up last finger)

Five little farmers, the best that can be found. (hold up hand).

### Activity: Make Your Own Sheep

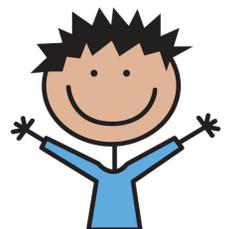
Materials: paper plate, cotton balls, construction paper, crayons, glue, scissors

Directions:

1. Students will cut legs, head, and tail to attach to the sheep body.
2. Students will decorate face with crayons.
3. Students will glue body (cotton), head, tail, and legs on the paper plate.

### Preparation

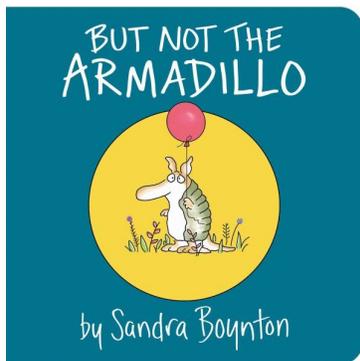
- Count out small paper plates, construction paper and enough cotton balls for each student
- Make a sample sheep
- Double-check art supplies
- Read stories out loud to practice rhythm and holding the different size books
- Practice finger play song



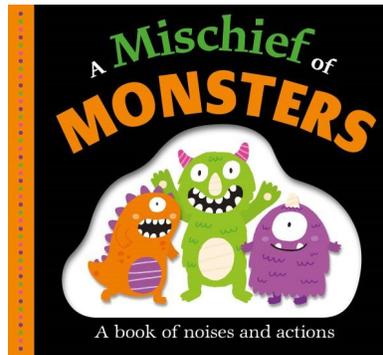
## FINDING THE RIGHT BOOKS

There are two different types of books that should be used in the prekindergarten/kindergarten classroom - Board Books and Picture Books. A **board book** is a type of book printed on thick paperboard and used for both the cover and the interior pages. Unlike a typical paper book that is bound with saddle stitching (staples) or perfect binding, a board book's pages are specially folded and bound together. Board books are very durable and consequently intended for small children so that they can start to develop an interest in books at an early age. A **picture book** combines visual and verbal narratives in a book format, most often aimed at young children. Picture books are most often aimed at young children, and while some may have very basic language especially designed to help children develop their reading skills, most are written with vocabulary a child can understand but not necessarily read.

### BOARD BOOK EXAMPLES



**But Not the Armadillo**  
Boynton, Sandra (2018)

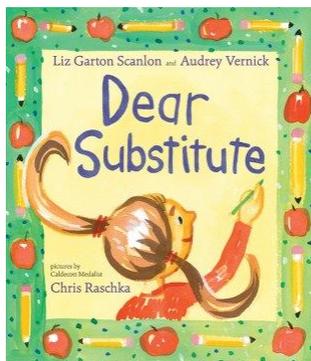


**A Mischief of Monsters**  
Priddy, Roddy (2019)

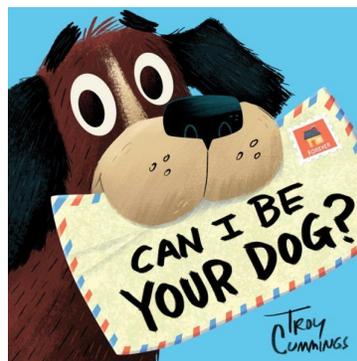


**Llamaphones**  
Coat, Janik (2018)

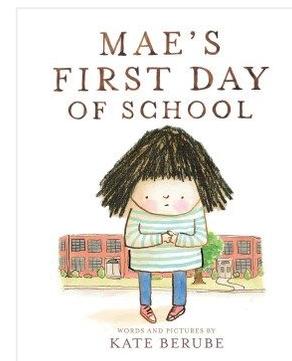
### PICTURE BOOK EXAMPLES



**Dear Substitute**  
Scanlon, Elizabeth Garton (2018)



**Can I Be Your Dog?**  
Cummings, Troy (2018)



**Mae's First Day of School**  
Berube, Kate (2018)

# MAGNOLIA BOOK DATABASE

KidsReads is a book-finding database containing information about children's books and authors, and some related games. To find age-appropriate books, teachers can search by reviews or authors. The genre category allows teachers to find books for prekindergarten and kindergarten students. Once a title is selected, the teacher can read about the book as well as the author and/or illustrator. Also, teachers can find books that are similar in topic or genre. Users can search for fiction and nonfiction picture books that complement each other for classroom learning centers.

Home Reviews Authors Features Coming Soon Series

Home > Reviews > Index by Genre > Children's 3-5

## Children's 3-5

### 10 Little Ninjas

Written by [Miranda Paul](#) with illustrations by [Nate Wragg](#) - [Children's 3-5](#).

