

I Made Noise



Written by Cathy Torrisi
Illustrated by Thomas Sperling

AT HOME

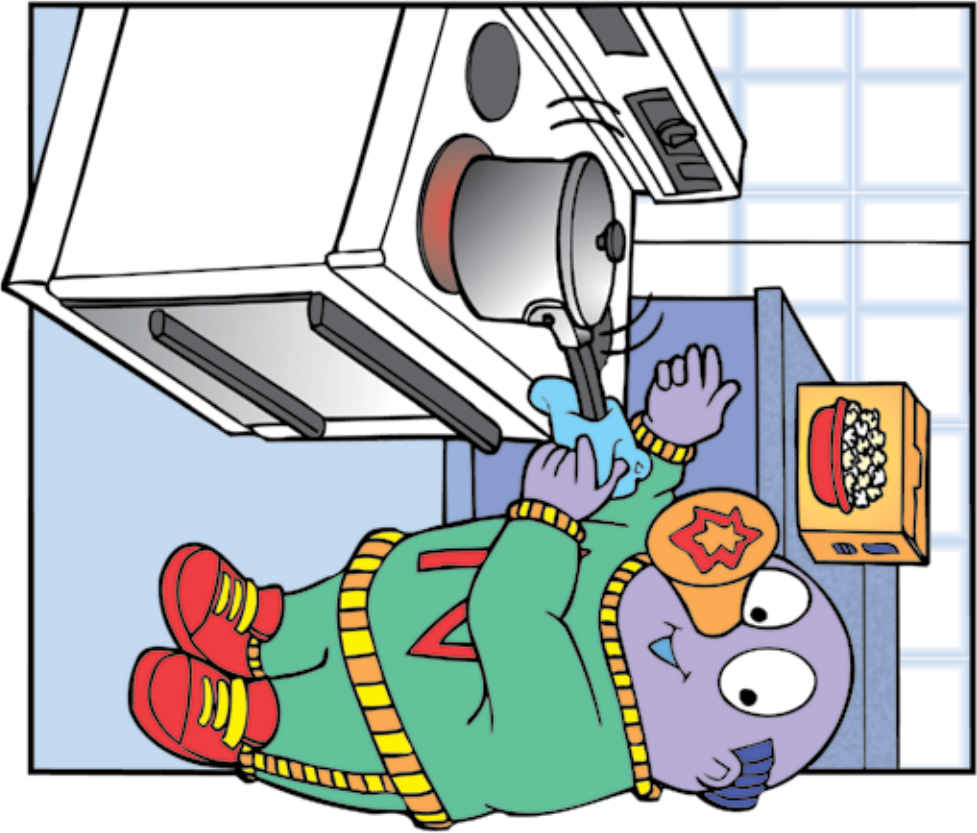
As you read the book aloud, point to each word. Pause periodically and have your child chime in with a word.

After reading, revisit each page and discuss what is happening in the story. Talk about what things make noise in your home.

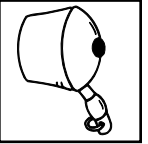


I like noise.



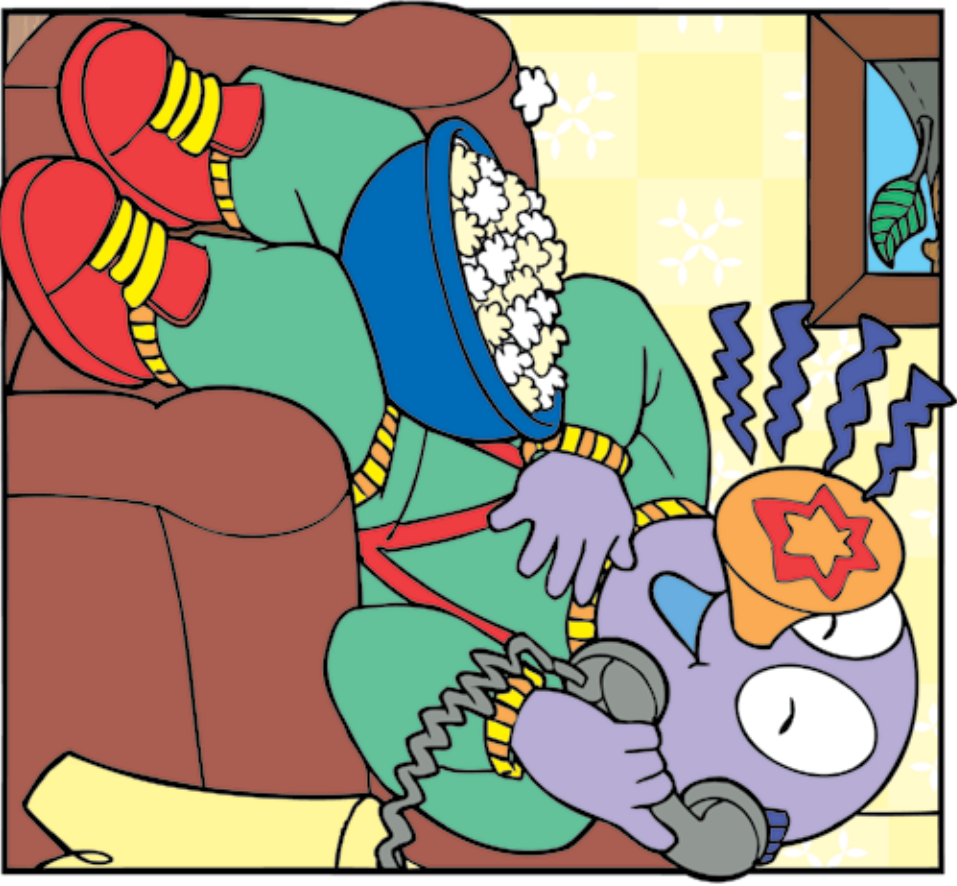


See my pot?

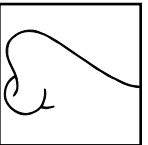


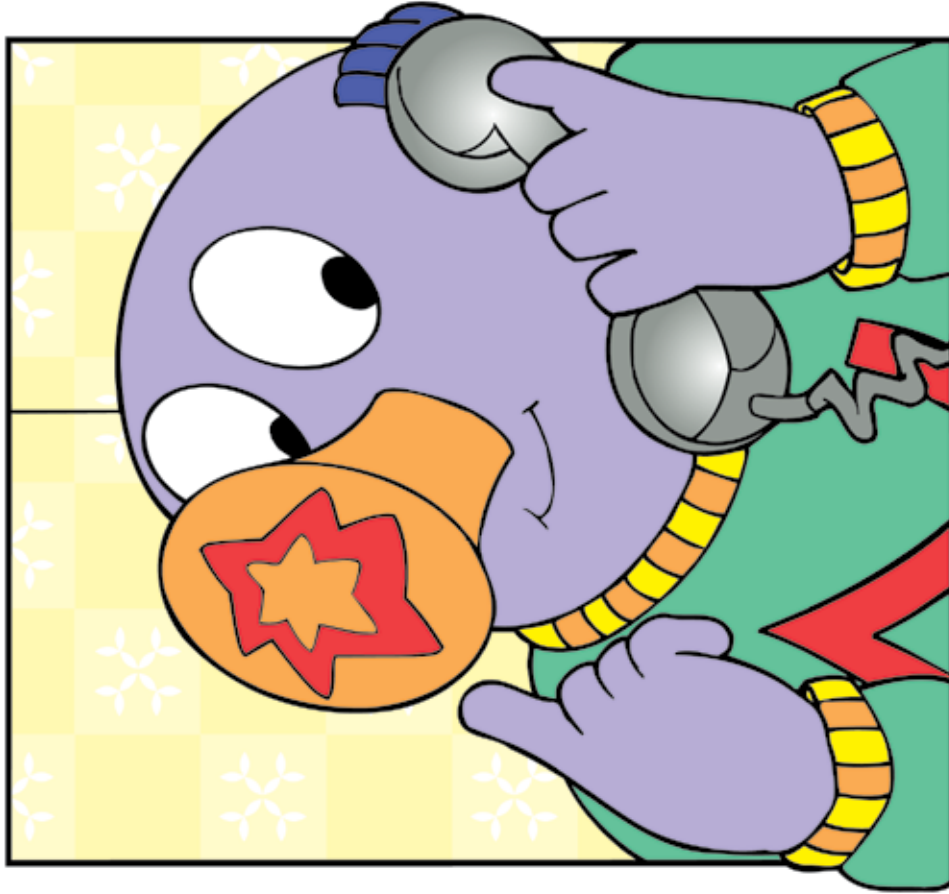
fold

B

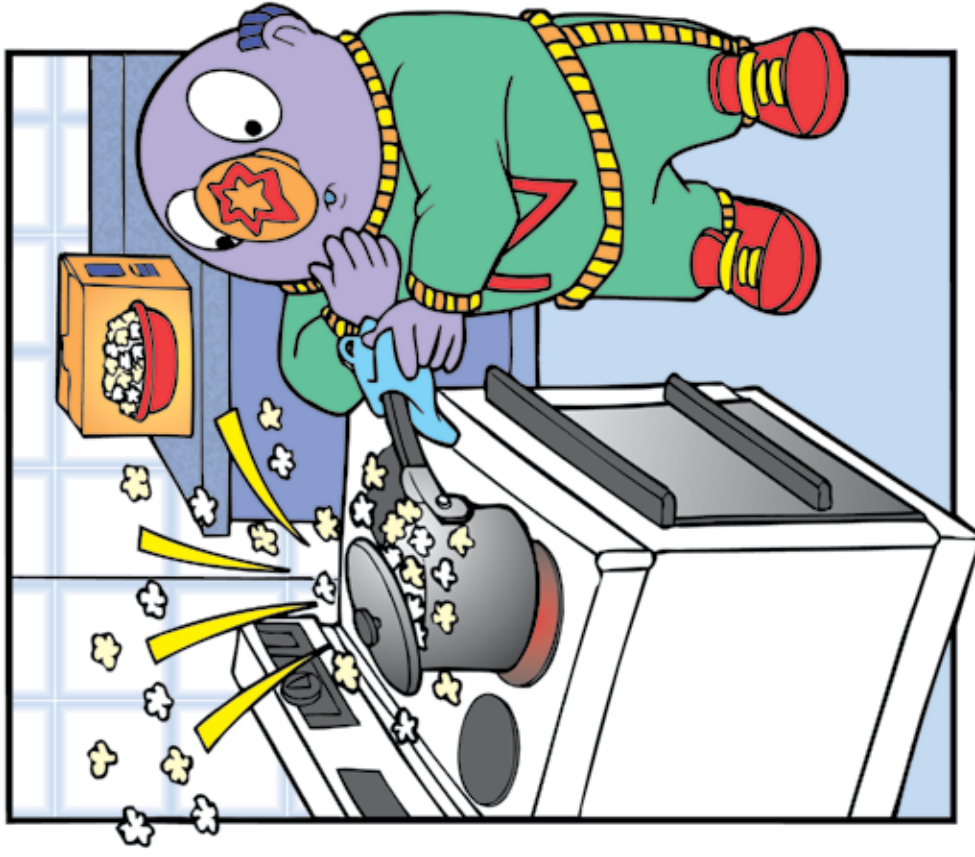
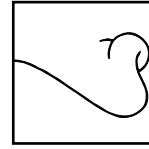


My nose made noise.

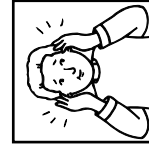
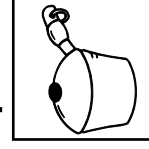


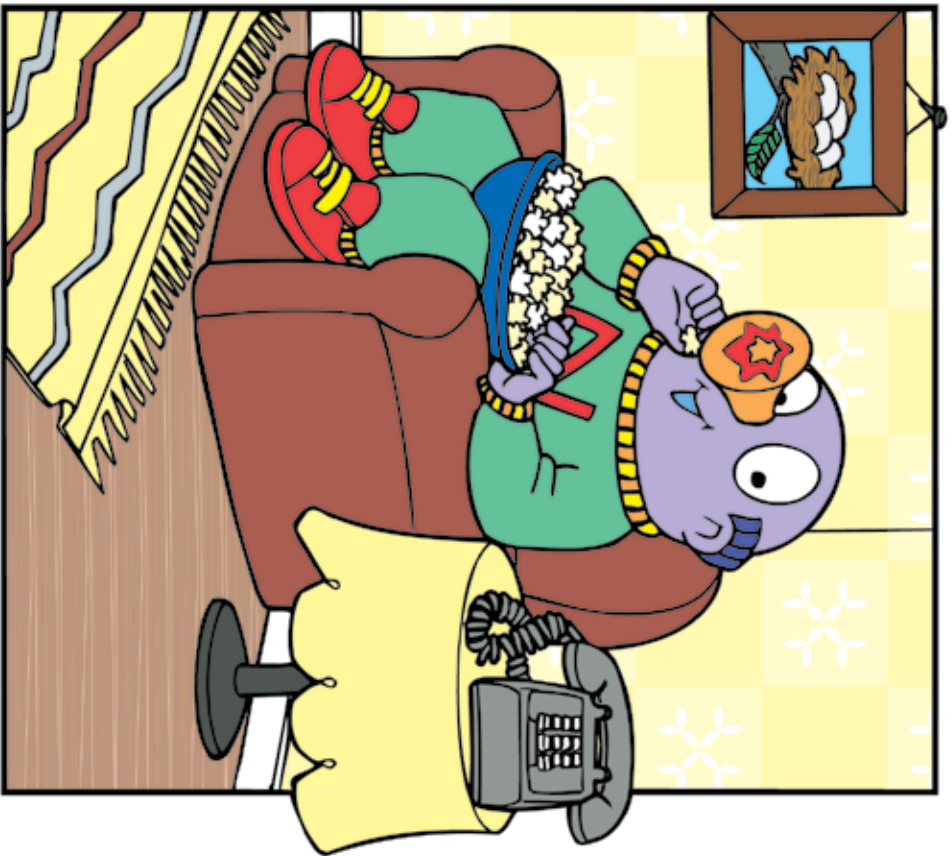


See my nose?

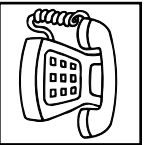


My pot made noise.



