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Choosing and Using Books with Young Children Lesson Objective

Time: **80 minute lesson**

New York State Parenting Standard: **Standard 1: Roles and Responsibilities,
Standard 2: Human Growth and Development Standard 3: Support Systems and Services**

Aim: For students to understand the importance of reading to young children and what children gain through being exposed to language, books and print material.

Objectives: Students Will:

- 1.) Discuss what children may gain through having someone read to them when very young.**
- 2.) Discuss what makes and age appropriate book, and how to choose and use books with young children.**
- 3.) Make an age appropriate book for a child and practice using the homemade, with a child or each other!**
- 4.) Discuss systems to support reading within your community.**

Materials Needed:

Lesson outline, luggage tags/index cards (for book pages), large metal rings (used as book binding), stickers, markers, variety of good children's books for reference and sharing.

Choosing and Using Books with Young Children

Lesson Outline

- I. Why Books?
 - A. What are some positive things we can do with young children that would be enjoyable for them and educational at the same time? (Have students name different things.)
 - B. Discuss the importance of creating a “literature rich environment” for young children.
 - 1. What might this environment look like?
 - 2. What would you do in this environment? (read with children, tell stories, finger plays, puppets, felt boards, etc.)

- II. Using Books
 - A. Reading books is one thing all children can enjoy, no matter what age.
 - B. Ask “Is there a right way to read a book?” Discuss why this isn’t so.
 - C. From where can we access books?

- III. Choosing Books
 - A. Are all books of equal learning value? Why or Why not?
 - B. What qualities make a book good for young children?
 - 1. few clear words
 - 2. engaging and beautiful illustrations
 - 3. white space
 - 4. content that is age/developmentally appropriate
 - 5. Others
 - C. Share a few simple children’s books with students and discuss
 - 1. For what age child is the book appropriate?
 - 2. What might attract a child to this book?
 - 3. What can a child learn from this book?

- IV. Making Books
 - A. What makes a good book?
 - 1. What is on the front cover? Title, author and illustrator – maybe an illustration.
 - 2. How many pages should a children’s book have? A children’s book should not be very long- why? Children do not have a very long attention span.
 - 3. Stories should be short, simple, predictable, and allow the child to relate to it. – “Just like me!”
 - 4. Use repetition, rhyming, and objects familiar to children.
 - B. Create a Book
 - 1. Have each student, or group of students, design and make a simple book.
 - 2. Encourage them to share their books with the rest of the group (this may take another class period to complete).
 - 3. Have the students note the qualities that each book possesses that would make it attractive to young children – at what age?
 - 4. For homework, have them read, or share their book with someone else (preferably a young child).