Fiction, Humor

### A Perfect Mess

by [Steve Breen](#) - [Children's 3-5](#), Fiction, Humor

### A Season to Bee

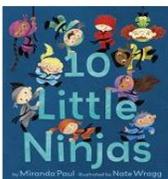
by [Carlos Aponte](#) - [Animals](#), [Children's 3-5](#)

### ABC: The Alphabet from the Sky

by [Benedikt Gross](#) and [Joey Lee](#) - [Art](#), [Children's](#), [Children's 3-5](#), [Children's](#)

Nonfiction

Home > Reviews > 10 Little Ninjas



About the Book →  
Features



Miranda Paul

Biography  
Bibliography

Nate Wragg

## About the Book

### 10 Little Ninjas

Written by Miranda Paul with illustrations by Nate Wragg

A charming bedtime counting book about ten sneaky little characters who aren't ready to go to sleep...until daddy calls the sensei to send them back to bed.

It may be bedtime, but these little ninjas aren't tired. They're sliding, swinging and slipping out of bed! Can Daddy and the sensei ever tuck them in? Filled with mischievous fun, 10 LITTLE NINJAS will take young readers from playtime to bedtime again and again. Kids will love the astronauts, tigers, cowboys, dragons and more!

10 Little Ninjas  
Written by Miranda Paul with illustrations by Nate Wragg

Publication Date: August 9, 2016  
Genres: Children's 3-5, Fiction, Humor  
Hardcover: 32 pages  
Publisher: Knopf Books for Young Readers  
ISBN-10: 0553534971  
ISBN-13: 9780553534979

## Directions (by age)

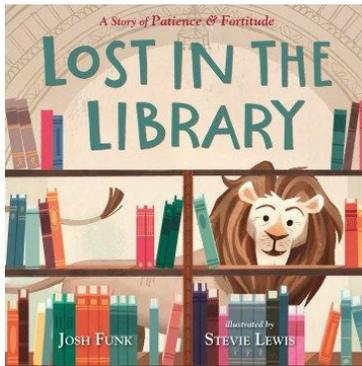
1. Visit [magnolia.msstate.edu/k12/elementary.asp](http://magnolia.msstate.edu/k12/elementary.asp) and click on **ELEMENTARY (K-4)**
2. Select **KIDSREADS**
3. To search by grade levels, click on **REVIEWS** in the orange toolbar and **BY AGE GROUP**
4. Select **CHILDREN'S 3-5**
5. Select from the list of books

## Directions (by topic)

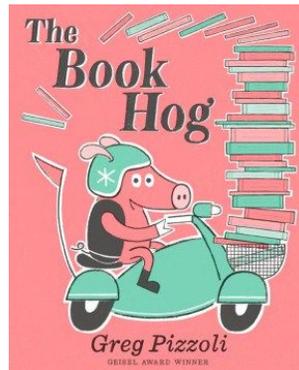
1. Visit [magnolia.msstate.edu/k12/elementary.asp](http://magnolia.msstate.edu/k12/elementary.asp) and click on **ELEMENTARY (K-4)**
2. Select **KIDSREADS**
3. To search by grade levels, click on **REVIEWS** in the orange toolbar and **GENRE**
4. Select topic and Select from the list of books

## VISITING THE LIBRARY

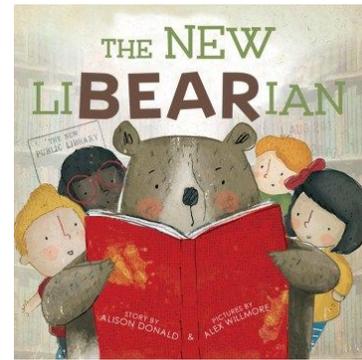
A simple “field trip” to the school library will introduce the students to the basic concepts of the library which will help students know how to use the school library or even the public library later in life. Using the books about the library will help students get a glimpse into the “magical” world of the library before visiting.



**Lost in the Library**  
Funk, Josh (2018)



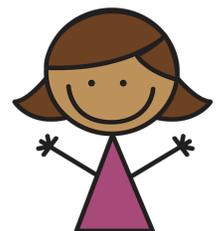
**The Book Hog**  
Pizzoli, Greg (2019)



**The New LiBEARian**  
Donald, Alison (2018)

## TEACH

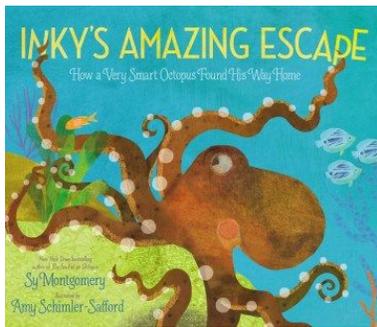
- Review with the students what a library is and discuss where the library is located in school or the community.
- Explain that the classroom library center will run very similar to the school/public library.
- Books in both the library and classroom library center are categorized in sections and students must return the books to the proper place.
- Model how to hold books and “read”.
- Talk about favorite trip to the school or public library to show students how fun it is to visit.



