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Got Books?

How (and Why) to Get Them into Your Students' Hands

BY SARA PICKETT

Although this article describes a traveling book bag system for a first-grade classroom, it has been successfully used at the preschool and middle school levels as well.

Introduction

The Dewey decimal system may be very useful for a library but in a classroom setting it quickly becomes impracticable. In an attempt to organize my sizeable—and growing more unmanageable by the day—classroom library, I resorted to using Dewey a few years ago. I sorted books into fiction and nonfiction, color-coded labels, and assembled books by section (picture story books—in alphabetic order by author, poetry-800's, biographies-900's, etc.). But how useful is the Dewey decimal system (without an accompanying computerized inventory) when you have to find a book in your own collection? If I wanted a picture storybook on snow? Without the author's name in hand, I found it very difficult to locate a particular book in the picture book section of my library. I'd have to thumb through the hundreds upon hundreds of books I have. Want poetry related to snow? A science book about snow? Using the Dewey decimal

system seemed like a good idea at a time when the number of books in my classroom had outpaced my ability to find them. However, keeping up with the influx of new titles ultimately became too time consuming.

After 10 years of teaching in kindergarten through second grade, I found I had literally hundreds of books more than my students or I could ever possibly read. They were wonderful titles, spanning the library from children's picture books to information books, poetry to biographies. I had readily accessible baskets of books around the classroom that received regular attention from the students—books from units we were studying, leveled readers, different genres—but the majority of my books did not fit neatly into such categories, and were often beyond the reading level of most of my students. I wanted students to have access to more of these worthy books.

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Motivation and a Solution

Start by Sorting the Books

When the head of my lower school suggested that I find a way to send books home with the children, I thought of my extensive collection withering in Dewey decimal perfection on my shelves, but rarely visited by children. One day after school, I pulled the books off the shelves and lined the hall outside my classroom with them. Titles I hadn't seen in years re-emerged. Then it dawned on me, "If I could group the books by subject (space, dinosaurs, fantasy, the weather, etc.), I might be on to something."

Next, Collaborate

During my second year as grade-level coordinator for three first-grade classes, my team changed drastically. My new colleagues shook their heads in amazement at all of the books I had accumulated over the years. While they didn't have the sheer numbers of books that I had, they noticed the categories that were emerging and began suggesting others. Books appeared from their classrooms to round out some of the categories. This was a real team-building activity for our fledgling partnership. It took a solid week of after-school sorting to come up with enough topics, but in the end, there were 48 different groups, one for each student, with three books of differing levels in each category. There were even a few read-aloud cassettes.

Inventory the Books and Put them in Bags

To keep track of all of the books, we inventoried the sets by category and gave each a title (Family Stories, Dogs, and Fables, for example), then printed the inventory onto brightly-colored cardstock and cut the sheets into individual inventory tags for each of the book sets. In the meantime, we ordered clear library bags with plastic handles (the sturdy kind that hold book-and-tape sets in the library) so that the books would survive weekly trips home. Each of the bags was numbered, so that we could use a checklist to keep track of which bags each of the children had borrowed during the school year. There was also a numbered inventory tag inside each bag to make it easier for parents and teachers to see at a glance that the set of books was complete. We evenly divided the

complete set of book bags into three boxes—one for each of the three classrooms.

Add a Response Journal

With the books sorted, inventoried, and in individual bags, the book bags were nearly ready to go home. We purchased a composition book for each of the bags to serve as a journal. In the front of each journal, we glued a letter to parents describing the program (see Appendix A). On the back page of the journal, we included a list of questions that might be helpful to parents in framing the discussion for individual response by the students (see Appendix B).

Book Talks ... Get the Children (and Parents) Excited about the Program

We named the program Traveling Tales and gave it a big send off. At parents' night in late September, we met with the parents in each of our classrooms and told them about the upcoming program. We showed them one of the book bags and gave a short book talk on each of the books inside, letting them know that many of the books might be rather difficult for the children at first, and might be considered appropriate for read aloud, but that by the end of the year, some of these same books could be read independently. We gave the parents some ideas about what a journal response might look like (such as a dictated response written by the parent, a child's illustration with a caption written by the parent, or early attempts at writing by the children). We emphasized that reading at home with their children should be fun and that the journal (which remained with that set of books) was a way of sharing responses with the other children who would get that book bag later. The children could respond to one book or all depending on their motivation.

