



Books and Pictures

ECERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> At least <u>20</u> books (for a group of up to 15 children, and at least one extra book for each additional child over that number) accessible <i>substantial portion of the day</i>. <p>Definition: Substantial portion of the day – One-third of the program’s daily operating hours. Operating hours begin with the earliest time children are allowed to arrive and continue until the latest time children are allowed to stay in care.</p> <p>Definition: Accessible – children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> By having at least 20 books, you are ensuring that each child has access to a book at any given time and allows them to have access to books on a variety of topics which meets individual preferences of reading materials. Children should have access to books throughout the day. Having them available during transition times helps cut down on the amount of time a child has to wait (for lunch, to go outside, etc.) Providing books (among other toys) also helps reduce behavioral problems during transition times because it gives the child something to do.
<ul style="list-style-type: none"> Books should be organized into a reading center Books must be in good repair – no rips, pages missing etc. 	<ul style="list-style-type: none"> The book area should be warm and inviting and a relaxing place for children to go. The book area should also be limited to only a few children at a time so it doesn’t become too crowded or loud and rambunctious. It should be out of traffic so that children aren’t constantly getting interrupted. It is hard to follow the story if books are missing pages or ripped/torn. A goal with books should be to teach children to predict what happens next which is hard to do if a book is missing pages.
<ul style="list-style-type: none"> Books must contain a wide selection including <ul style="list-style-type: none"> Fantasy: Pretend stories about people and animals Factual information: books with pictures of real animals, facts about real life of animals and plants, or other real life experiences Nature and Science: Ex: how the five senses work, the human body, houses of different animals Different races and cultures: Historical and contemporary stories about people from different races and cultures or books in other languages Different Abilities: Individuals with disabilities and how they might use aids such as eyeglasses, a hearing aid, a wheelchair or crutches. 	<ul style="list-style-type: none"> Having a wide variety of different topics of books available to children ensure that they have the opportunity to see pictures and hear stories about each of those topics. Although a book may fit in one or more category, all categories must be represented. Children learn about their world through books – fantasy, factual information, nature and science, different races and cultures and abilities are all important things to learn about!

<ul style="list-style-type: none"> • Some additional language materials used daily (Some means at least two materials, in addition to books, that encourage language learning are accessible daily.) • The selection of books should include a few (three or more) that relate to the current theme or activities. 	<ul style="list-style-type: none"> • Additional language materials can be recorded stories and songs, a listening center, flannel board stories, picture card games, puppets, or finger play materials, to list a few. • Children are more likely to learn about and be more interested in a topic if they are currently learning about it. By providing books about the current theme, you are reinforcing learning and interest in that topic.
<ul style="list-style-type: none"> • Books need to be appropriate for the age level of the child and include NO violent books. 	<ul style="list-style-type: none"> • Older preschoolers and kindergartners enjoy more complex challenging stories and games. Children of this age can't distinguish between imaginary and real occurrences and therefore may become very upset or get an incorrect message about how to behave. A lot of modern children's movies are turned into books that have scary story plots that might frighten young children.
<ul style="list-style-type: none"> • Question observer will ask: Do you add to or change the books that are put out for the children to use? How often do you do this? What kinds of books are added? 	<ul style="list-style-type: none"> • It is important to rotate books weekly or monthly so children are exposed to a variety of different stories. Adding books related to the current theme enriches their experience. By adding new books, children can see new pictures, learn new things, and hear different words as they are being read to. These are all important for language development.
<ul style="list-style-type: none"> • Staff read books daily with individuals or very small groups of interested children several times throughout the day. 	<ul style="list-style-type: none"> • It isn't enough to just have books available! Children need to hear the written words being spoken out loud so they connect that written words are the same as the words that are spoken to them.

SOURCE: *Early Childhood Environment Rating Scale (ECERS)*