## INFORMATIONAL TEXT

Informational text is text written with the primary purpose of conveying information about the natural and social world. Features in informational text include graphic elements (diagrams and photographs); text structures (cause and effect); access formats (heading and index); and language forms (timeless verbs and generic nouns). Because of young children’s fascination with the world around them, informational text will help build on that fascination while developing their early reading skills. Informational texts help contribute to prekindergarten/kindergarten age students’ development of vocabulary and world knowledge.

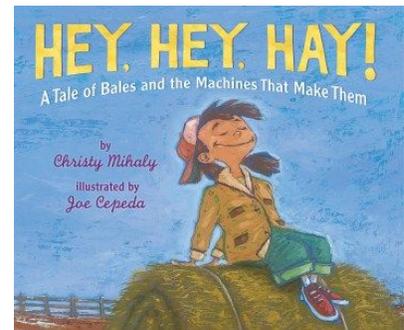
Informational texts can be used as part of an overarching theme or at different classroom centers. If the unit theme is Animals, then gather both fiction and informational (nonfiction) texts to have students learn about animals. Working with the school and/or public librarian will help give students access to various books on the selected theme.



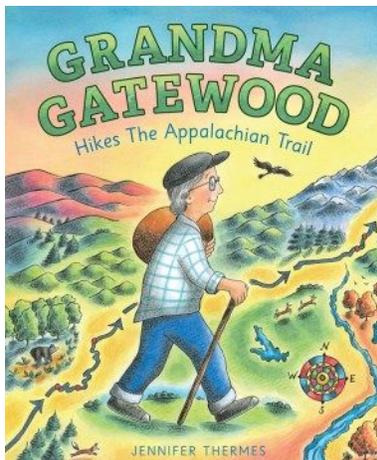
**Inky's Amazing Escape**  
Montgomery, Sy (2018)



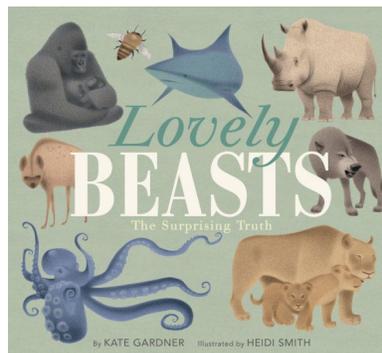
**Fur, Feather, Fin**  
Lang, Diane (2018)



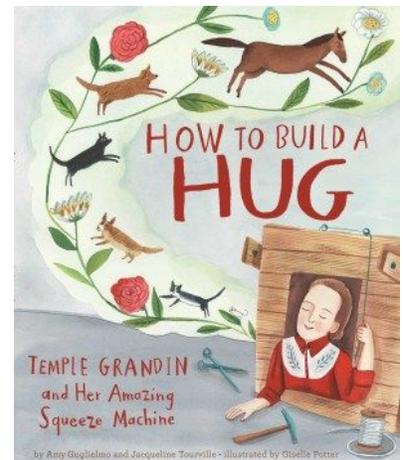
**Hey, Hey, Hay!**  
Mihaly, Christy (2018)



**Grandma Gatewood**  
Thermes, Jennifer (2018)



**Lovely Beasts**  
Gardner, Kate (2018)



**How to Build a Hug**  
Guglielmo, Amy (2018)

## TEACHER/LIBRARIAN COLLABORATION

It is essential for teachers and librarians to collaborate to help students master information literacy skills. Simply discussing with the school or public librarian the needs of the classroom centers will introduce students to a wider range of books and resources. When working with librarians explain the purpose of the books - storytime, classroom centers, or silent reading. Have the librarian come to your classroom and model how to use the library center or read to the students. Librarians can help teachers find resources on topics ranging from animals and plants to boats and buildings. Some public libraries have kits, puppets, and other resources for teachers to use during storytime and other class activities.

### LIBRARY RESOURCE REQUEST FORM

Teacher: \_\_\_\_\_

Topic: \_\_\_\_\_ Center: \_\_\_\_\_

How Long is the Resource Needed: \_\_\_\_\_ Library: \_\_\_ School \_\_\_ Public

Books Borrowed: \_\_\_\_\_ Books Due: \_\_\_\_\_

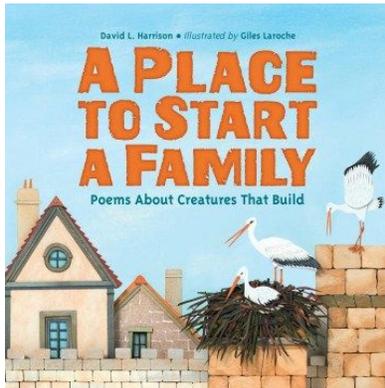
Resource Requested	✓	Resources Supplied (completed by librarian)	Date Materials Returned
Fiction Books			
Non-Fiction Books			
Audio/Visual Materials			
Kits			
Other			

## TEACHING STRATEGIES

The following are fiction and non-fiction books connect to the *Early Learning Teaching Strategies for Classrooms* for prekindergarten and kindergarten.