In early October, after we had settled into routines and gotten to know each other better, it was time to introduce Traveling Tales to the children in my classroom. I started with book talks about each of the bags in my box. This took several days. I pulled out the books from one bag, showed the students the titles, described the category, and told them that some of these books could be read independently, some could be read with a grown-up or sibling, and some would be read-aloud by the parent. At the beginning of the

year, most of the books were read-aloud material, but as the year progressed, more of the children were able to read at least one of the books in the bag with some adult assistance or independently.

The children were very excited. We assigned one of the bags to each of the children and each week rotated the bags, so that by the end of the cycle, the children had seen each of the 16 topics. I initially thought of letting the children choose the bags they wanted to take home, but logistically, it just didn't work for me. It didn't matter. The categories were a hit. Throughout the year, when book sets were going out, I'd often hear a child exclaim, "All right! I got dinosaurs (or birthdays or space books) this week!" (For a complete bibliography of books and categories, see Appendix C.)

The bags were sent home on Friday and were returned the following Wednesday. This gave me the opportunity to check the inventory tags against the contents to be sure the books were all there (and in good condition) and to send a few quick reminder notes before the next checkout on Friday. On Wednesday mornings, with my checklist in hand, it took me about 10 minutes to inventory all the returned book bags. Since they were my books, I liked to check the books in myself. However, a parent could easily have done this job and saved me the time. When the children had checked out all or most of the book bags in a set, we rotated boxes among the classrooms to keep the assortment fresh, and to continue the enthusiasm for the program.

Rationale

The idea of sending home materials with children is not new. The commitment to providing "quality access to books" (Neuman, Celano, Greco, & Shue, 2003, ch. 1, para. 18) for all the children in first grade felt like the right decision. As teachers, we had chosen excellent books that represented not only different reading levels, we believed, but a wide variety

of interests: fiction, nonfiction, diversity, assorted genre, and award-winners. Studies show that an assortment of books promotes "children's conceptual knowledge and understanding" (Neuman, et al, 2003, ch.1, para. 4): each type of book has its own structure and requires readers to respond in a different way. The parents appreciated the work that had gone into choosing books for them, making it easy for them to participate in reading to their children every night.

Other approaches

Traveling Tales was established in a private school where parent involvement and buy-in to new projects is a given. Nonetheless, I experienced similar success sending materials home (and receiving them back) while teaching kindergarten in a Baltimore City public elementary school. I sent home teacher-made math and alphabet games, and a stuffed animal-

The parents appreciated the work that had gone into choosing books for them, making it easy for them to participate in reading to their children every night.

and-journal (in which the children wrote about their day with the class "pet"). I sent home a contract for parents and children to sign designating them as the parties responsible for the safe return of the class materials

so they could continue receiving materials and so the other children could enjoy them.

In another program, a combination of parent training in Reading Recovery® and a "Books in Bags" home reading program in a first-grade class in the Southeastern United States demonstrated that parents can have substantial impact in improving student reading scores (Faires, Nichols, & Rickelman, 2000). While the sample was small (four in the experimental group and four in the control group), all four children whose parents participated showed marked improvement in their reading scores based on a running record done before and after the five-week intervention as compared to the control group (Faires, et al). Whatever the reason for the improvement, giving parents the tools to help their children allows them to become "active and resourceful" (Powell, 1989, as cited in Faires, et al, 2000, p. 196).