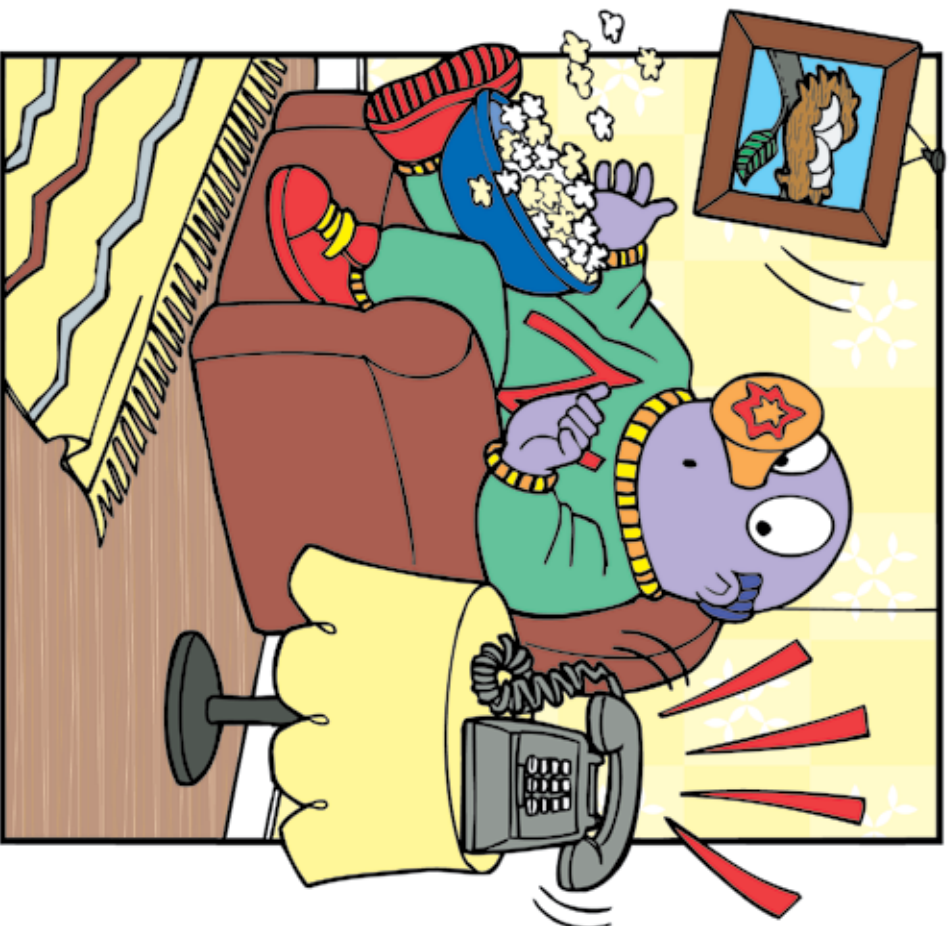


See my telephone?



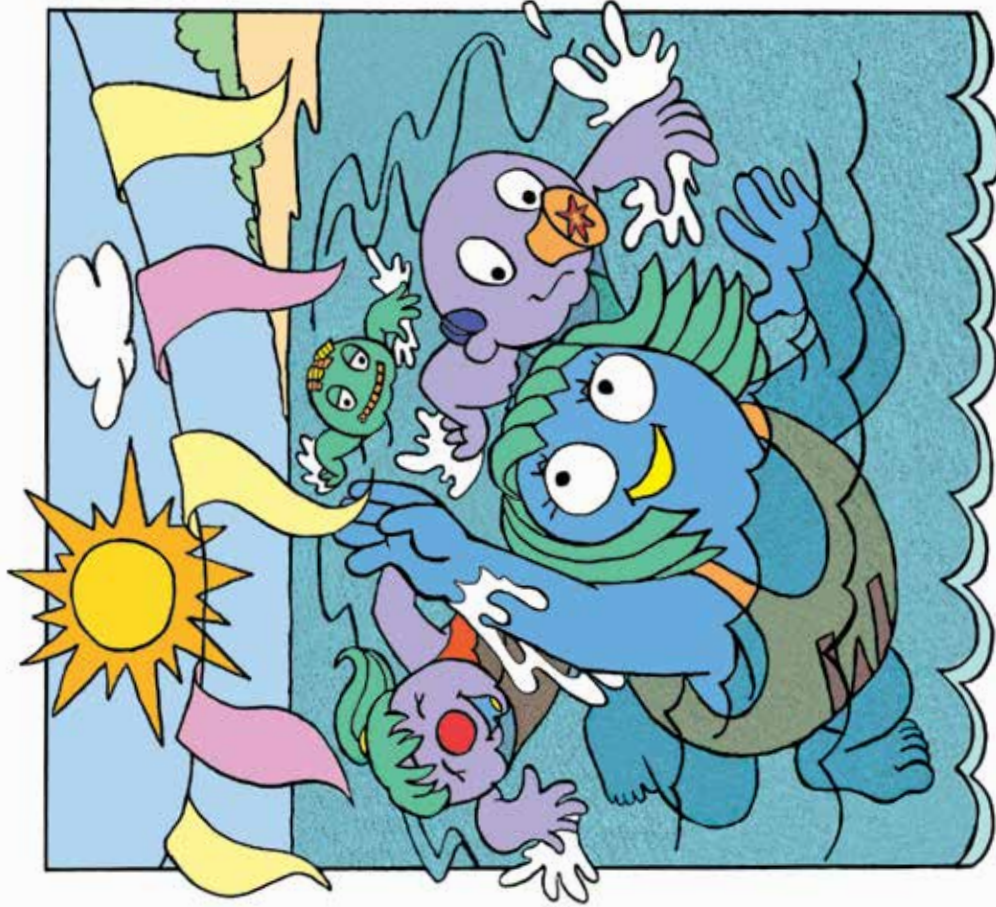
fold

D

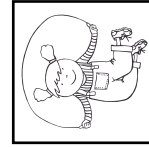


My telephone made noise.





We have fun!



We Have Fun



AT HOME

As you read the book aloud, read the even-numbered pages yourself and ask your child to read the odd-numbered pages. Then reread the story together.

After reading, revisit each page and discuss what is happening in the story. Brainstorm a list of ways to have fun outside. On your next sunny day, pick an activity from the list to do together.

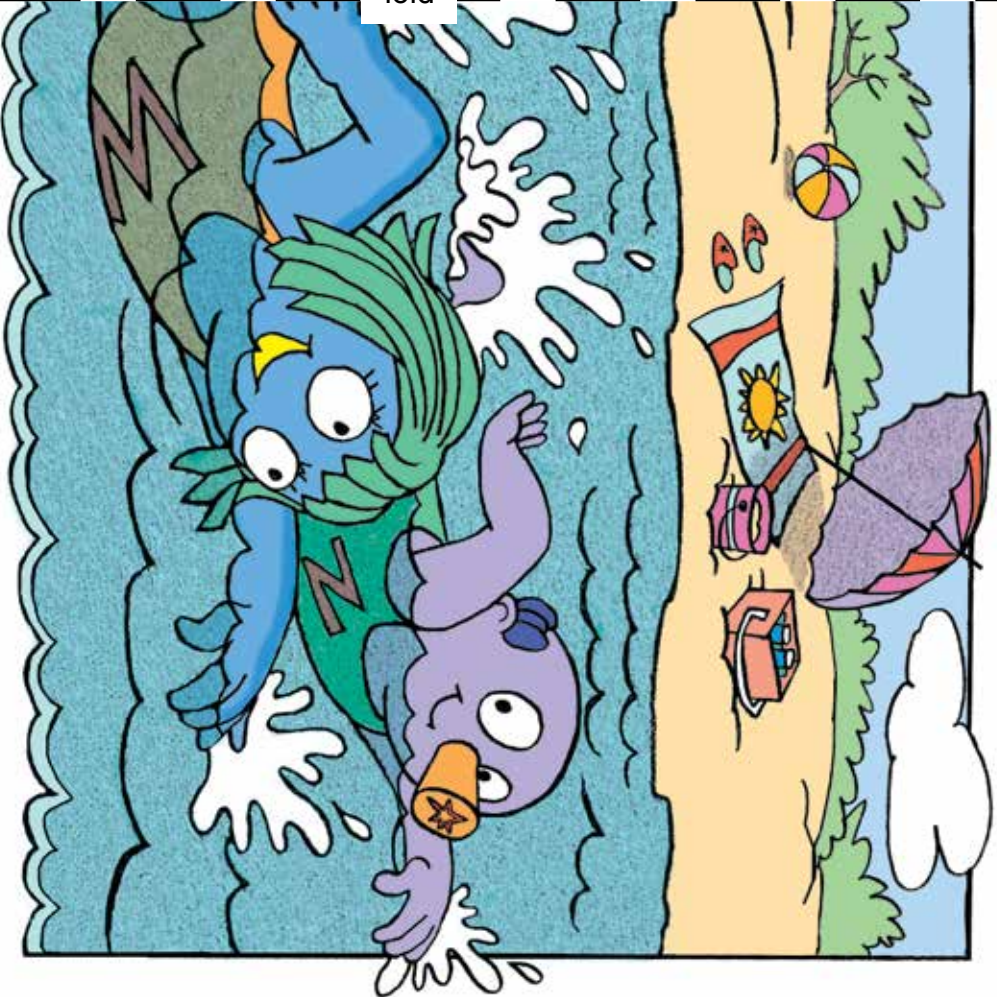
Written by Cynthia Cappetta
Illustrated by Barbara Yeagle



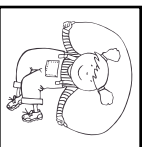
We play.

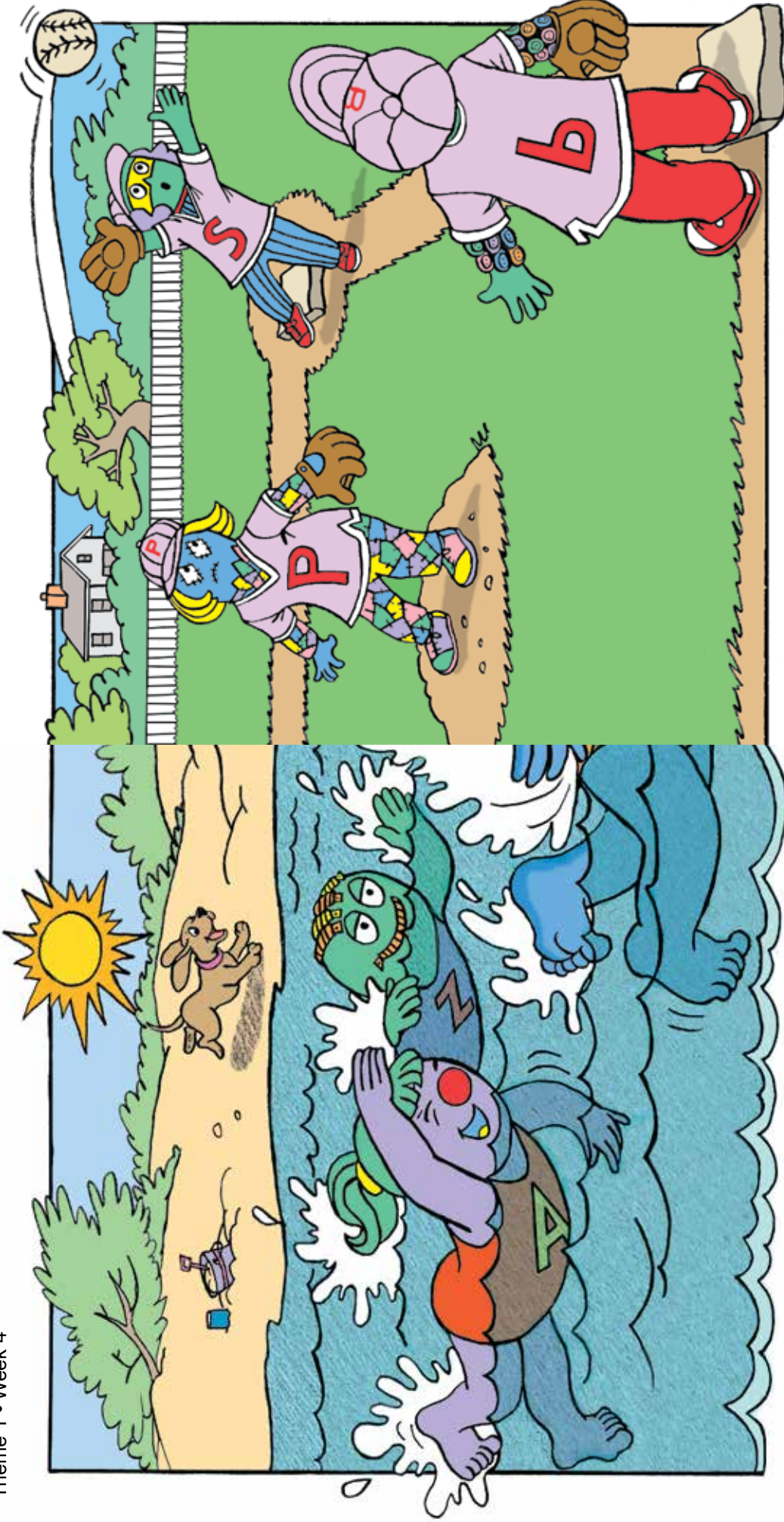


fold



We have fun.