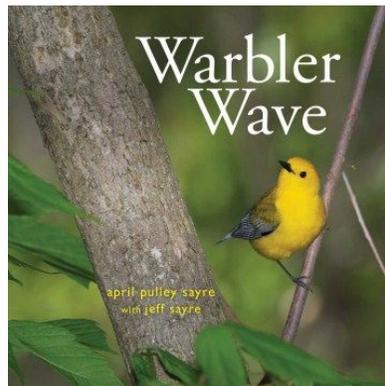
### ENGLISH LANGUAGE ARTS

#### READING STANDARDS: LITERATURE



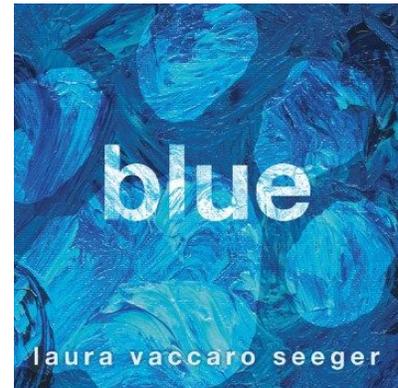
**A Place to Start a Family**  
Harrison, David (2018)

#### READING STANDARDS: INFORMATIONAL TEXT



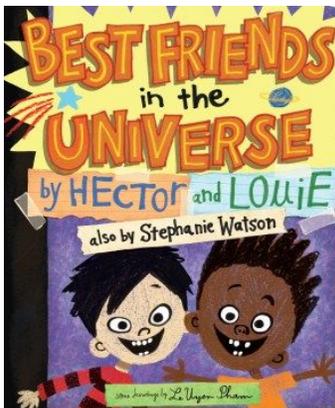
**Warbler Wave**  
Sayre, April Pulley (2018)

#### READING STANDARDS: FOUNDATIONAL SKILLS



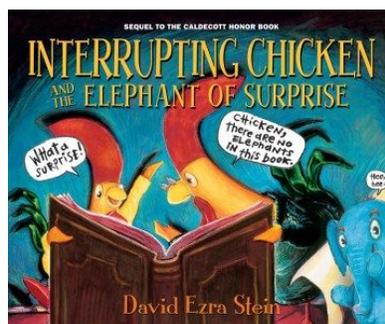
**Blue**  
Seeger, Laura Vaccaro (2018)

#### WRITING



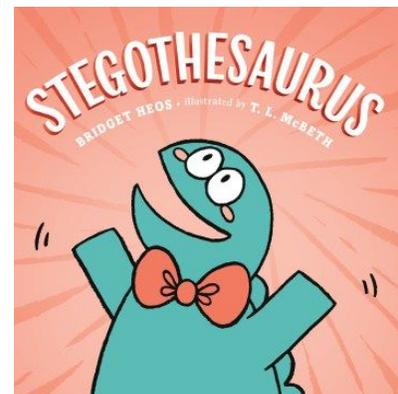
**Best Friends in the Universe**  
Watson, Stephanie (2018)

#### SPEAKING AND LISTENING



**Interrupting Chicken**  
Stein, David Ezra (2018)

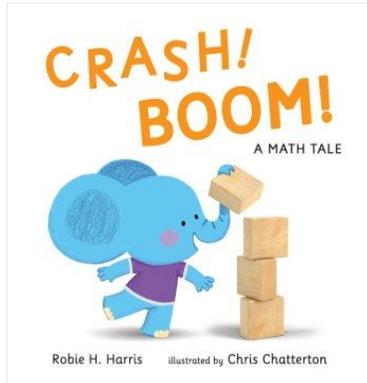
#### LANGUAGE



**Stegothsaurus**  
Heos, Bridget (2018)

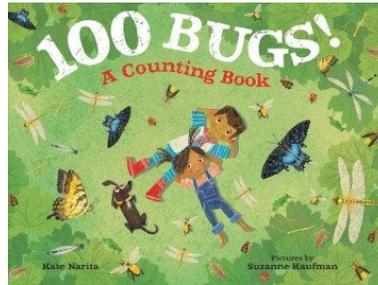
## MATHEMATICS

### COUNTING AND CARDINALITY



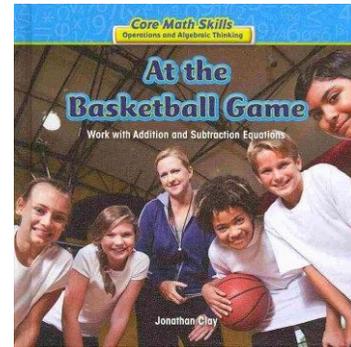
**Crash! Boom!: A Math Tale**  
Harris, Robie (2018)