Darling & Lee (2004) reported on “comprehensive family literacy services ... [that link] children’s education, parenting education (Parent Time), interactive literacy activities between parents and children (Parent and Child Together Time), and adult education” (p. 383). Because there is a positive correlation between parents’ education level and students’ academic achievement, families in lower socio-economic circumstances have access to systematic reading instruction to increase the child’s and the parent’s reading skills. In this integrated approach, parents are taught how to interact with children during read-aloud with direct instruction in word analysis, by directly observing a teacher reading with children, and in parenting classes that demonstrate how to use these skills with their children. The payoff comes when parents read with their children at home and see that they are making a valuable contribution to their child’s academic improvement (Darling & Lee, 2004).

Broadening the Scope...Adapting the Program to Different Age Groups

Preschool

The difference in access to quality reading materials at the early childhood level is alarming. In the book *Access for All: Closing the Book Gap for Children in Early Education* (Neuman, Celano, Greco, & Shue, 2003), the authors speak of the scarcity of books in low-income child-care centers, the prevalence of television sets, and the lack of training of both parents and caregivers in sharing books with children in meaningful ways. It seems even more critical to have a program like this at the preschool level, since “it is during the earliest years that children learn to construct texts, and connections between speech, reading, and writing are best made” (Neuman, et al, 2003, ch. 1, para. 43).

In an early childhood center in Texas, a project involving “home literacy bags” won rave reviews from parents. Using Title One and P.T.O. funds, pre-kindergarten and kindergarten teachers purchased gym bags with the school logo, books, blank cassette tapes (to record one or more stories within a set),

two response journals for each bag (one each for the parent and the child), and materials for activities related to the themes in each of the bags. The parents, children, and teachers signed a contract promising to fulfill their roles as partners in the program. Bags were checked out and returned within about a week. After two months, a survey was sent home; it revealed that parents were enthusiastic, enjoyed exposure to the wide variety of children’s literature that is available, and found it easy to participate in reading to their children regularly when the books were readily available. One of the benefits of sending materials home, the teachers discovered, was that families who were unable to volunteer or participate in the school in other ways (for family or work reasons) were able to participate fully in this program (Barbour, 1998).

Parents are the key to providing the countless hours of one-on-one lap reading that is required to create a literate child. Children learn to enjoy reading, learn concepts of print, and learn how to handle books respectfully, often making their first connections between speech and print while being read to in this intimate environment. If parents are encouraged to have open-ended conversations that include such phrases as “tell me” and “how did you know that” they can gain insight into how their children think (Bromley, 2001).

Middle School

While writing this article, I discovered a similar program being used in a middle school in Alabama. Mary Davis dubbed her program “Reading Exercises Your Mind” and sent the books home in gym bags with 70 students who were in an intervention program based on Qualitative Reading Intervention (QRI-II) scores. She wrote a grant to purchase the books and a local company donated the gym bags. She also brought parents into the fold with a parents’ night. Davis showed them what “retells ought to sound like. The modeling is imperative if parents are going to feel comfortable evaluating their child’s retell performance” (Davis & Lyons, 2001, p. 52). The parents, teachers, and students signed a contract, and the students received incremental short- and

long-term incentives for completing a given number of bags. These incentives included bookmarks, comic books, book fair book certificates of \$5.00, a field trip to a bookstore, an ice cream sundae party, and finally, an all-day field trip for students completing 10 bags (Davis & Lyons, 2001).

Conclusion

Getting books into families' homes is one of the best ways to ensure that children have an opportunity to read with their parents. The parents in my classroom enjoyed having a readily available set of high-quality books to read with their children each week, and they especially liked having the introduction letter in the

front of the journal explaining the program and the suggestions for discussing the books in the back of the journal. As a teacher, I enjoyed seeing the variety of responses in the journals over the year—from a picture drawn by a budding illustrator with a caption written by the parent to several pages of reaction, often written by the parent at the beginning of the year, then taken over by the child as they were ready. Both the parents and the children enjoyed seeing what other families had written or illustrated about each set of books, and the children often wanted to share what they'd written or comment on another child's work. My reward was seeing nearly 150 books that had been sitting idle on bookshelves get into the hands of students.

