



**Task Title: Choosing Library Books for Preschoolers**

OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes  No

**Goal Path:** Employment  Apprenticeship

Secondary School  Post Secondary  Independence

**Task Description:** The learner will read an article and answer questions about selecting storytime books for young children.

**Main Competency/Task Group/Level Indicator:**

- Find and Use Information/Read continuous text/A1.2

**Materials Required:**

- Pen/pencil and paper and/or computer

### Notes for Instructors/Practitioners

This task may be expanded to include D.2 and B3.1a competencies. Many libraries have a filtering option in the search function of their websites. The learner can search for books matching a theme and reading level and write down the titles, authors and availability of books they find. Note that not all libraries have a user-friendly search function. You may wish to explore your local library website before adding this task.

**Optional Task (D.2 and B3.1a): Select a preschool book theme from Task 2. Open a new page on the web browser of the computer and search for “Public Library” and the name of your town or city. Using the search engine for your local library, search for your theme and “preschool” level to find relevant books. Fill in the chart below with five books you find.**

<b>Book Title</b>	<b>Author</b>	<b>Is this available for pick up at my local library branch?</b>

## Learner Information

Early Childhood Educators, teachers and parents all choose books for children. It is important to choose books that are age-appropriate and will capture the interest of the child.

Read "Selecting Storytime Books".

## **Selecting Storytime Books**

When prepping for storytime, our staff have a wonderful collection of thousands of picture books right at their fingertips, but choosing a great book involves a lot more than picking one off the shelf just before the program begins. And with hundreds of new picture books added to BPL's collection each year—along with the nostalgic pull of childhood favourites and classic stories—selecting the perfect book for storytime is no easy task.

## **Five Essential Ingredients**

When choosing a great book to read aloud at children's storytime, we consider five key elements: theme, developmental appropriateness, language, images, and inclusion.

### **Theme**

The easiest way to narrow book selection is by theme. Themes include topics kids are familiar with and interested in, such as families, daily routines, nature, emotions, and transportation. Next time you're at a storytime, see if you can figure out the theme based on the books we read, as well as the songs, rhymes, and activities.

### **Developmentally Appropriate**

Choosing books within a child's social/emotional and cognitive development is crucial. Of course, every child develops at different rates, so we look for books that work best for babies, toddlers, and preschoolers.

Babies (0-12 months):

- high-contrast books with bright colours
- minimal text, only 1-2 words, sometimes no words and only images
- babies love real photos of babies and faces
- board books with thick pages that can be easily grasped and moved

Toddlers (1-3 years):

- interactive books where toddlers can participate and move along

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- slightly more text, 1-2 sentences on each page
- pictures of everyday places and objects that they can identify

Preschoolers (3-5 years):

- longer books with more detail and description
- several sentences on one page with exciting vocabulary, often with humour and more complex ideas
- subject prompts discussion, which helps practice language skills, listening skills, and learning to take turns

### **Interactive Language**

We carefully consider the language used in the storytime books and pick those that will delight the listeners and offer plenty of opportunities for the storyteller to connect with their audience. Interactive language may include alliteration, tongue twisters, rhymes, and—a big hit with our storytellers—onomatopoeia (when a word represents a sound, such as “buzz” or “vroom”).

Top of mind are questions like, is there a fun, repeating phrase that everyone can say together? Are there actions that everyone can do together? Are there any animal sounds? Or a line we can sing together? Is there a rhythm that everyone can clap together or babies to bounce to?

For all ages, interactive participation helps build confidence and motor skills and makes reading and listening fun.

### **Illustrations**

Not all illustrations are created equal. Some illustrations are perfect for snuggle-up reading, such as very busy pictures or those with muted colours or lots of detail. Illustrations that are bright and clear with easily recognizable pictures are ideal for grabbing children’s attention. We want to pick books with colourful pictures that kids can easily see.

### **Inclusivity & Diversity**

We are fortunate to live in a diverse community where people of all cultures are welcome— so the books we read in storytime must reflect our audience.

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Exposure to multicultural literature reflects the experiences of others in our community and helps children learn about cultures and experiences different than their own.

### **And One More Thing**

The best books are fun to read! Storytime is about showing others that reading is a source of pleasure. When the storyteller enjoys the story, too, their enthusiasm helps instill a love of reading that little ones and caregivers will carry on at home.

Sourced from Burlington Public Library:

<https://www.bpl.on.ca/news/storytime-books>

## Work Sheet

**Task 1: List the three features of books intended for preschoolers.**

Answer:

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**Task 2: List the five examples of themes that can be used to choose books for young children. Add three themes to this list.**

Answer:

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**Task 3: List three reasons that interactive participation is important when choosing books for children.**

Answer:

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**Task 4: Why is it important to select books that are fun to read?**

Answer:

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## Answers

### **Task 1: List the three features of books intended for preschoolers.**

Answer:

- longer books with more detail and description
- several sentences on one page with exciting vocabulary, often with humour and more complex ideas
- subject prompts discussion, which helps practice language skills, listening skills, and learning to take turns

### **Task 2: List the five examples of themes that can be used to choose books for young children. Add three themes to this list.**

Answer: Themes listed in this article are

- families
- daily routines
- nature
- emotions
- transportation

Additional three themes offered by learners will vary but may include things like

- holidays
- animals
- different jobs
- friendship
- food
- pets
- etc.

**Task 3: List three reasons that interactive participation is important when choosing books for children.**

Answer: Interactive participation

- helps build confidence
- helps build motor skills
- makes reading and listening fun

**Task 4: Why is it important to select books that are fun to read?**

Answer: When storytellers enjoy what they are reading, they are enthusiastic about reading which shows others that reading is a source of pleasure and fun.

### Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	scans text to locate information			
	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	makes connections between sentences and between paragraphs in a single text			
	reads more complex texts to locate a single piece of information			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
	begins to identify sources and evaluate information			

This task: Was successfully completed  Needs to be tried again

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Learner Comments:

Instructor (print):

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Learner (print):

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