

# Library

Helping preschoolers develop a close and enjoyable relationship with books is a vital step toward literacy. Children who regularly have books read to them progress from turning the pages and studying the pictures intently to selecting favorite stories, anticipating the next action in a story, telling the story themselves, and finally reading on their own. The early childhood program staff have an important role to play in preparing a child for lifelong literacy. Each time a staff member reads or uses books with the children, the experience should be interesting and rewarding, so that the children form pleasant associations with literature. Planned whole-group story time initiated by the staff is the most difficult experience children have with books. Therefore, such times should be limited in length and matched to the interest level of the group.

**All About ECERS-3 Item 14. page 177**

There must be enough books on different topics so each child can find a book that is satisfying to use, based on personal preferences and ability. And of course, since each child must be able to find a book that will be satisfying, the books require clear organization.

**All About ECERS-3 Item 15. page 189**



**TN ELDS: Language and Literacy (page 12):** *Exposing children to books and print helps them to begin to make the connection between spoken and written words.*

**Head Start ELOF (page 35):** *Preschoolers begin to understand print conventions and the different functions of print in picture books or grocery list.*

## ECERS-3 Item. 14 Staff use of books with children

**5.1 Staff read books to children during the observation, either to the whole group, to a small group, or individually.**

**5.2 Accommodations are made for children require additional support during book time (Ex: children not fluent in classroom language, with developmental delays, or who do not do well in large groups have special provision, such as smaller group.)**

**7.1 Appropriate books that relate to current activities or themes are read to or used with children.**

**Notes for clarification:** “Inappropriate” means that the book is not age-and developmentally appropriate for the children in the group. In addition, a book might cause a child to be frightened, such as a book that contains graphic violence or frightening content. Inappropriate books may give a negative social message that it is good to use aggression to solve social issues. This would be true in many fairy tales, for example where the good character kills the “bad” character, instead of working our problems without harming one another.

## ECERS Item 15 Encouraging children’s to use of books

**5.1 Many books accessible for at least 1 hour during observation.**

**\*Notes for Clarification:** “Many” means at least 20 books for 10 children, or 30 books for 15 children, plus one more for each additional child. Calculate based on the highest number of children attending at any time.

**7.1 A wide selection of books is accessible**

**\*Examples:** Books about people, feelings, nature/science, math, culture, varying race, males and females, jobs/work, health or self-help skills, sports/hobbies, abilities.