Appendix A: Letter to Parents Inserted in the Front of the Traveling Tales Journal

Dear First-Grade Parents:

Welcome to the "Traveling Tales" home reading program! Beginning this week, all first-grade students will be bringing home a book bag filled with three books and a response journal. These packs are designed to foster enjoyment of children's literature and to nurture lifelong reading habits. We encourage your partnership in reading by sharing these stories and your responses together with your child.

First graders love to make choices about their reading and may ask you to *read aloud*, to *read along with them*, or to *listen to them read alone*. This journal is included for students' responses to the characters or favorite parts of the story. The responses may include writing and illustrations and may be written by the students or dictated to a parent to write, at first. Check inside the back cover of this journal for response ideas, or you may choose a different way to respond to your reading experience. Be creative and have fun!

The check-out system is simple. Each week your child will receive a pack of books to bring home. All books in the book bag must be returned by the following Wednesday. Check-out of a new pack will not be permitted until all materials have been returned to school. These book bags will be shared by all three first grade classes so it is imperative that they are returned in a timely manner.

Most of all, reading should be fun! Remember to keep this a relaxed and enjoyable experience for you and your child.

Fondly,

First Grade Teachers

Appendix B: Discussion Questions Inserted in the Back of the Traveling Tales Journal

These are some suggestions for questions to discuss with your child as you read the books in this set. They are a starting point. Choose one or two that fit the story you are reading. The response journal is a way of recording these thoughts.

- Compare yourself to the character(s). Would you do the same thing? Did you think the same thing or feel the same way? Explain.
- Talk about the characters. Describe them. What were they like? How did you feel about them? Did they remind you of anyone? Explain.
- Was there a character who is like you? What makes you think so?
- Was there a character you didn't like? What made you feel that way?
- Would you reread this book? Give your reasons.
- Did this story remind you of something that happened to you? Tell about your experience.
- Did this book offer you new experiences? Discuss these.
- Choose some favorite illustrations and explain why you like them and how they help you understand the story.
- Compare this book to another book you have read. How is it the same? How is it different?
- Do you want to read any other books by this author or illustrator? Why?
- Did the book have a good ending? Why or why not?
- Tell about some new information you learned.
- What feelings did you have when you read the book (sad, angry, happy, etc.)? Can you explain what in the story did this?
- Talk about the title. What makes this a good title?
- What made you like or dislike this story? What do you look for in a good reading book? Was this book a good reading book? Why or why not?

Appendix C: Inventory of Paperback Books Used in Traveling Tales

1. Owls

- Brown, Vee, & Magnuson, Diana. (1995). *Animal lore and legend: Owl*. (Illus. by Vic Warren). New York: Scholastic.
- Lear, Edward. (1996). *The owl and the pussycat*. (Illus. by Jan Brett). New York: Puffin Books.
- Lobel, Arnold. (1982). *Owl at home*. New York: HarperTrophy.

2. Mice

- Holl, Adelaide. (1969). *Moon mouse*. New York: Random House.
- Lobel, Arnold. (1983). *Mouse soup*. New York: HarperTrophy.
- Young, Ed. (2002). *Seven blind mice*. New York: Scholastic.

3. Bears

- De Beer, Hans. (1994). *Little polar bear*. New York: North-South Books.
- Hoban, Lillian. (1982). *Arthur's honey bear*. New York: HarperTrophy.
- Weinberg, Larry. (1987). *Forgetful bears meet Mr. Memory*. (Illus. by Bruce Degen). New York: Scholastic.

4. Sign Language

- Collins, S. Harold. (1992). *Signing at school*. Chicago: Garlic Press.
- Patterson, Francine. (1987). *Koko's story*. New York: Scholastic.
- Sullivan, Mary Beth & Bourke, Linda. (1980). *Show of hands: Say it in sign language*. (Photographs by Ronald H. Cohn). Reading, MA: Addison-Wesley.

5. Snow

- Chapman, Cheryl. (1994). *Snow on snow on snow*. (Illus. by Synthia Saint James). New York: Dial Books for Young Readers.
- Keller, Holly. (1988). *Geraldine's big snow*. New York: Greenwillow Books.
- Yolen, Jane. (1987). *Owl moon*. (Illus. by John Schoenherr). New York: Philomel Books.