### COUNTING AND CARDINALITY



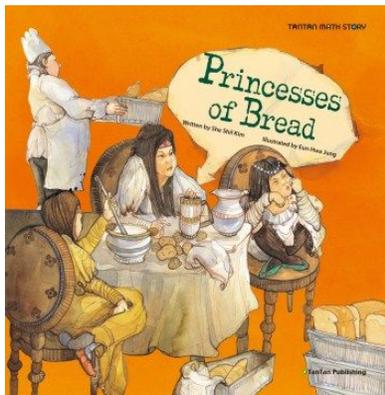
**100 bugs! : A Counting Book**  
Narita, Kate (2018)

### OPERATIONS AND ALGEBRAIC THINKING



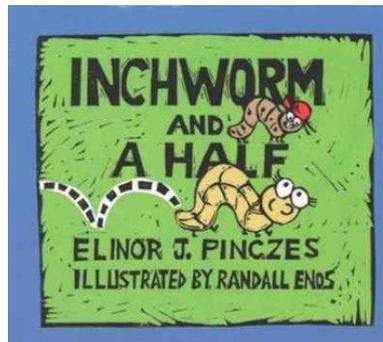
**At the Basketball Game**  
Clay, Johnathan (2014)

### MEASUREMENT AND DATA



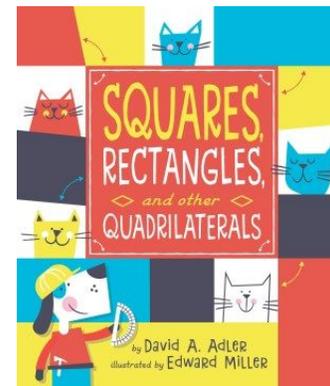
**Princesses of Bread**  
Kim, She Shil (2016)

### MEASUREMENT AND DATA



**Inchworm and a Half**  
Pinczes, Elinor (2001)

### GEOMETRY

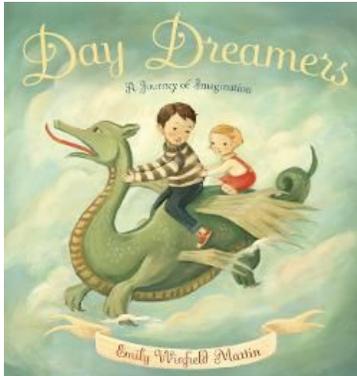


**Squares, Rectangles, & Other Quadrilaterals**  
Adler, David (2018)



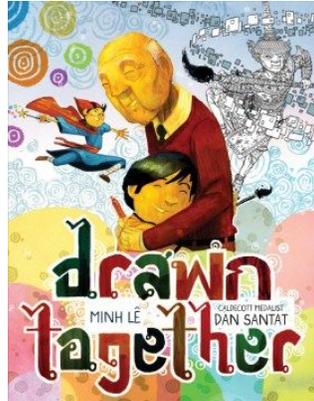
## LEARN

### PLAY



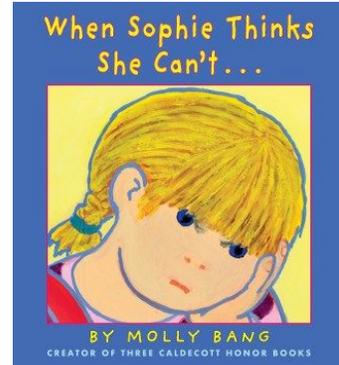
**Day Dreamers**  
Martin, Emily Winfield (2014)

### CURIOSITY AND INITIATIVE



**Drawn Together**  
Le, Minh (2018)

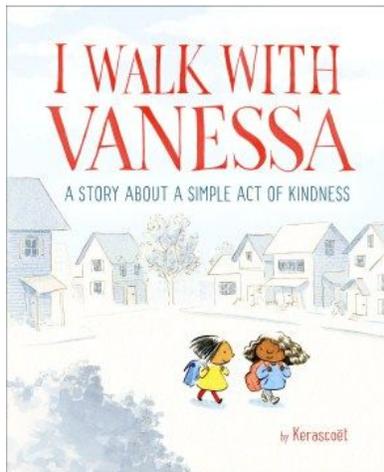
### PERSISTENCE AND ATTENTIVENESS



**When Sophie Thinks She Can't**  
Bang, Molly (2018)

## SOCIAL AND EMOTIONAL

### SOCIAL DEVELOPMENT



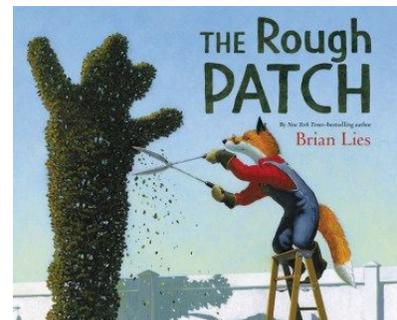
**I Walk with Vanessa**  
Kerascoet (2018)