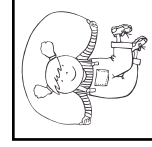


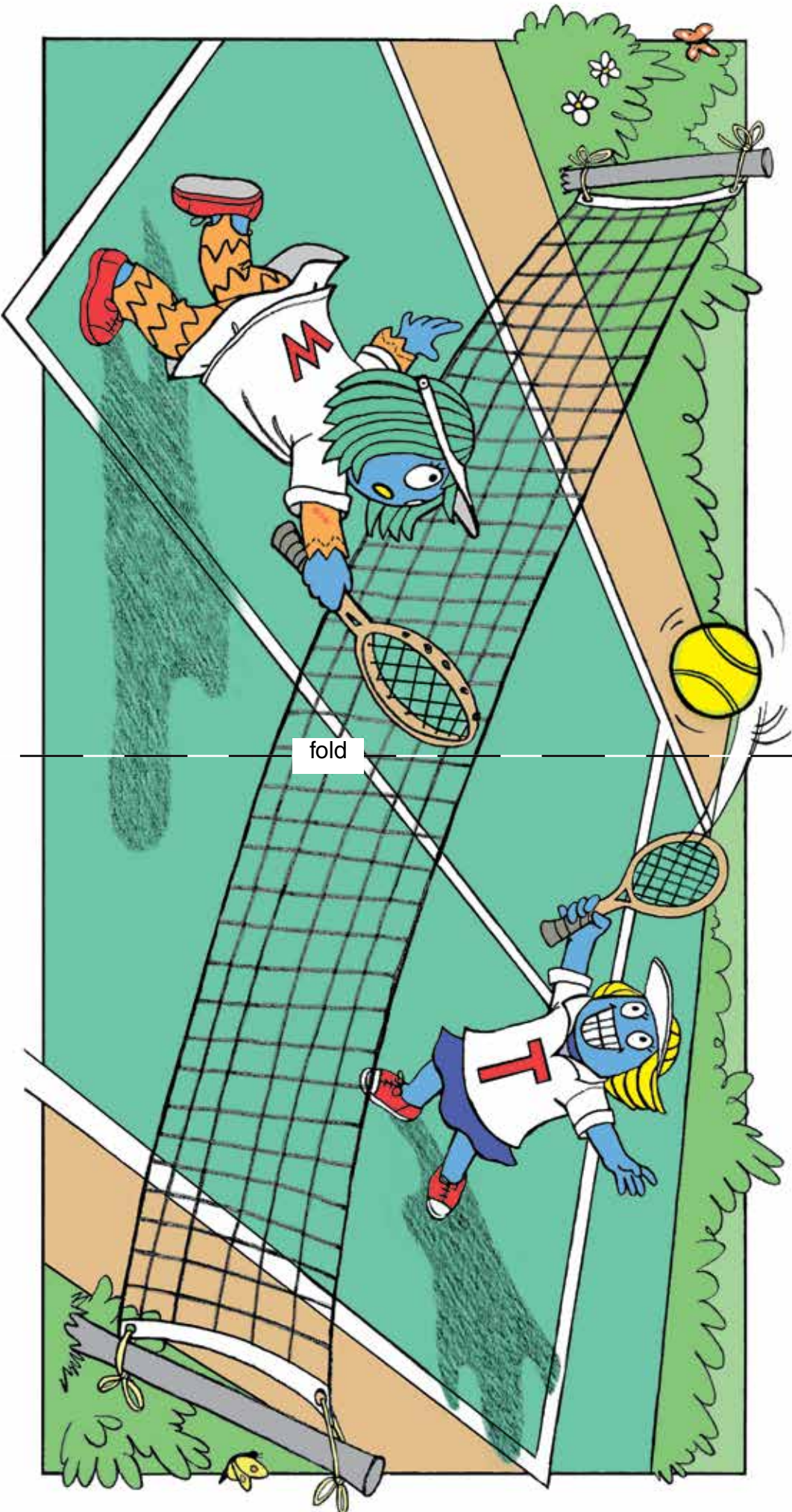


We swim.



We have fun.





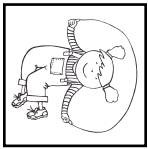
D

fold

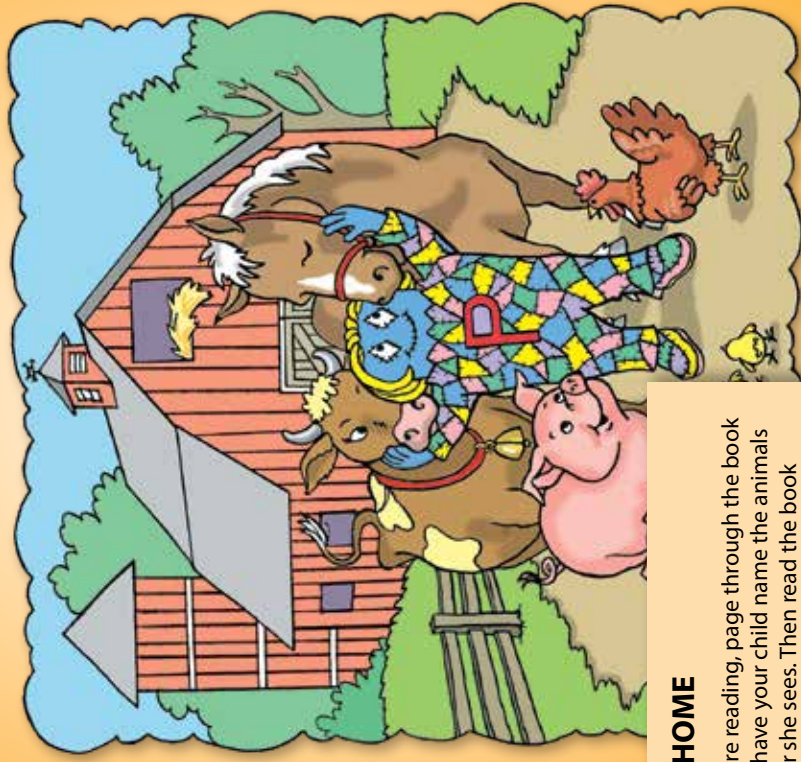
We hit.



We have fun.



The Farm



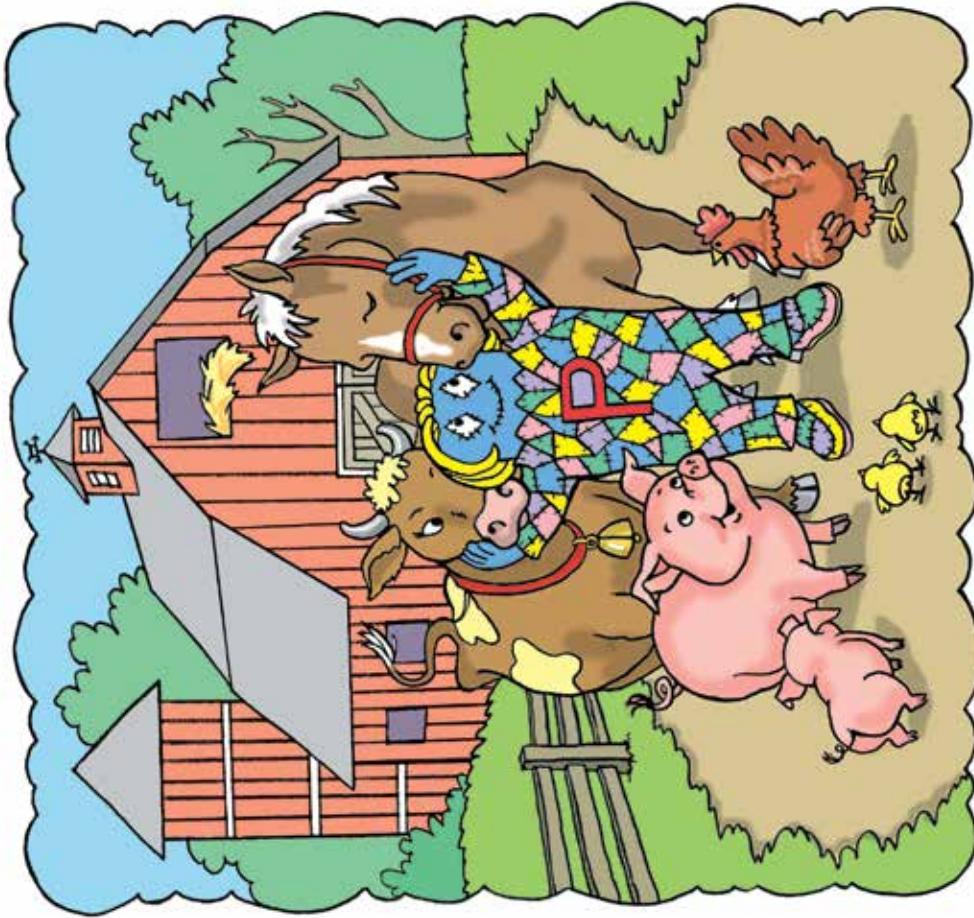
Written by Cathy Torrissi
Illustrated by Barbara Yeagle

AT HOME

Before reading, page through the book and have your child name the animals he or she sees. Then read the book aloud, pausing periodically for your child to chime in.

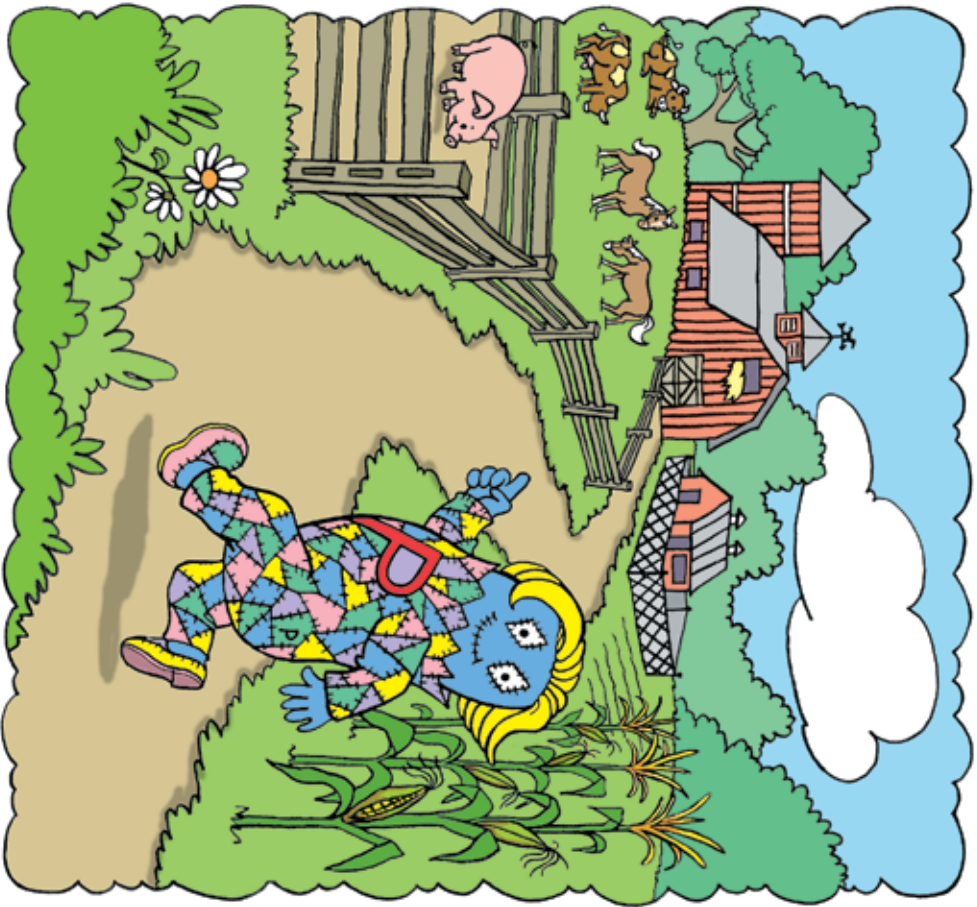
After reading, revisit each page and talk about what Ms. P is doing in the picture. Then ask your child what he or she would like to see or do on a farm.

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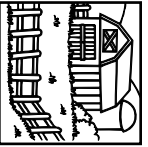


I like the farm!



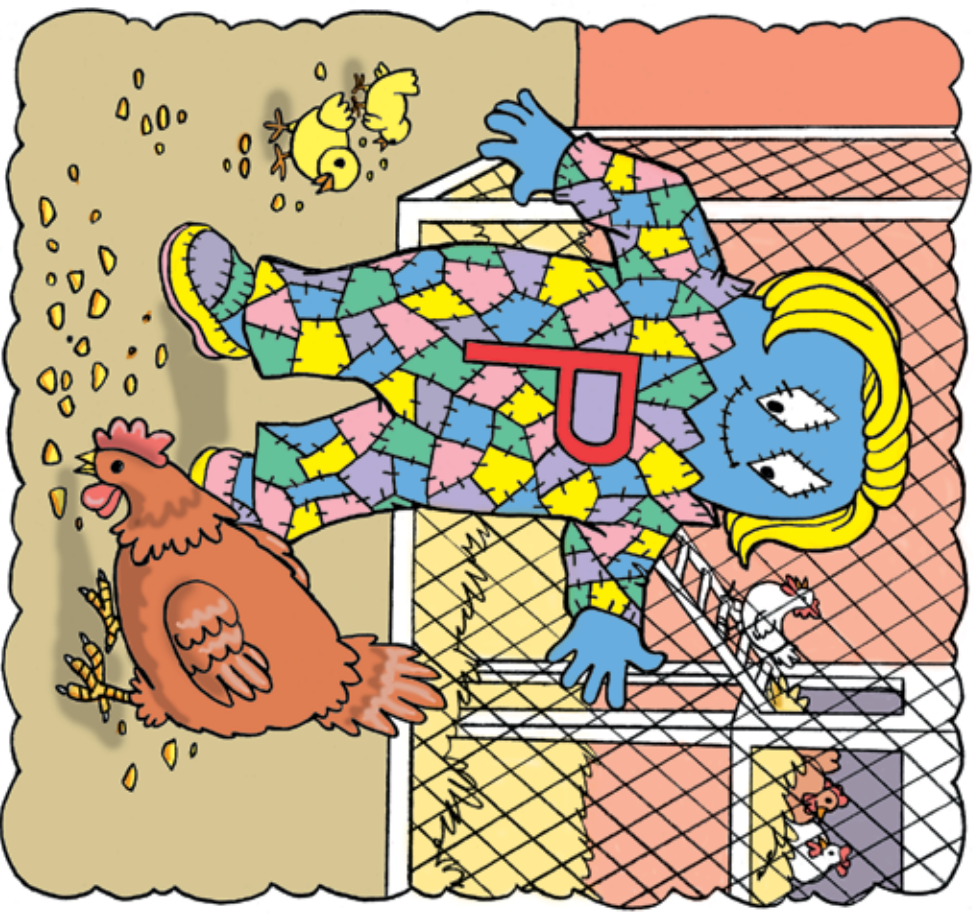


I see a farm.