6. Family Stories

- Buckley, Helen E. (1994). *Grandfather and I*. (Illus. by Jan Ormerod). New York: Lothrop, Lee & Shepard.
- Mayer, Mercer. (1990). *Just me and my mom*. New York: Golden Books.
- Williams, Vera B. (1982). *A chair for my mother*. New York: Greenwillow Books.

7. Ducks

- Andersen, Hans Christian. (1999). *The ugly duckling*. (Illus. by Jerry Pinkney). New York: Morrow Junior Books. (Book and Cassette)
- McCloskey, Robert. (1976). *Make way for ducklings*. New York: Puffin Books.
- Waddell, Martin. (1996). *Farmer duck*. (Illus. by Helen Oxenbury). Cambridge, MA: Candlewick Press. (Book and Cassette)

8. Big Machines

- Burton, Virginia Lee. (1967). *Mike Mulligan and his steam shovel*. Boston, MA: Houghton Mifflin.
- Burton, Virginia Lee. (1971). *Katy and the big snow*. Boston, MA: Houghton Mifflin.
- Rockwell, Anne F. (1992). *Trains*. New York: Dutton.

9. Dogs

- Christopher, Matt. (1988). *The dog that pitched a no-hitter*. (Illus. by Daniel Vasconcellos). Boston, MA: Little, Brown.
- Weller, Frances Ward. (1990). *Riptide*. (Illus. by Robert J. Blake). New York: Paperstar.
- Wells, Rosemary. (1997). *McDuff moves in*. New York: Hyperion Books for Children.

10. Characters Who Wear Glasses

- Brown, Marc. (1979). *Arthur's eyes*. Boston, MA: Little, Brown.
- Rowe, John A. (1997). *Smudge*. New York: North South Books.
- Smith, Lane. (1991). *Glasses, who needs 'em?* New York: Puffin Books.

11. Farm

- Lewison, Wendy Cheyette. (1992). *Going to sleep on the farm*. New York: Dial Books for Young Readers.
- Lindberg, Reeve. (1989). *Midnight farm*. (Illus. by Susan Jeffers). New York: Penguin Books.
- Wegman, William. (1997). *Farm days*. New York: Hyperion.

12. Biographies of Athletes

- Brandt, Keith. (1992). *Jackie Robinson, a life of courage*. (Illus. by Marcy Ramsey. New York: Troll.
- Krull, Kathleen. (1996). *Wilma unlimited: How Wilma Rudolph became the world's fastest woman*. (Illus. by David Diaz). New York: Harcourt Brace.
- Strug, Kerri & Brown, Greg. (1996). *Kerri Strug, heart of gold*. (Illus. by Doug Keith). Dallas, TX: Taylor.

13. Moving

- Komaiko, Leah. (1987). *Annie Bananie: Best friends to the end*. New York: Harper & Row.
- Viorst, Judith. (1998). *Alexander, who's not (Do you hear me? I mean it!) going to move*. (Illus. by Robin Preis Glasser). New York: Aladdin Paperbacks.
- Waber, Bernard. (1994). *Ira says goodbye*. Boston, MA: Houghton Mifflin.

14. Rainforest

- Baker, Lucy. (2001). *Life in the rainforests*. London: Two-Can Publishing.
- Greenwood, Elinor. (2001). *Eye wonder: Rain forest*. New York: DK Publishing.
- Yolen, Jane. (1993). *Welcome to the greenhouse* (Illus. by Laura Regan). New York: G.P. Putnam.

15. Myths and Legends

- Palazzo-Craig, Janet. (1996). *Emerald tree*. (Illus. by Charles Reasoner). New York: Troll.
- Palazzo-Craig, Janet. (1996). *How night came to be*. (Illus. by Felipe Davalos). New York: Troll.
- Wells, Rosemary. (1993). *Max and Ruby's first Greek myth: Pandora's box*. New York: Dial Books for Young Readers.