### EMOTIONAL DEVELOPMENT



**The Breaking News**  
Reul, Sarah Lynne (2018)

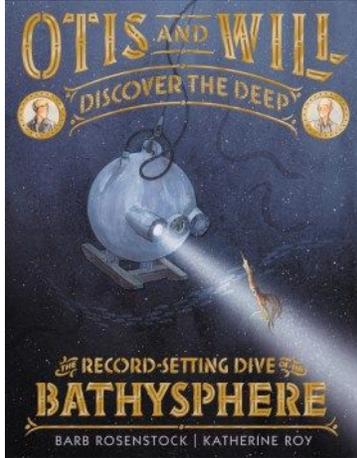
### EMOTIONAL DEVELOPMENT



**The Rough Patch**  
Lies, Brian (2018)

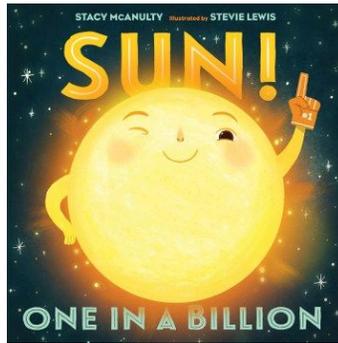
## SCIENCE

### SCIENTIFIC METHOD AND INQUIRY



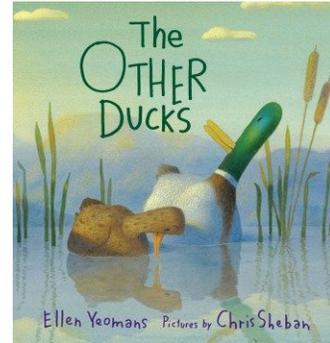
**Otis and Will Discover the Deep**  
Rosenstock, Barb (2018)

### PHYSICAL SCIENCE



**Sun! One in a Billion**  
McAnulty, Stacy (2018)

### LIFE SCIENCE



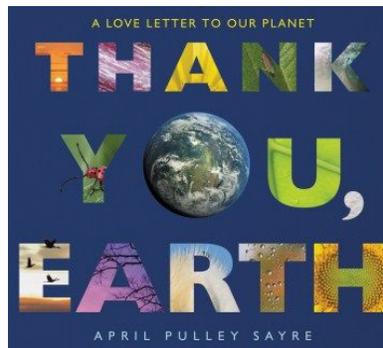
**The Other Ducks**  
Yeomans, Ellen (2018)

### EARTH SCIENCE



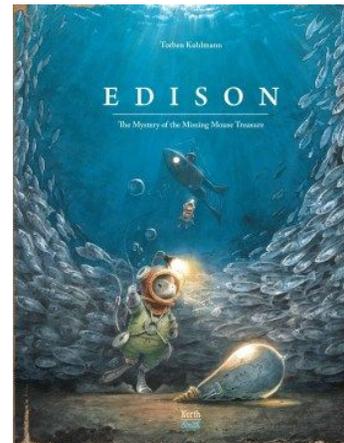
**Spring After Spring**  
Sisson, Stephanie Roth (2018)

### EARTH SCIENCE



**Thank You, Earth**  
Sayre, April Pulley (2018)

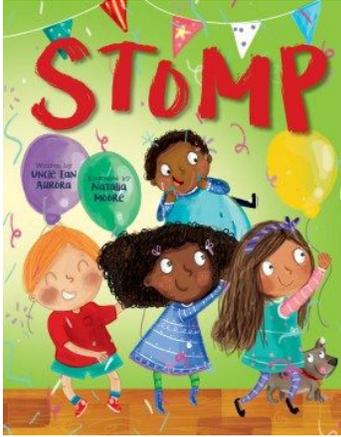
### TECHNOLOGY



**Edison**  
Kuhlmann, Torben (2018)

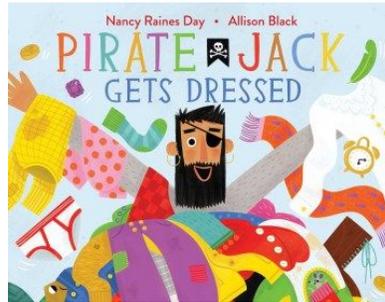
## PHYSICAL DEVELOPMENT

### GROSS MOTOR SKILLS



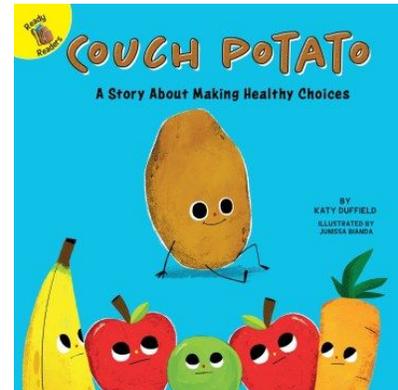
**Stomp**  
Aurora, Ian (2019)

### FINE MOTOR SKILLS



**Pirate Jack Gets Dressed**  
Day, Nancy Raines (2018)

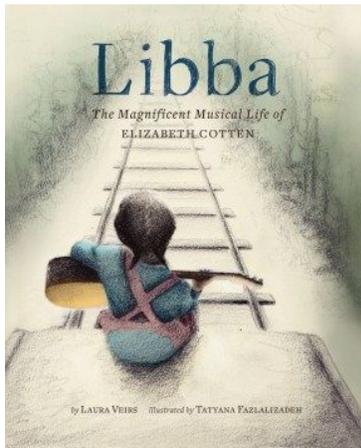
### SELF-CARE, HEALTH, AND SAFETY SKILLS