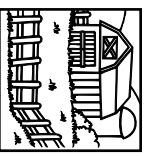
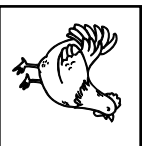


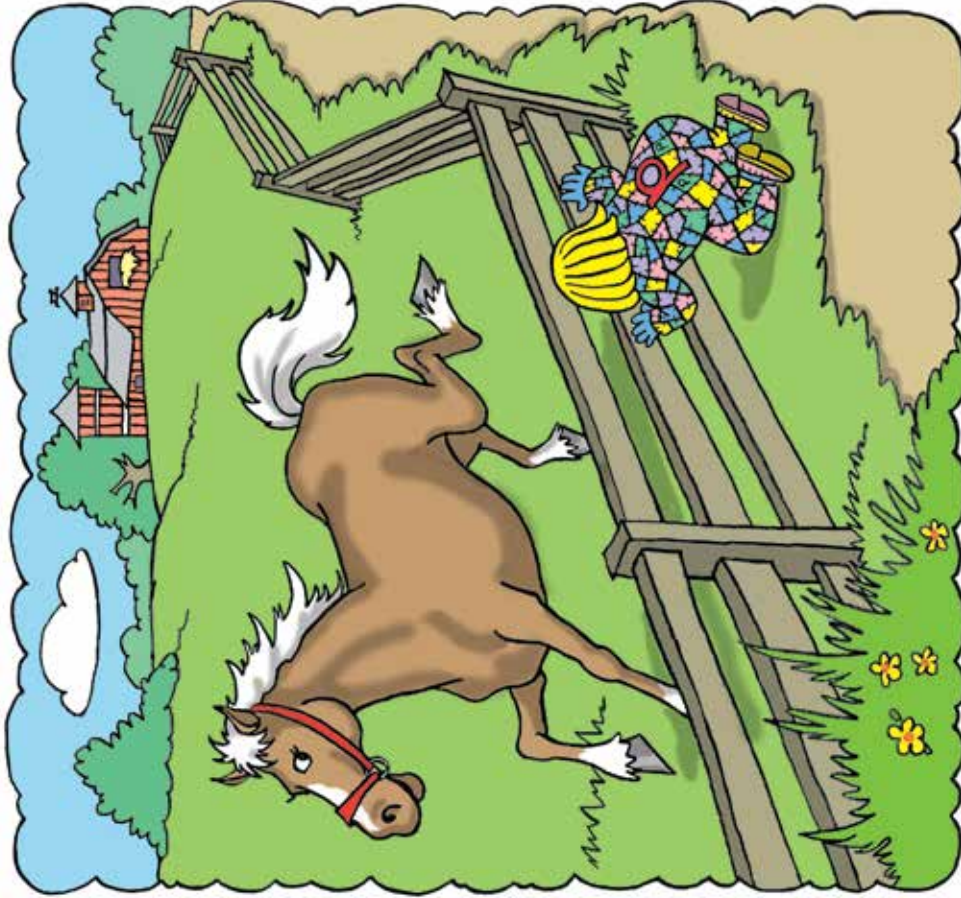
fold

B

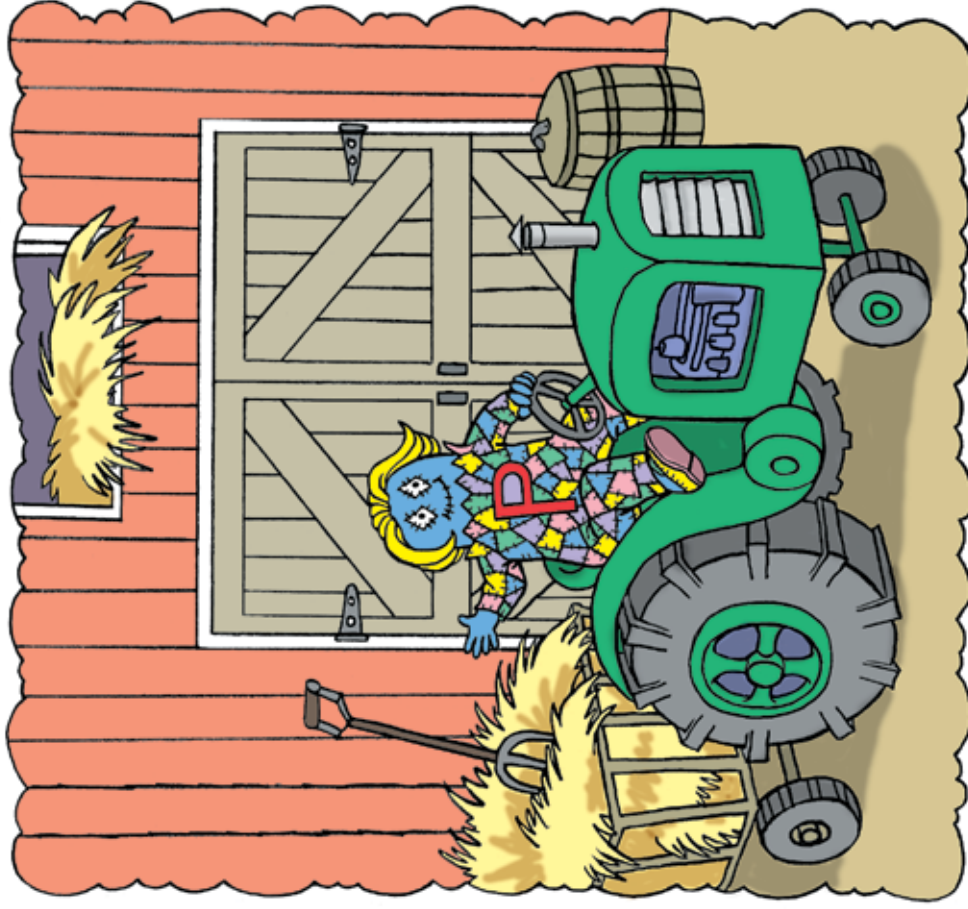
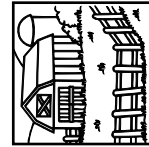
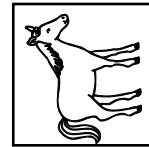


I see a chicken on the farm.

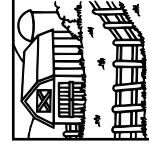


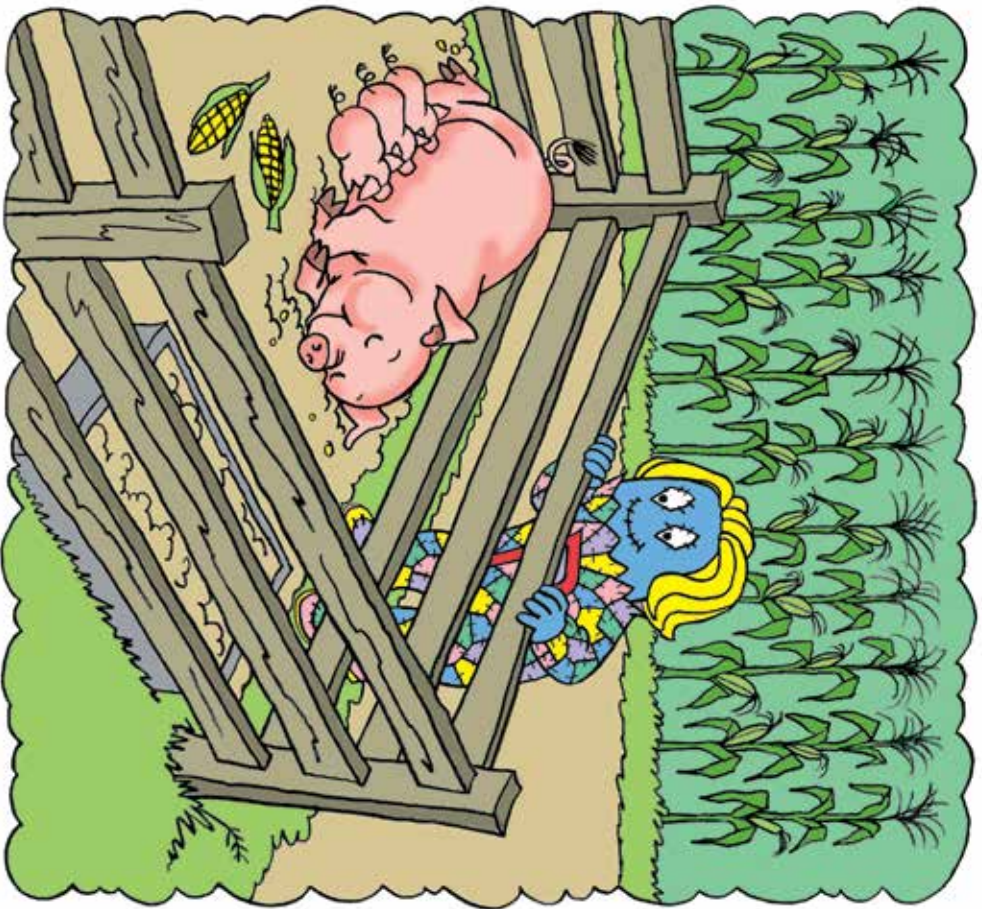


I see a horse on the farm.

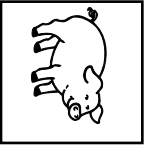


I like the farm.





I see a pig on the farm.

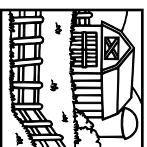


fold

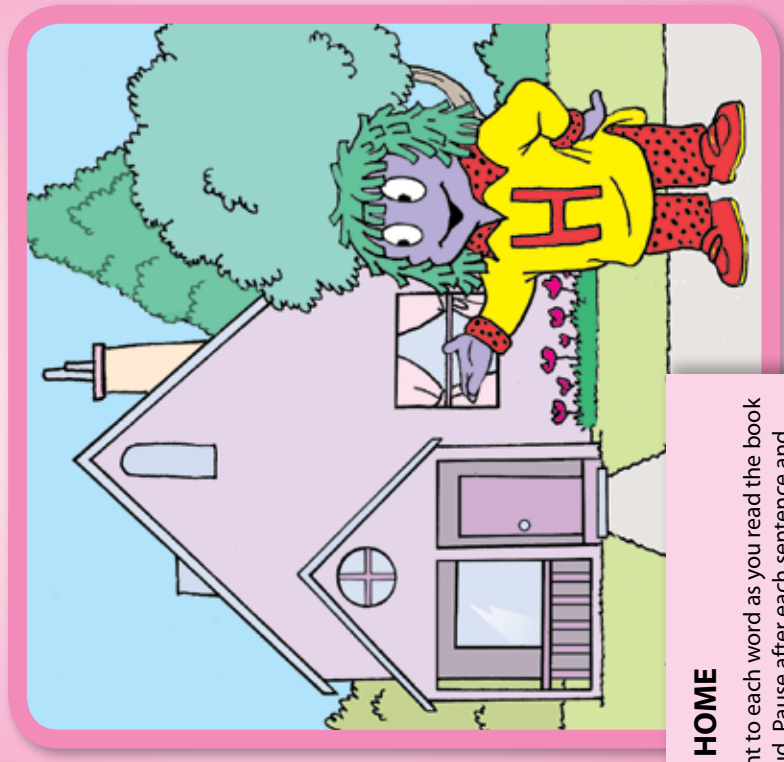
D



I see a cow on the farm.



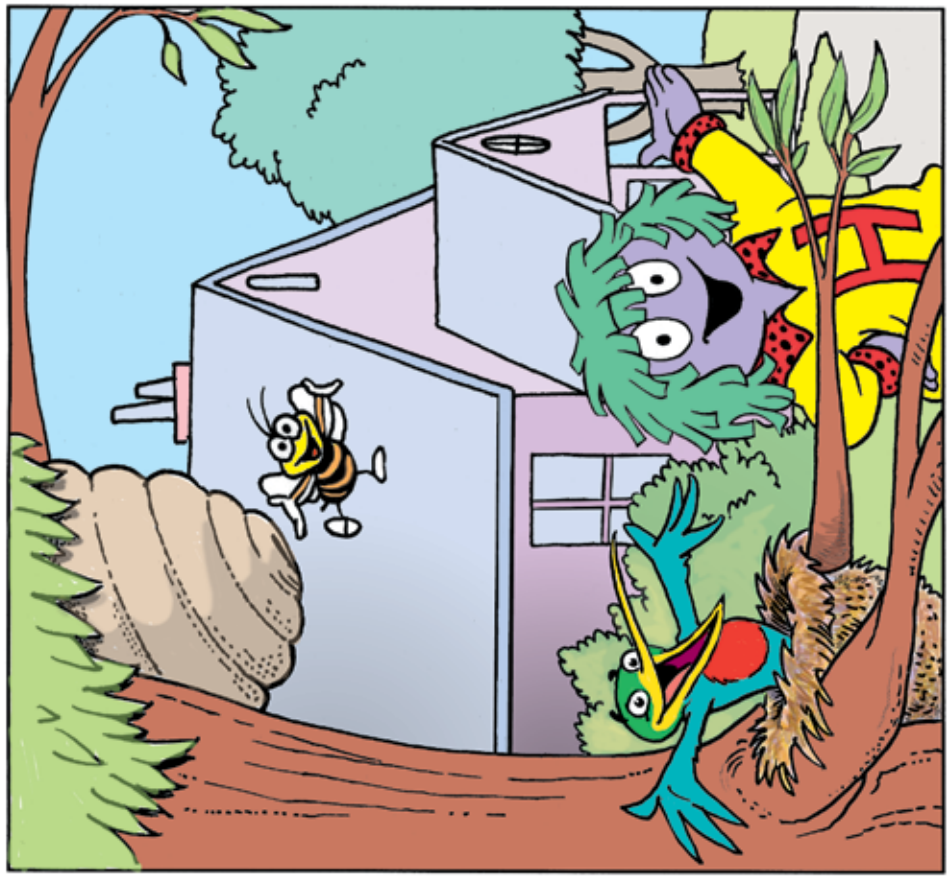
My House



Written by Cathy Torrisi
Illustrated by Dean Yeagle

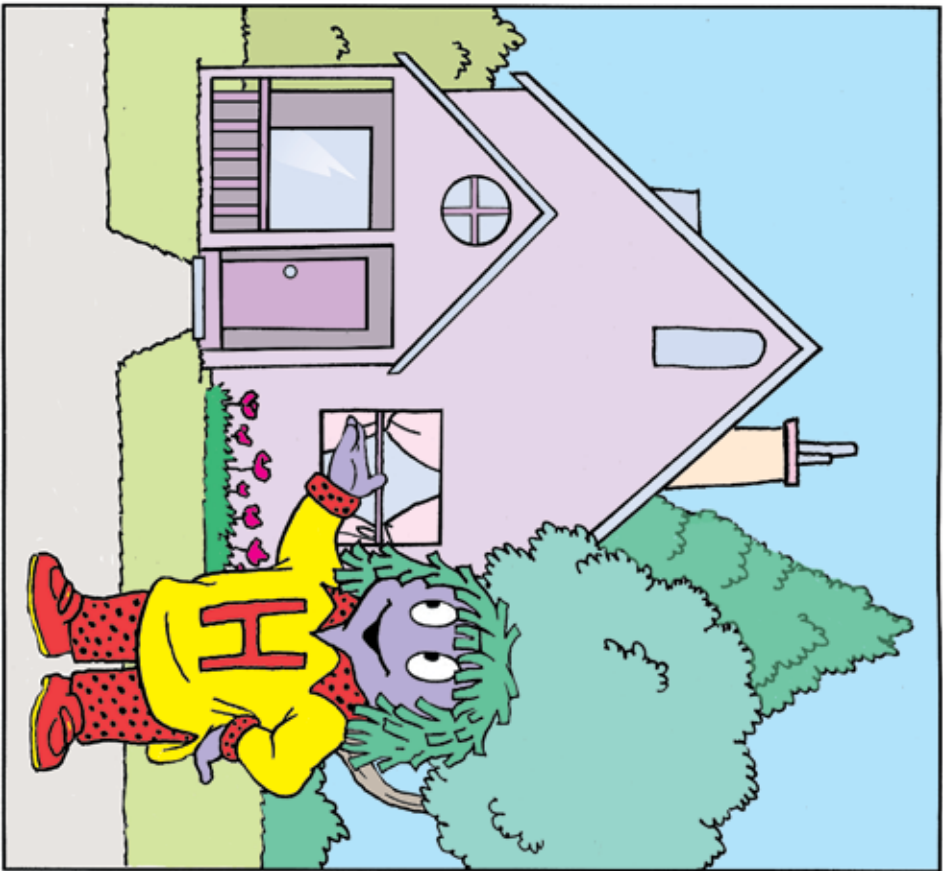
AT HOME
Point to each word as you read the book aloud. Pause after each sentence and have your child point to the character or characters that are speaking.
After reading, challenge your child to look for the word *like* and count how many times it appears in the book. Repeat with other words.