16. Abraham Lincoln

- Adler, David A. (1989). *Picture book of Abraham Lincoln*. (Illus. by John & Alexandra Wallner. New York: Holiday House.
- Brenner, Martha. (1994). *Abe Lincoln's hat*. (Illus. by Donald Cook). New York: Random House.
- Waber, Bernard. (1964). *Just like Abraham Lincoln*. Boston, MA: Houghton Mifflin.

17. Pigs

- Lobel, Arnold. (1969). *Small pig*. New York: Harper & Row.
- Lobel, Arnold. (1979). *Treeful of pigs*. New York: Greenwillow.
- Scieszka, Jon. (1989). *True story of the three little pigs*. (Illus. by Lane Smith). New York: Viking.

18. Songs

- Lloyd, Moss. (2000). *Zin! Zin! A violin*. New York: Aladdin Paperbacks. (Book and Cassette)
- Raffi. (1998). *Wheels on the bus: songs to read*. (Illus. by Sylvie K. Wickstrom). New York: Crown.
- Westcott, Nadine Bernard. (1987). *Peanut butter and jelly*. New York: Dutton Children's Books. (Book and Cassette).

19. Legends

- Chocolate, Deborah M. Newton. (1998). *Talk, talk: An Ashanti legend*. New York: Troll.

- Palazzo-Craig, Janet. (1999). *Magic peach*. (Illus. by Makiko Nagano). New York: Troll.
- Palazzo-Craig, Janet. (1997). *Tam's slipper*. (Illus. by Makiko Nagano). New York: Troll.

20. Witches

- Bridwell, Norman. (1965). *The witch next door*. New York: Scholastic.
- Duran, Cheli. (1971). *Hildilid's night*. (Illus. by Arnold Lobel). New York: Macmillan.
- Hautzig, Deborah. (1984). *Little witch's big night*. (Illus. by Marc Brown). New York: Random House.

21. Fantasy

- Brett, Jan. (1989). *The mitten: a Ukrainian folktale*. New York: Putnam.
- Hoff, Syd. (1985). *Danny and the dinosaur*. New York: Harper & Row.
- Small, David. (2000). *Imogene's antlers*. New York: Crown Juveniles.

22. Mystery

- Cushman, Doug. (1987). *Aunt Eater loves a mystery*. New York: Harper & Row.
- Platt, Kin. (1965). *Big Max*. New York: Harper & Row.
- Sharmat, Marjorie Weinman. (1997). *Nate the great saves the king of Sweden*. (Illus. by Marc Simont). New York: Yearling.

23. Animals

- Chase, Edith Newlin. (1991). *New baby calf*. (Illus. by Barbara Reid). New York: Scholastic.
- Dunn, Judy. (1978). *The little lamb*. New York: Random House.
- Oppenheim, Joanne. (1986). *Have you seen birds?* (Illus. by Barbara Reid). New York: Scholastic.

24. Birthdays

- Brown, Marc. (1989). *Arthur's birthday*. Boston, MA: Little, Brown, & Co.
- Carlstrom, Nancy White. (2000). *Happy birthday, Jesse Bear!* (Illus. by Bruce Degen). New York: Aladdin Paperbacks. (Book and Cassette)
- Hoff, Syd. (1995). *Happy birthday, Danny and the dinosaur*. New York: HarperTrophy.

25. Folk Tales and Fables

- Kellogg, Steven. (1997). *Jack and the beanstalk*. New York: HarperTrophy.
- Lobel, Arnold. (1980). *Fables*. New York: HarperCollins.
- Schmidt, Karen. (1985). *The gingerbread man*. New York: Scholastic.

26. The Moon

- Asch, Frank. (1982). *Happy birthday, moon*. New York: Alladin Paperbacks.
- Brown, Margaret Wise. (1947). *Goodnight moon*. (Illus. by Clement Hurd). New York: Harper & Row.
- Thurber, James. (1971). *Many moons*. (Illus. by Louis Slobodkin). New York: Harcourt, Brace, & Jovanovich.