**Couch Potato**  
Duffield, Katy (2019)

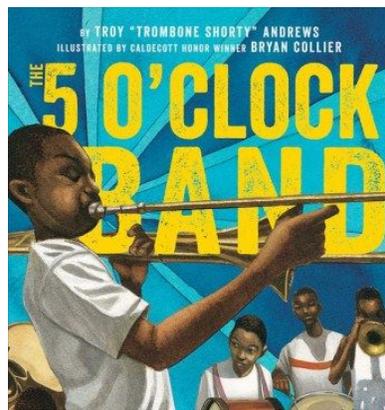
## CREATIVE

### MUSIC



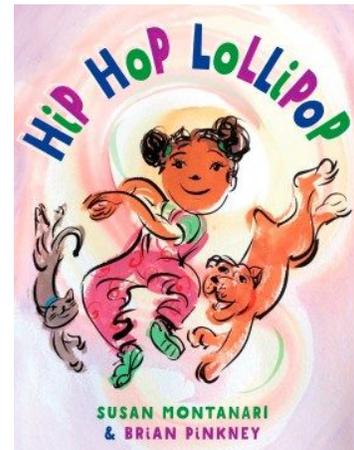
**Libba**  
Veirs, Laura (2018)

### MUSIC



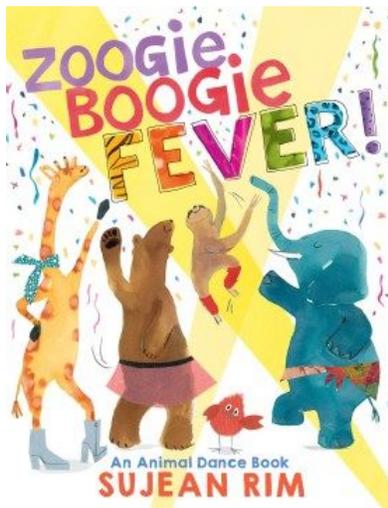
**The 5 O'Clock Band**  
Andrews, Troy (2018)

### DANCE AND MOVEMENT



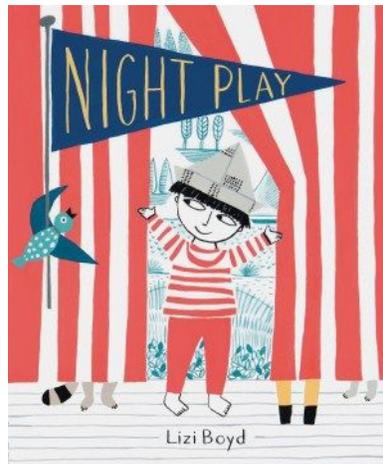
**Hip-Hop Lollipop**  
Montanari, Susan (2018)

## DANCE AND MOVEMENT



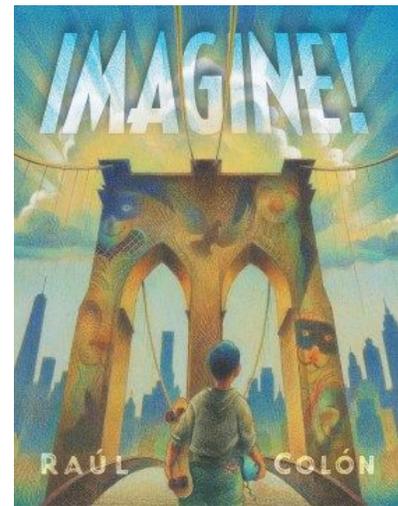
**Zoogie, Boogie Fever**  
Rim, Sujean (2018)