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I like my house!





See my house.

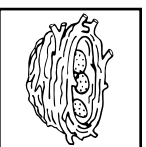


fold

B

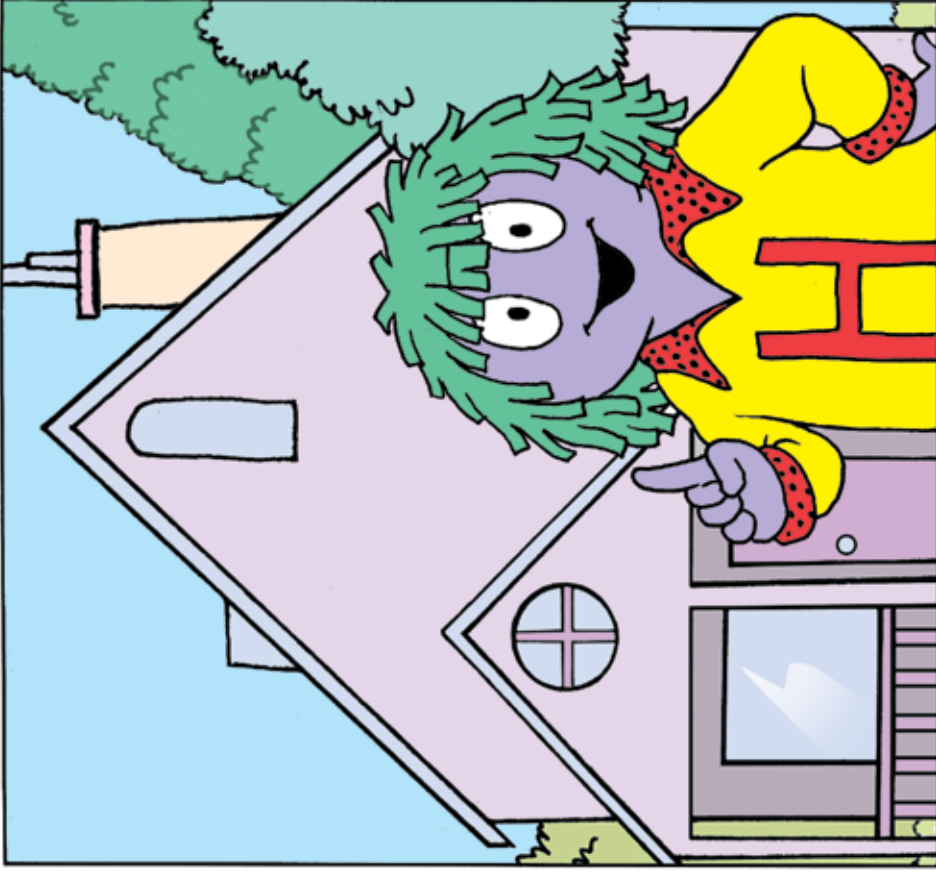
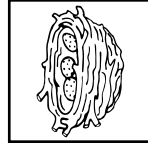


I like my nest.



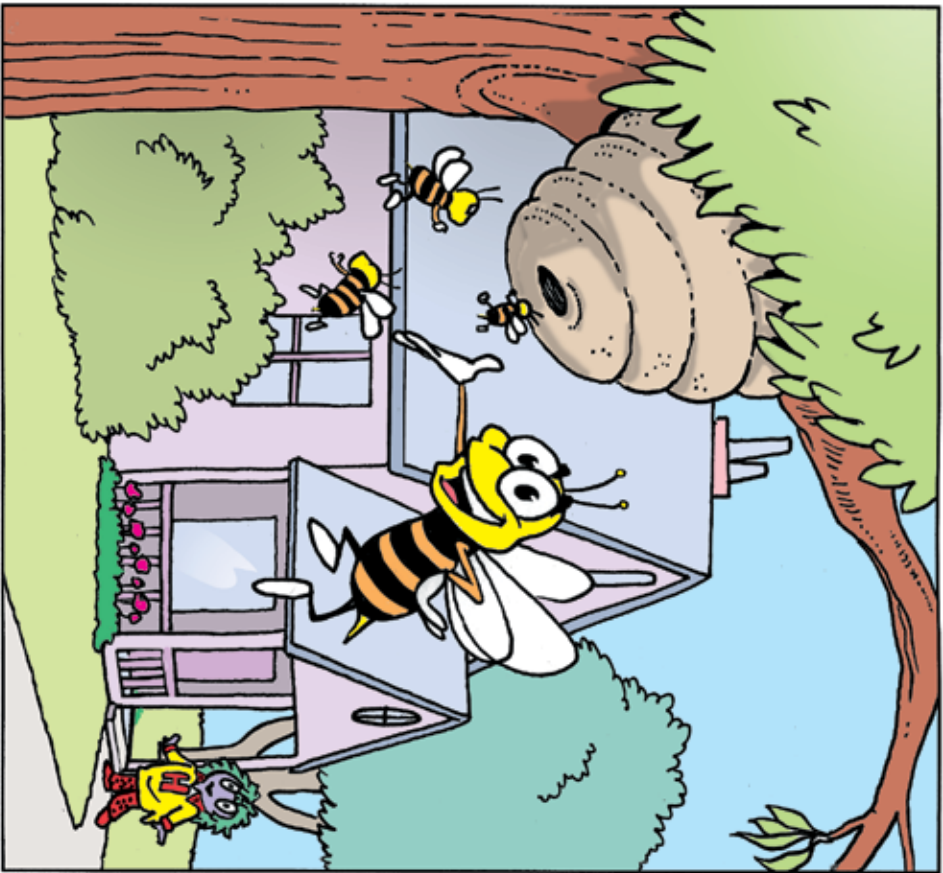


See my nest.

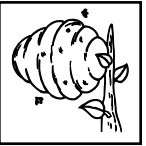


I like my house.





See my hive.

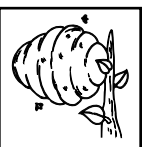


fold

D



I like my hive.



I Like to Munch



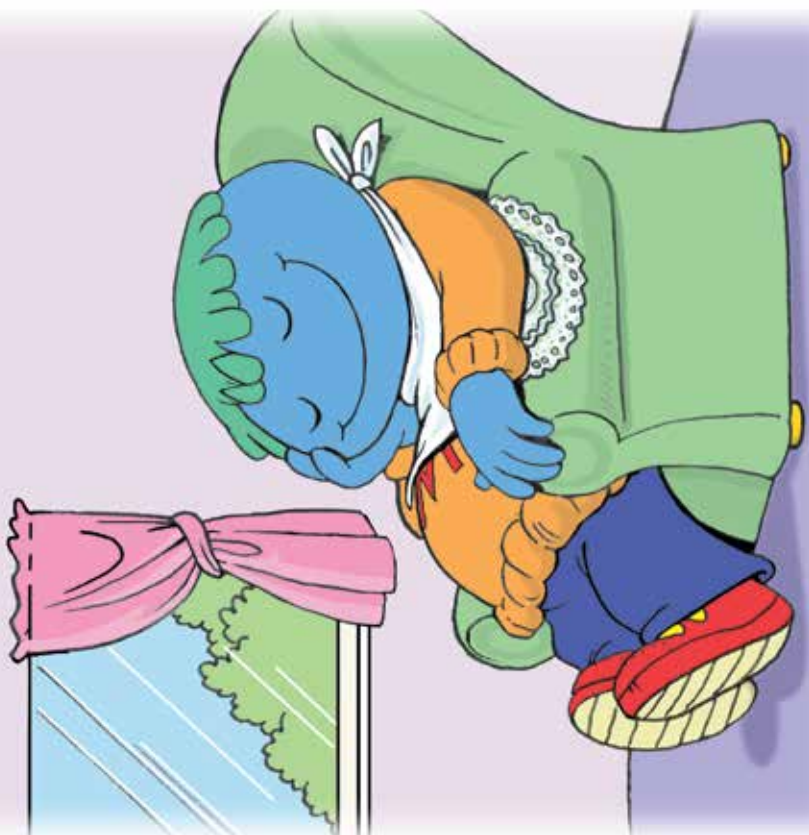
Written by Cathy Torrisi
Illustrated by Dean Yeagle

AT HOME

Read the book aloud with your child, pointing to each word as you read. Then revisit each page and ask your child to read it to you.

After reading, play "word hide and seek." Turn to any page and ask your child to point to the word *I*. Repeat with the words *like* and *to*.

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I like to sleep.



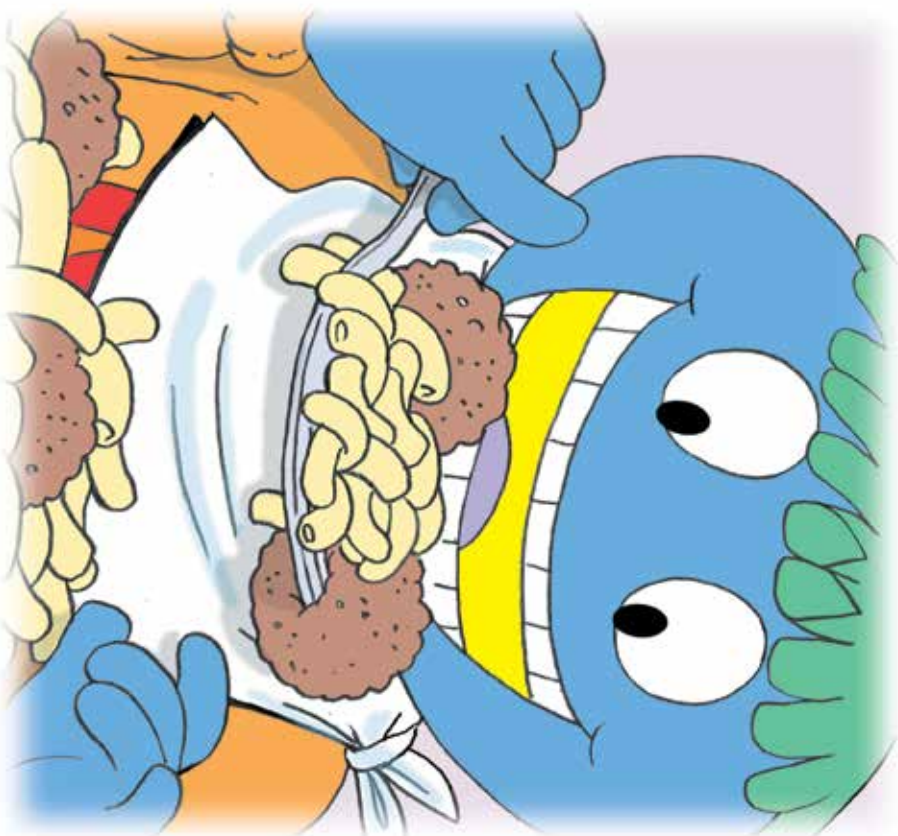


I like to read.



fold

B

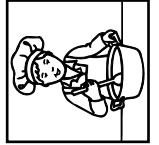


I like to munch.

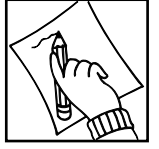




I like to cook.



I like to write.





I like to shop.

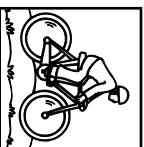


fold

D



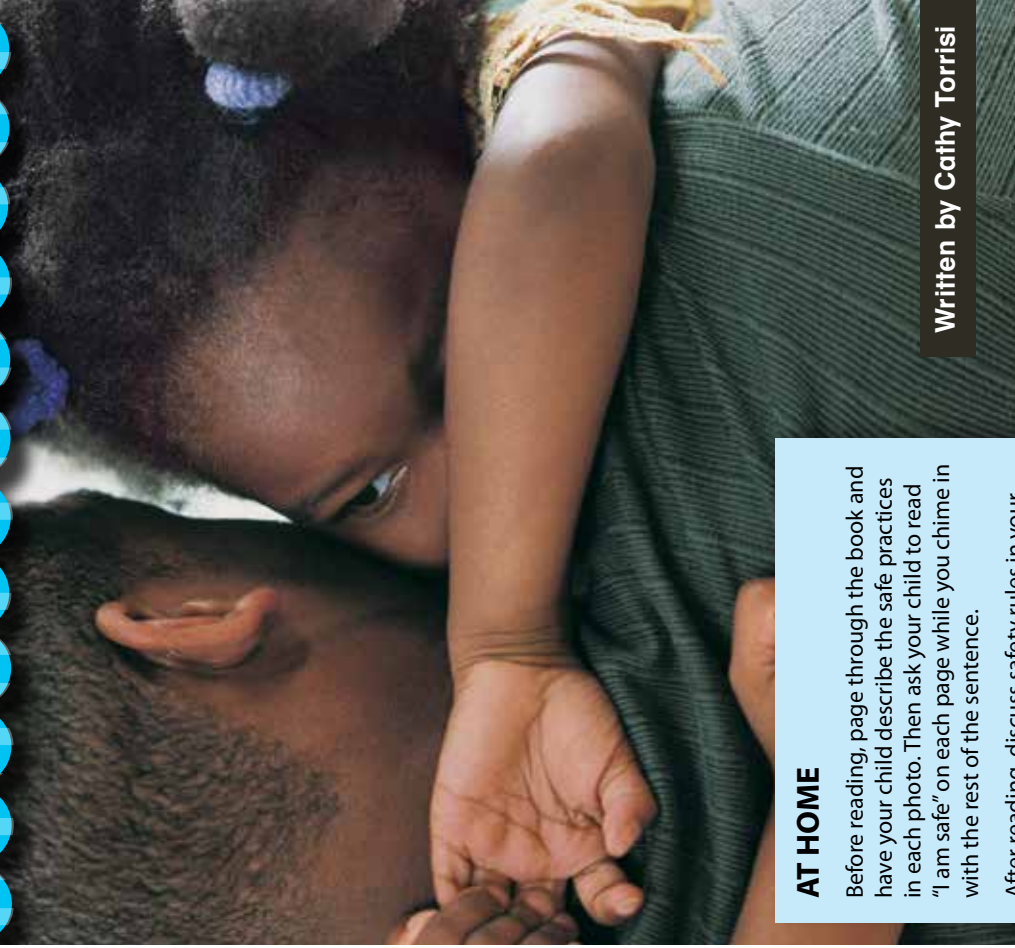
I like to ride.