27. Cookies

- Hutchins, Pat. (1986). *The doorbell rang*. New York: Scholastic.
- Lass, Bonnie & Sturges, Philemon. (2000). *Who took the cookies from the cookie jar?* (Illus. by Ashley Wolff). Boston, MA: Little, Brown, & Co.
- Numeroff, Laura Joffe. (1996). *If you give a mouse a cookie*. (Illus. by Felicia Bond). New York: HarperTrophy.

28. Space

- Graham, Ian. (1991). *Looking at space*. New York: Scholastic.
- Hall, Katy & Eisenberg, Lisa. (1992). *Spacey riddles*. (Illus. by Simms Taback). New York: Puffin.
- Jaeggi, Chris. (1995). *I know about planets*. (Illus. by Meyer Seltzer). Chicago: Rand McNally & Co.
- Kitamura, Satoshi. (1989). *UFO diary*. New York: Farrar, Straus, Giroux.

29. Pigs

- Teague, Mark. (1994). *Pigsty*. New York: Scholastic.
- McPhail, David M. (1996). *Pigs aplenty, pigs galore*. New York: Puffin.
- Wood, Audrey, & Wood, Don. (1995). *Piggies*. New York: Voyager.

30. Mice

- Lionni, Leo. (1969). *Alexander and the wind-up mouse*. New York: Scholastic.
- Lobel, Arnold. (1978). *Mouse tales*. New York: HarperTrophy.
- Wells, Rosemary. (2000). *Noisy Nora*. New York: Puffin.

31. Dinosaurs

- Gibbons, Gail. (1988). *Dinosaurs*. New York: Holiday House.
- Joyce, William. (1988). *Dinosaur Bob*. New York: Scholastic.
- Penner, Lucille Rech. (1991). *Dinosaur Babies*. (Illus. by Peter Barrett). New York: Random House Books for Young Readers.

32. Dinosaurs

- Craig, Janet. (1989). *Little Danny dinosaur*. (Illus. by Paul Harvey). New York: Troll.
- Most, Bernard. (1995). *How big were the dinosaurs?* New York: Voyager.
- Murphy, Jim. (1992). *Dinosaur for a day*. (Illus. by Mark Alan Weatherby). New York: Scholastic.

33. Fantasy

- Arnold, Tedd. (1998). *Green Wilma*. New York: Puffin. (Book and Cassette).
- Joyce, William. (2003). *George shrinks*. New York: HarperTrophy.
- Most, Bernard. (1991). *The cow that went oink*. New York: Harcourt. (Book & Cassette).

34. Weather

- Bliss, Corinne Bliss. (1998). *Snow day*. New York: Random House Books for Young Children.
- Hutchins, Pat. (1993). *The wind blew*. New York: Scholastic.
- Simon, Seymour. (1999). *Lightning*. New York: HarperTrophy.

35. Occupations

- Barton, Byron. (1992). *I want to be an astronaut*. New York: HarperCollins Juvenile Books.
- Pilkey, Dave. (1999). *The paperboy*. New York: Orchard Books. (Book and Cassette).
- Rathman, Peggy. (1995). *Officer Buckle and Gloria*. New York: Scholastic.

36. Rabbits

- Bailey, Carolyn Sherwin (1988). *The little rabbit who wanted red wings*. (Illus. by Jacqueline Rogers, Monique Z. Stephens, Ed.). New York: Grosset & Dunlap.
- London, Jonathan. (1996). *Jackrabbit*. (Illus. by Deborah Kogan Ray). New York: Crown.
- McBratney, Sam (1995). *Guess how much I love you?* (Illus. by Anita Jeram). Cambridge, MA: Candlewick Press.

37. Bunnies

- Brown, Margaret Wise. (1977). *Runaway bunny*. (Illus. by Clement Hurd). New York: HarperTrophy.
- Gag, Wanda. (1992). *The ABC bunny*. (Illus. by Howard Gag). New York: Putnam Publishing Group.
- Pfister, Marcus. (1994). *Hopper*. New York: North South Books.

38. Friends

- Hale, Irina (1992). *How I found a friend*. New York: Scholastic.
- Meyer, Mercer. (1988). *Just my friend and me*. New York: Golden Book.
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