## THEATRE AND DRAMATIC PLAY



**Night Play**  
Boyd, Lizi (2018)

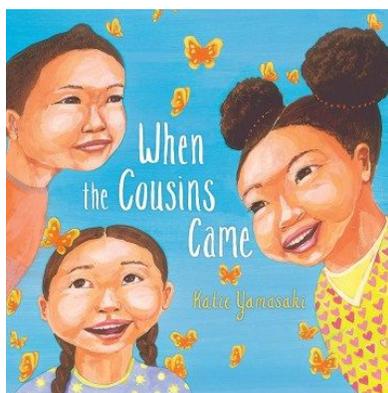
## VISUAL ARTS



**Imagine**  
Colon, Raul (2018)

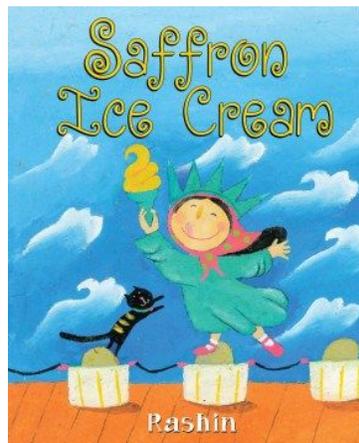
## SOCIAL STUDIES

### FAMILY AND COMMUNITY



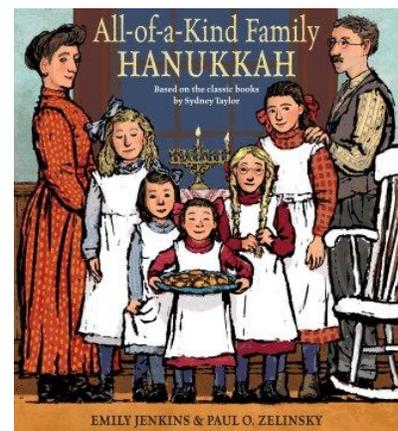
**When the Cousins Came**  
Yamasaki, Katie (2018)

### OUR WORLD



**Saffron Ice Cream**  
Kheiriyeh, Rashin (2018)

### HISTORY AND EVENTS



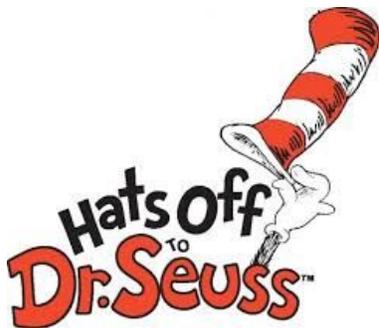
**All-of-a-Kind Family  
Hanukkah**  
Jenkins, Emily (2018)

## READING EVENTS AND OTHER RESOURCES



**Jumpstart's Read for the Record** is a national campaign that was launched over a decade ago to address the educational inequities that leave too many children unprepared for kindergarten. Each year Jumpstart chooses a book for children and adults to read on the last Thursday of October. This reading celebration continues to transform early education and put books in the hands of children across the country.

<https://www.jstart.org/read-for-the-record/>



**The National Education Association** is building a nation of readers through its signature program, NEA's Read Across America. This year-round program focuses on motivating children to read through events, partnerships, and reading resources. In celebration of the birthday of Dr. Seuss, March 2 is National Read Across America Day.

<http://www.seussville.com/Educators/educatorReadAcrossAmerica.php>



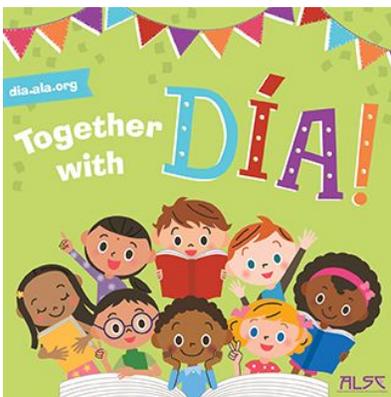
**Start with a Book** website will help teachers and librarians find themes that connect with the science and STEAM standards. The website will help teachers and librarians find books, activities, videos, and virtual applications. There are kid-centered websites and resources to help strengthen kids' reading skills.

<https://www.startwithabook.org/>



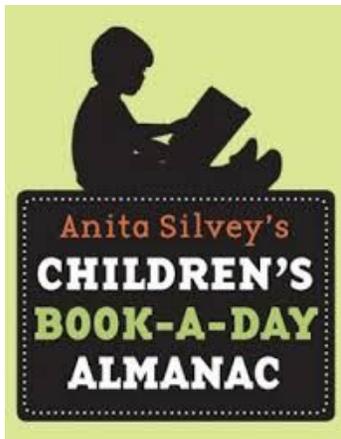
**First Book** is a non-profit that provides new books and educational resources - for free and at low cost - to schools and programs serving children in need, from birth to age 18. First Book's purpose is to raise the quality of education for children by making sure they have access to the resources they need to be successful in school and in life.

<https://www.fbmarketplace.org/>



**Día** (Children's Day/Book Day) is a celebration every day of children, families, and reading that culminates yearly on April 30. Día is a nationally recognized initiative that emphasizes the importance of literacy for all children from all backgrounds. It is a daily commitment to linking children and their families to diverse books, languages and cultures.

<http://dia.ala.org/>



**The Children's Book-a-Day Almanac** is a daily love letter to a book or author. Here you will find events, trivia, and celebrations for every day of the year, as well as a featured children's book to explore in more depth. Children's book expert Anita Silvey discusses what each book is about and who each book is for, and she'll also walk you behind the scenes to tell some of the backstories of how our classics came to be. While the Children's Book-a-Day Almanac includes books for toddlers to teens, it's also organized by age, genre, and theme so that you can find recommendations for the young readers in your life.

<http://childrensbookalmanac.com/>



For more information, please contact Elizabeth C. Simmons in the Office of Elementary Education and Reading.

601-359-2586 | [esimmons@mdek12.org](mailto:esimmons@mdek12.org)

Visit: [www.mdek12.org/Library](http://www.mdek12.org/Library)