I am safe!

I Am Safe



Written by Cathy Torrissi

AT HOME

Before reading, page through the book and have your child describe the safe practices in each photo. Then ask your child to read "I am safe" on each page while you chime in with the rest of the sentence.

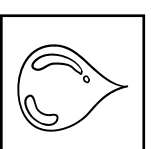
After reading, discuss safety rules in your household. Ask your child to act out some ways he or she stays safe.



I am safe.



I am safe on the water.

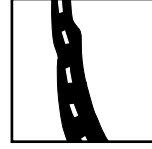


fold

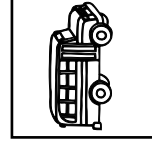
B



I am safe on the street.

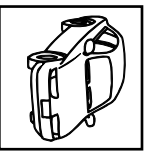


I am safe on the bus.





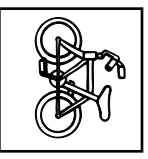
I am safe in the car.



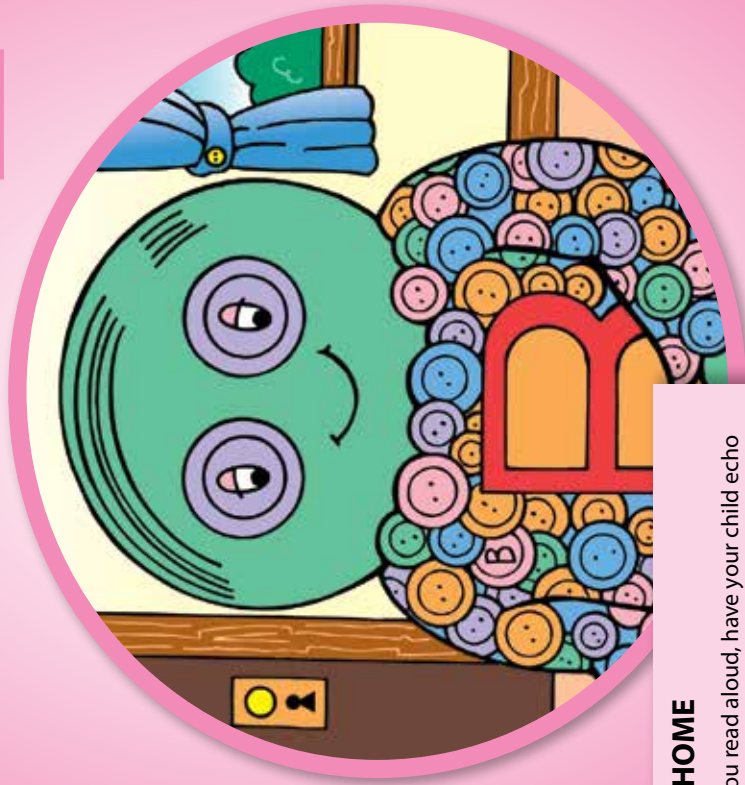
fold



I am safe on my bike.



I Made a Face



AT HOME

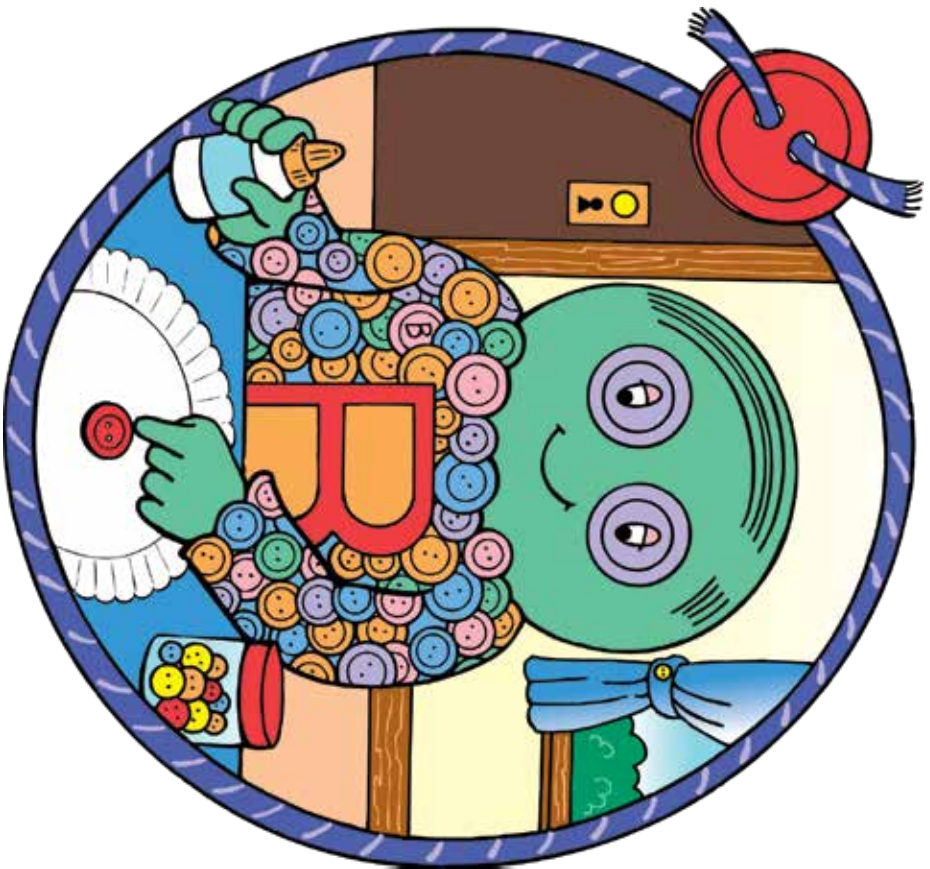
As you read aloud, have your child echo your reading. Pause after each sentence you read, and have your child repeat it.

After reading, revisit each page and discuss what Mr. B is doing. If possible, invite your child to make his or her own face using buttons or bits of colored paper. Ask your child to talk about the colors and count any materials that were used.

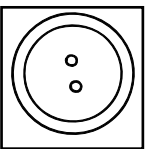
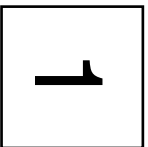
I made a face!



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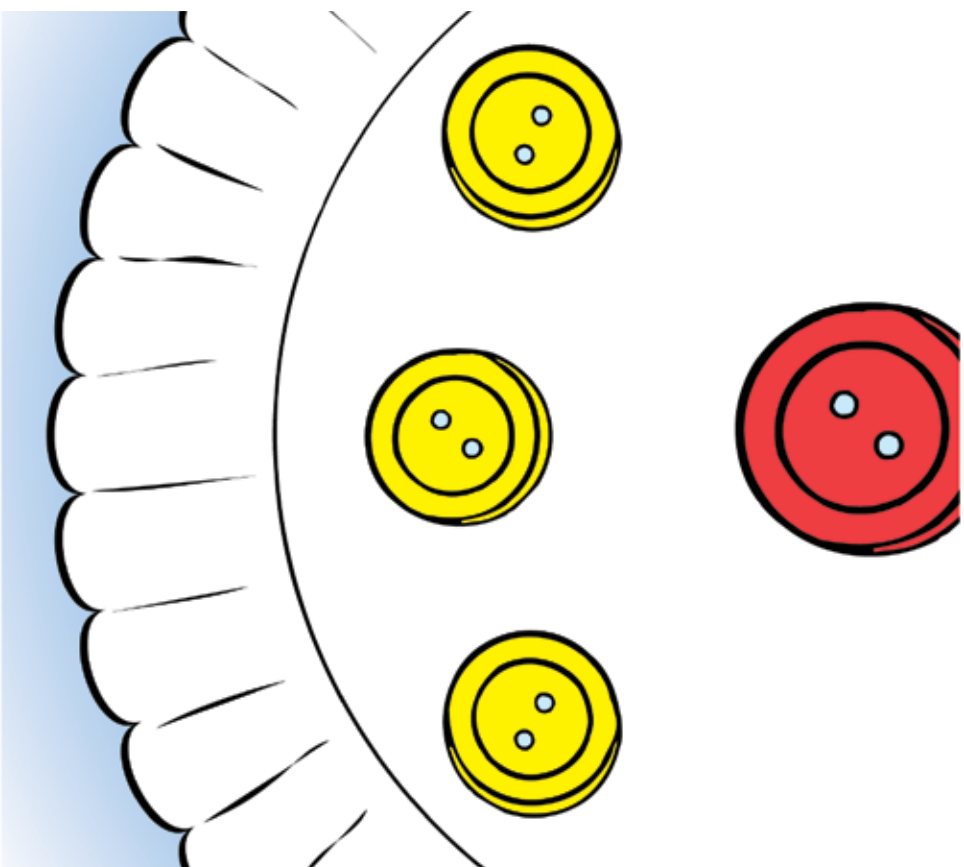


I have one button.

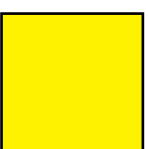
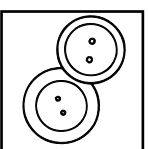


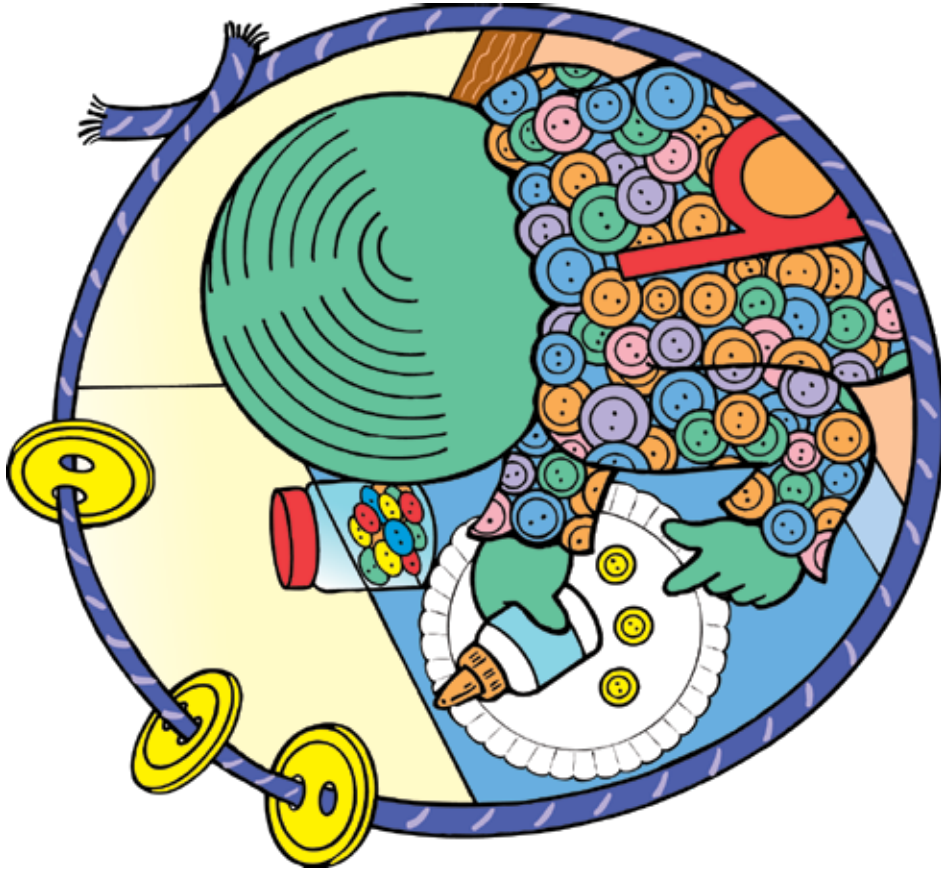
fold

B



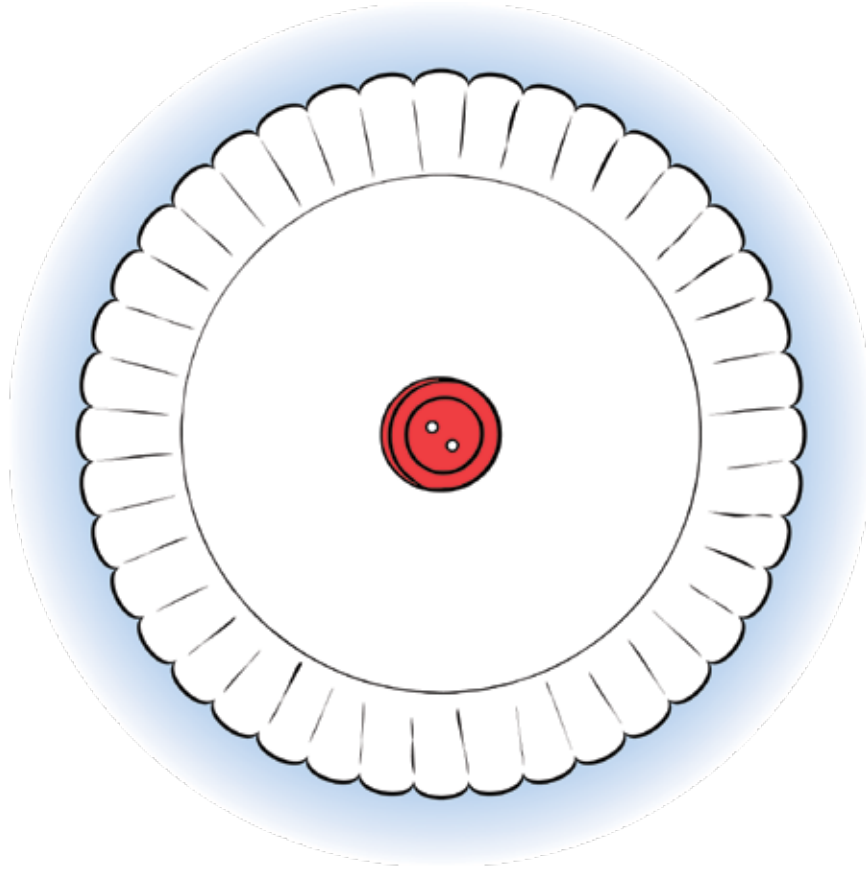
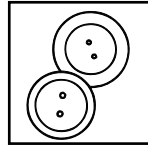
The buttons are yellow.



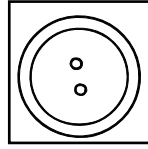


I have three buttons.

3

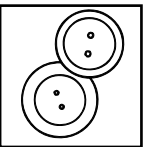


The button is red.



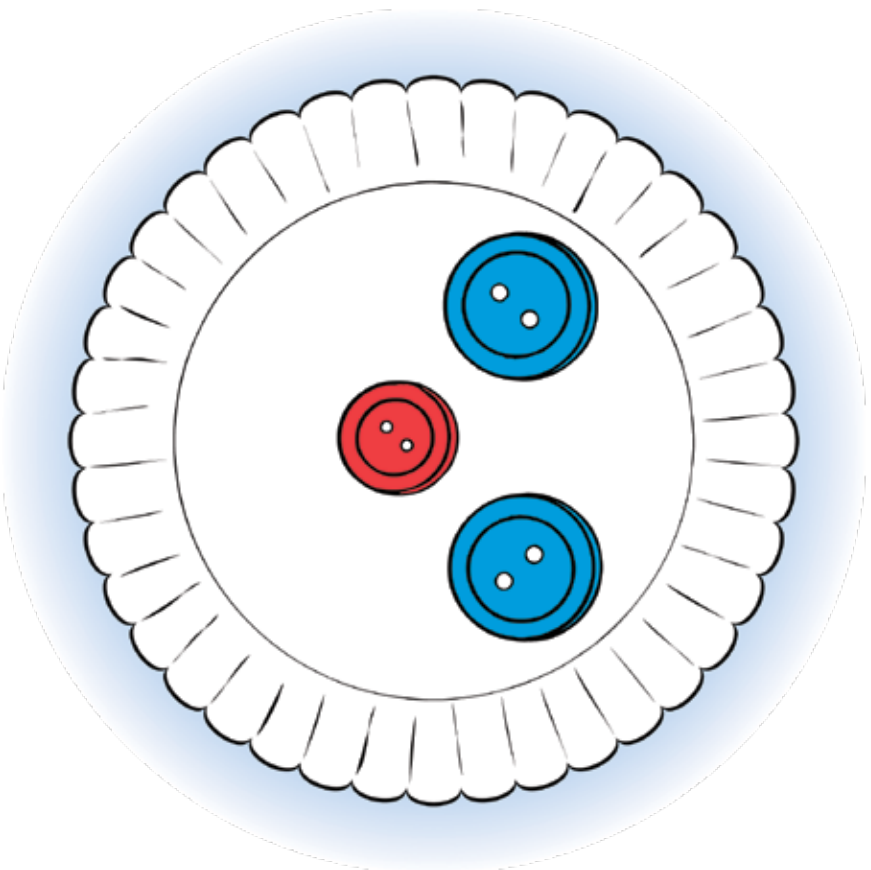


I have two buttons.

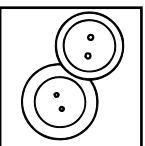


fold

D



The buttons are blue.





What am I?

A

What Am I?



AT HOME

Before reading, ask your child what he or she knows about firefighters. Then read the book aloud with your child.

After reading, discuss why firefighters need each piece of equipment pictured in the book. If possible, arrange a visit to a fire station near you.

Written by Cathy Torrissi

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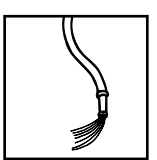
What am I?

_____ fold _____

B



I have my hose.

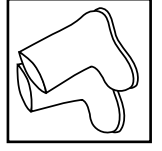




I have my hat.



I have my boots.





I have my mask.

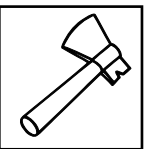


fold

D



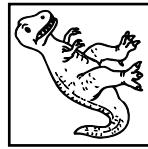
I have my ax.



My Dinosaur



I have a dinosaur!

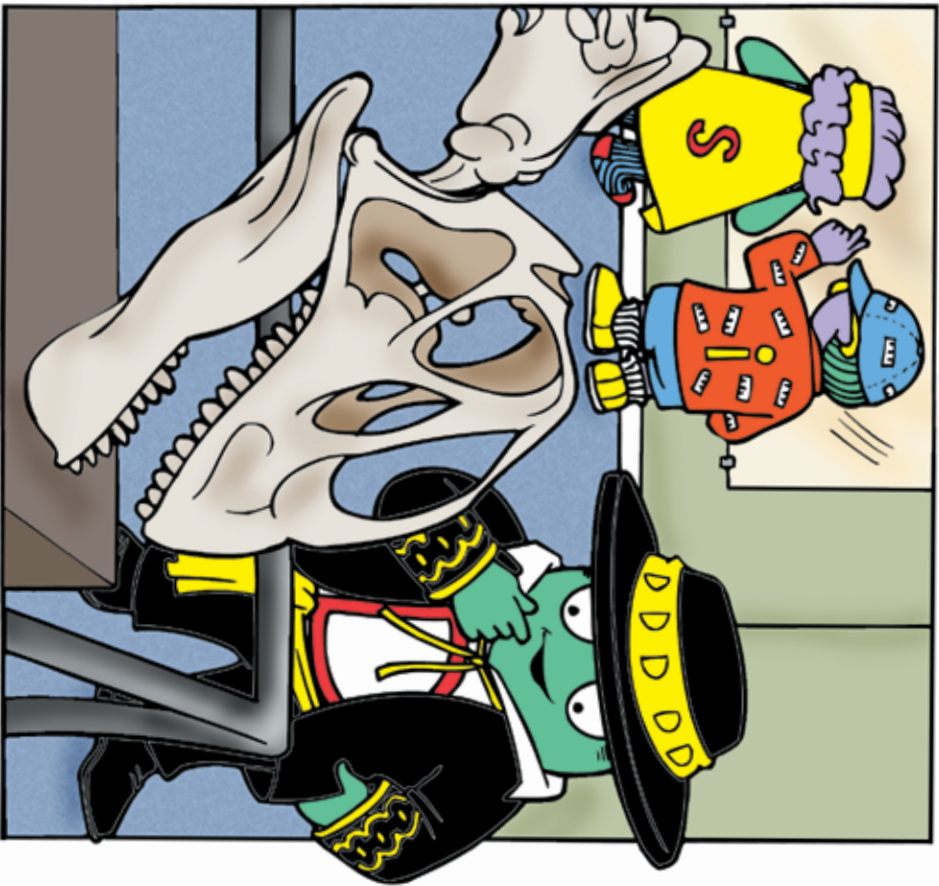


AT HOME

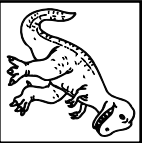
Read the book aloud, pointing to each word as you read it. Then ask your child to read the book with you by naming the pictures below the words.

After reading, turn to page 4 and talk about what Mr. D sees in his book. Invite your child to hide an object in your home and draw a map that leads to it.

Written by Fran Lehr
Illustrated by Thomas Sperling

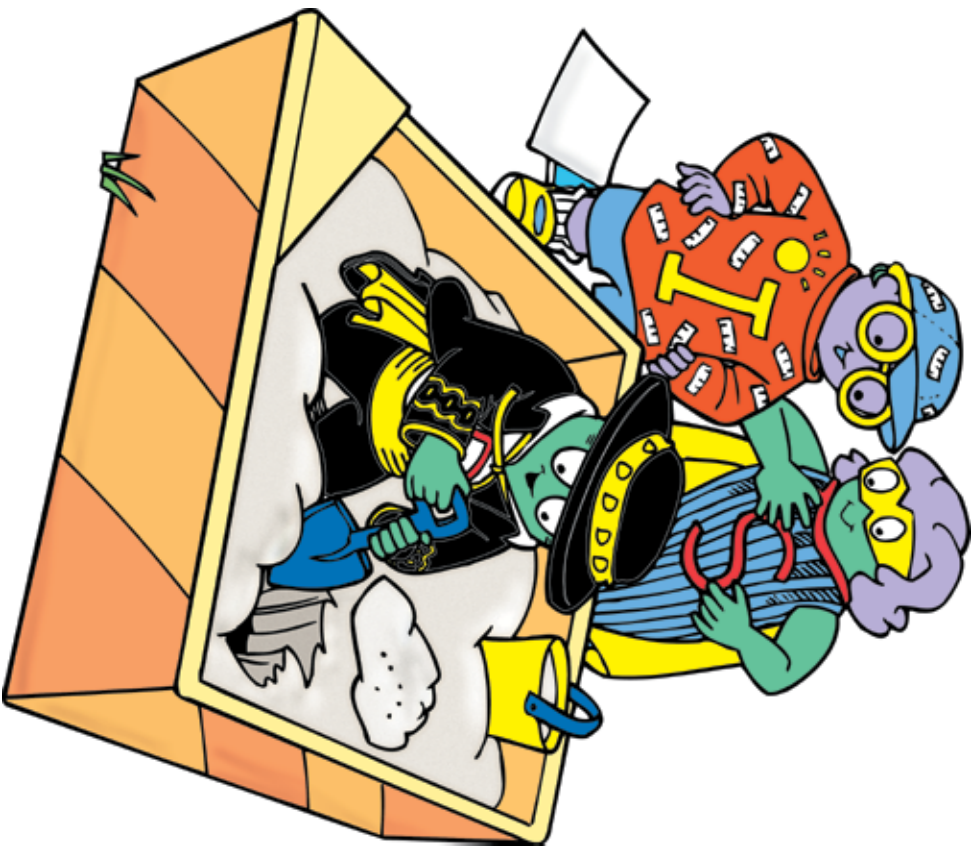


I see a dinosaur.



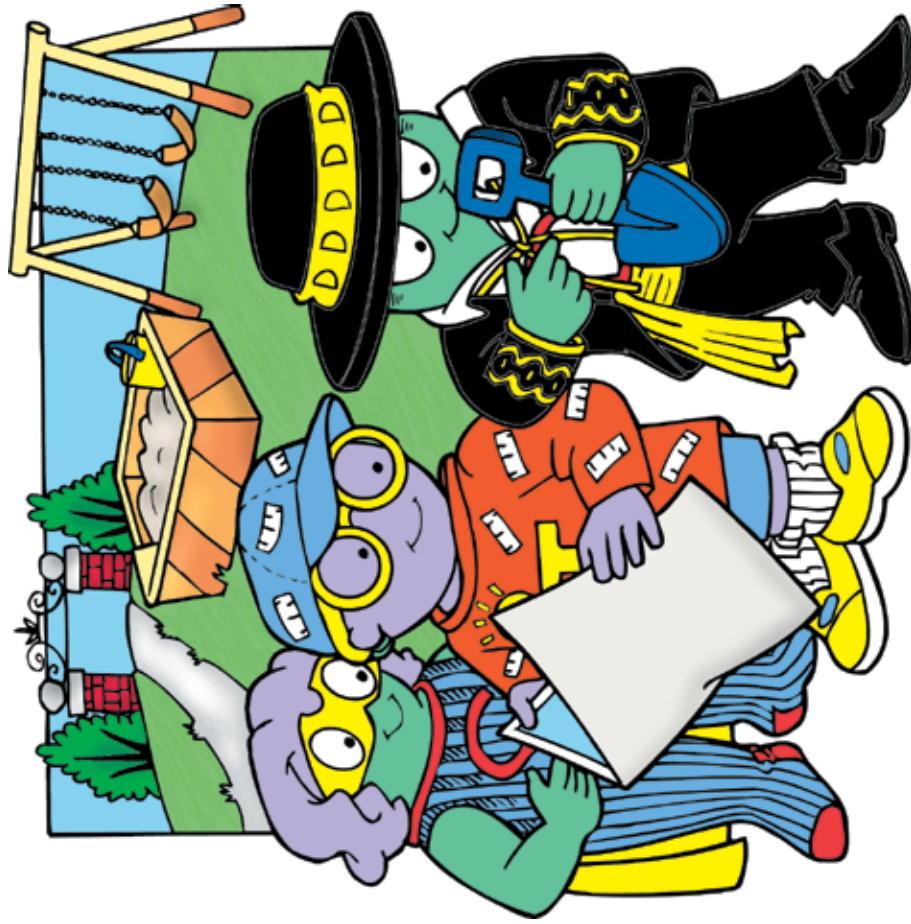
fold

B

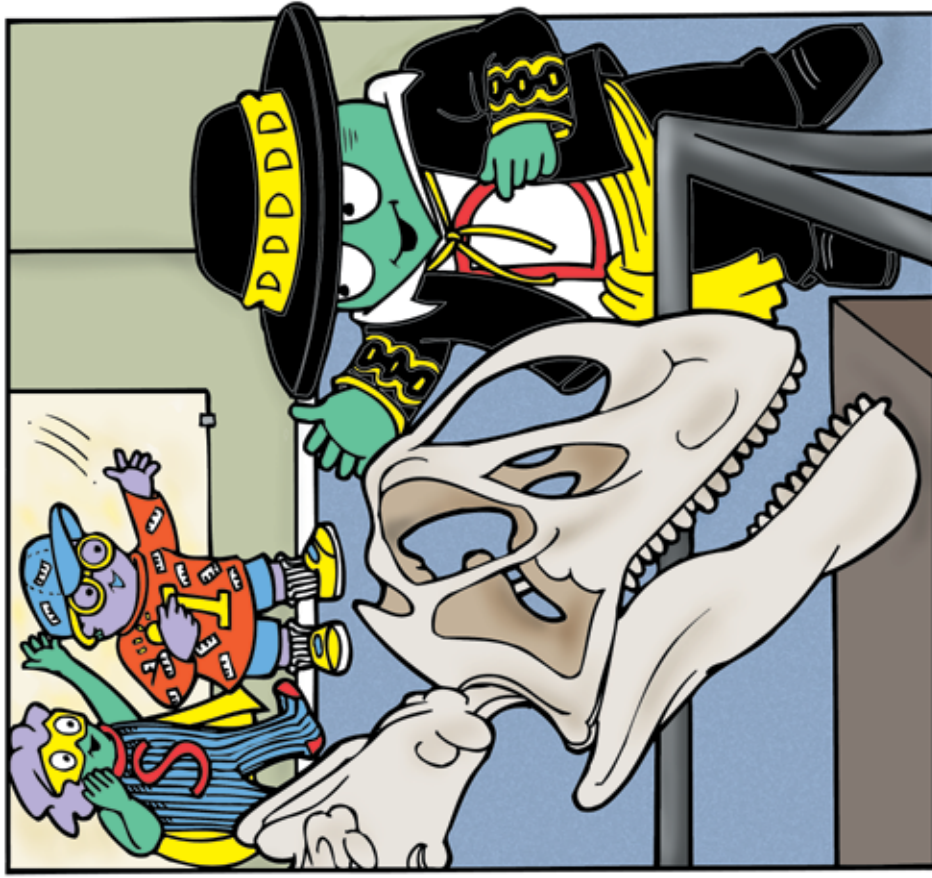
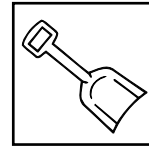


I made a hole.

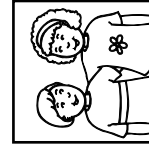


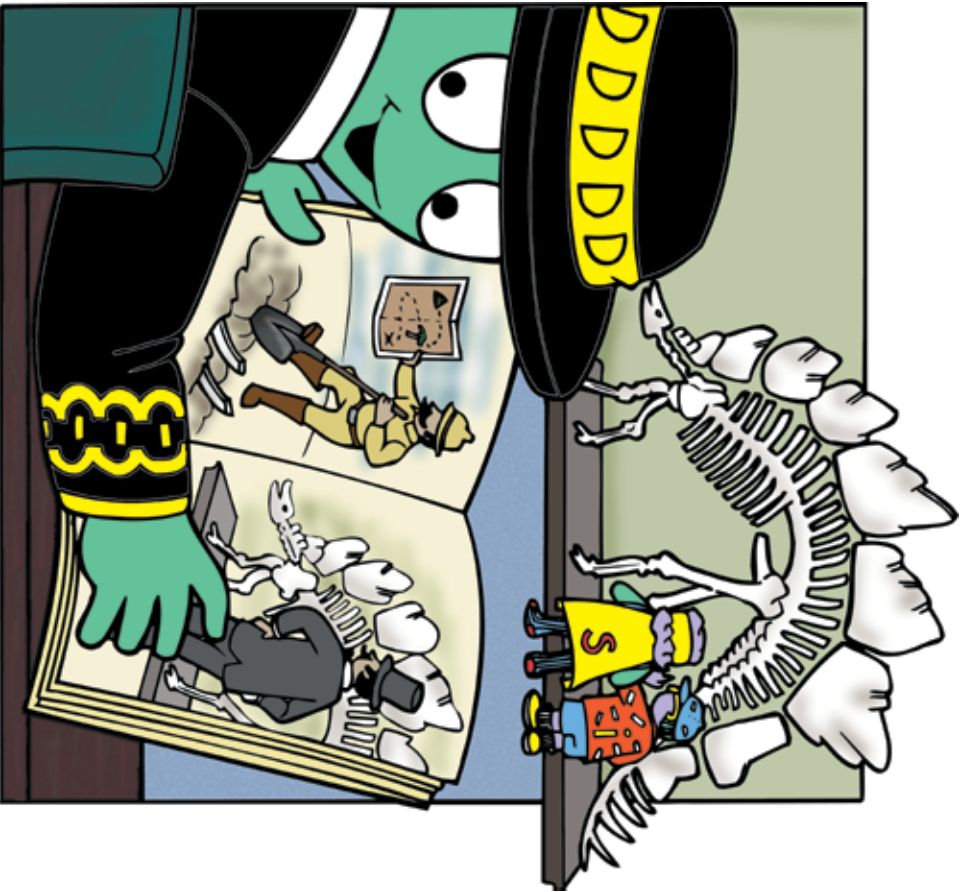


I have a shovel.

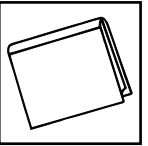


I see my friends!



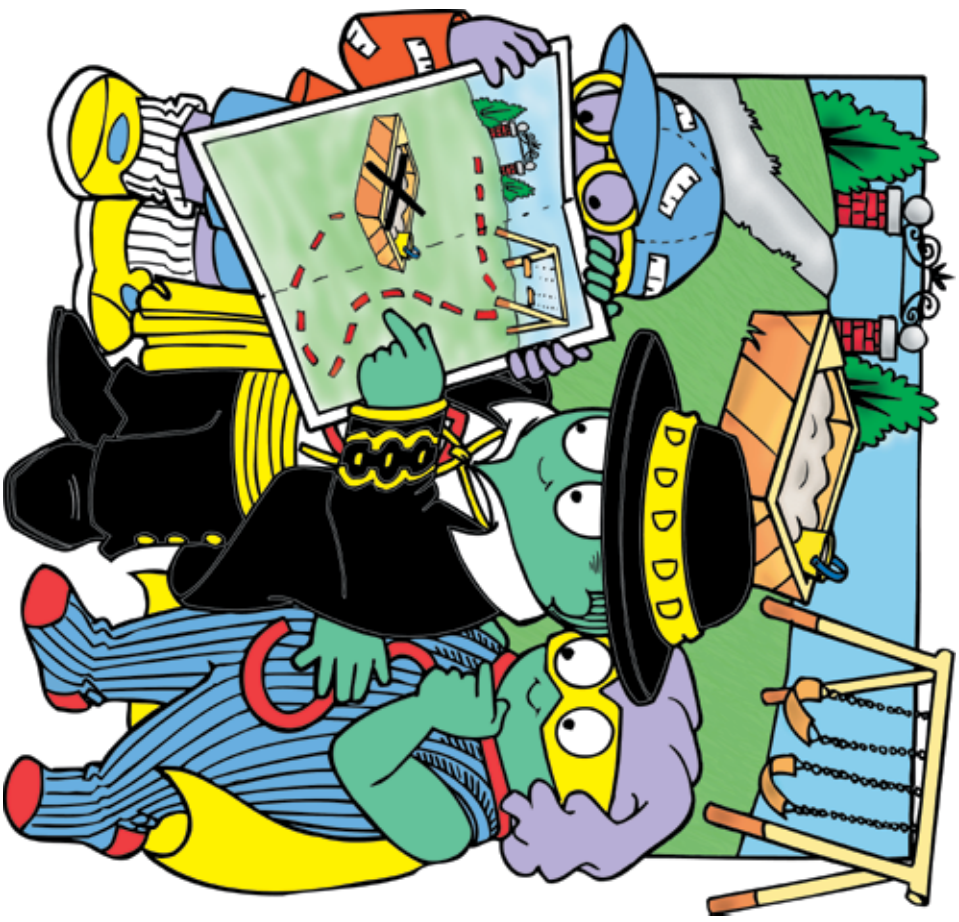


I have a book.

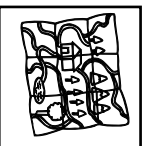


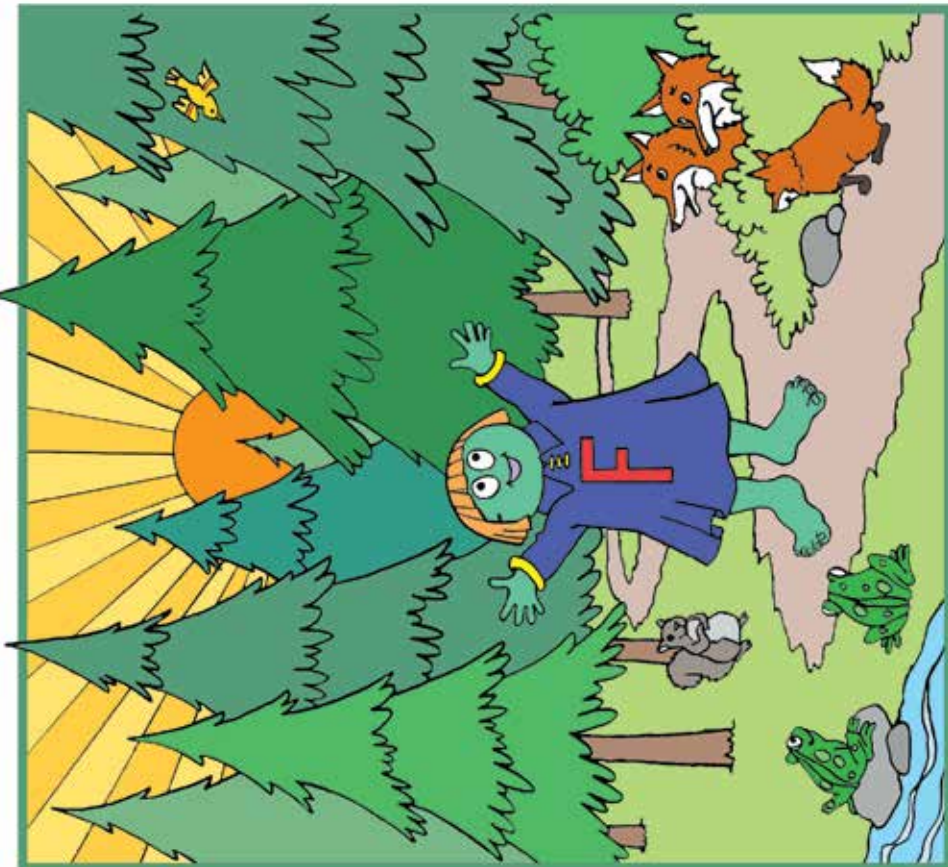
fold

D

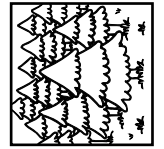


I made a map.





I like the forest.



I Like the Forest

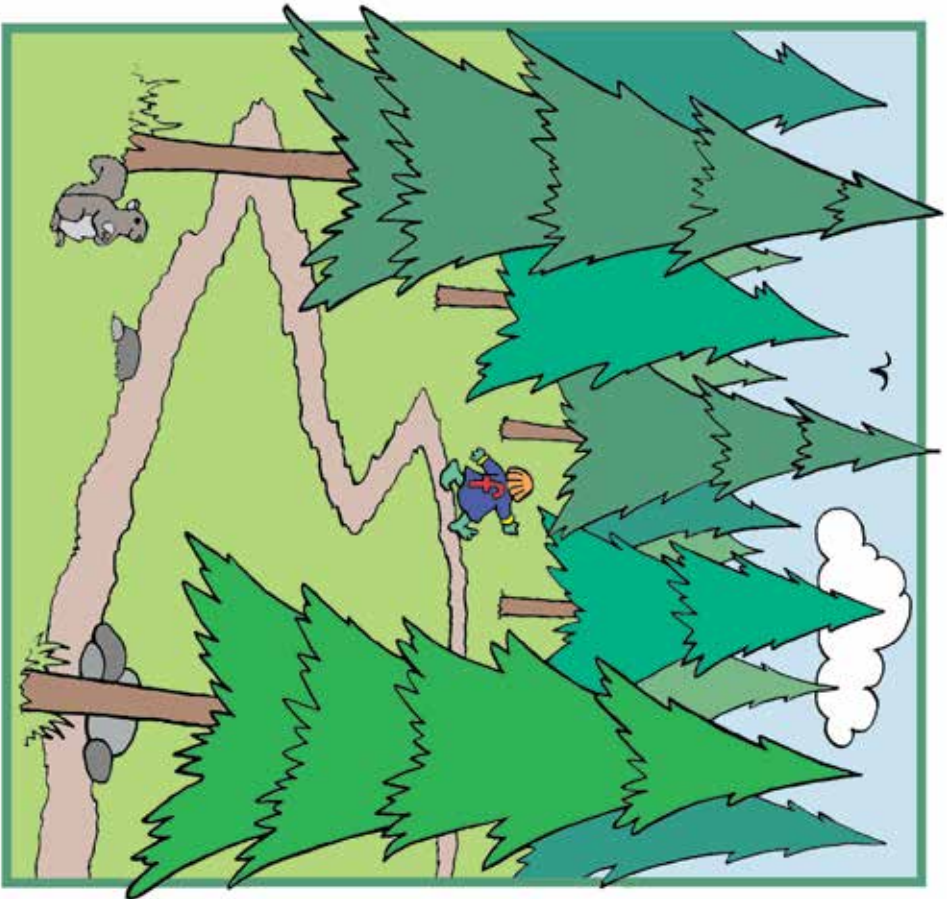


AT HOME

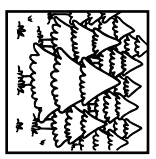
Take turns reading pages of the book with your child. For example, read aloud the sentences that end with a period and have your child read aloud the questions.

After reading, ask your child to name the animal(s) he or she sees on each page. Count each group of animals and have your child count along with you.

Written by Cathy Torrisi
Illustrated by Barbara Yeagle

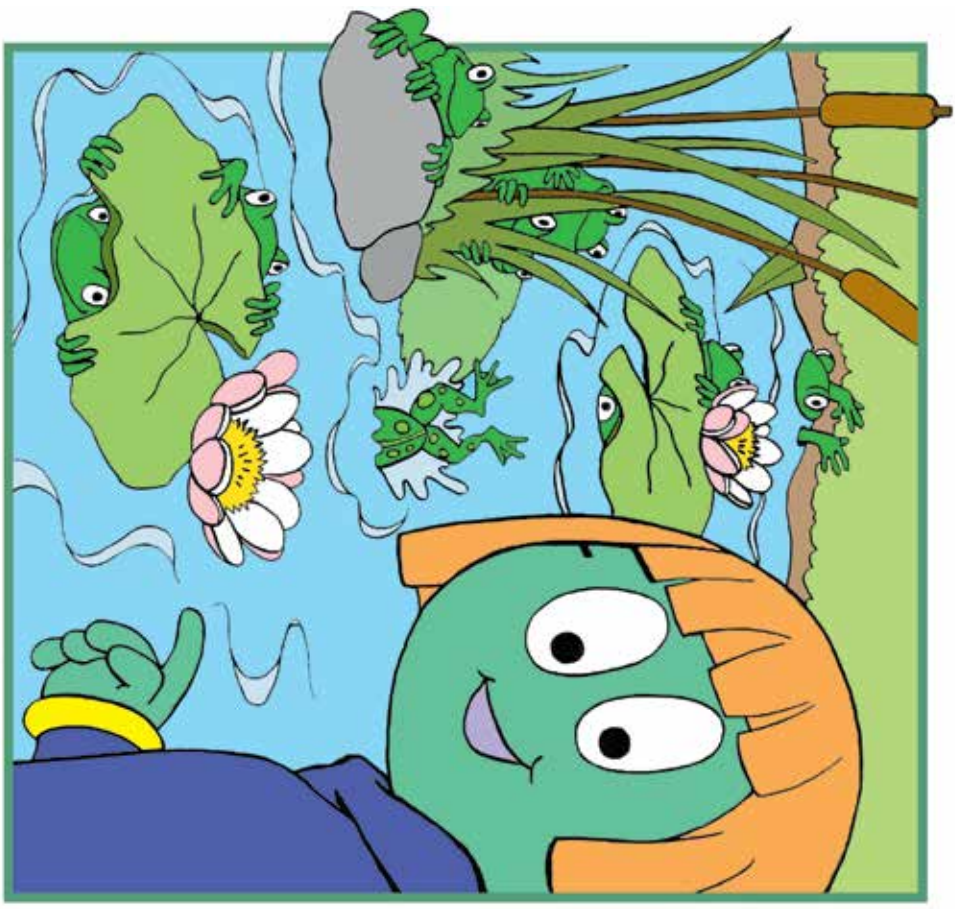


I like the forest.

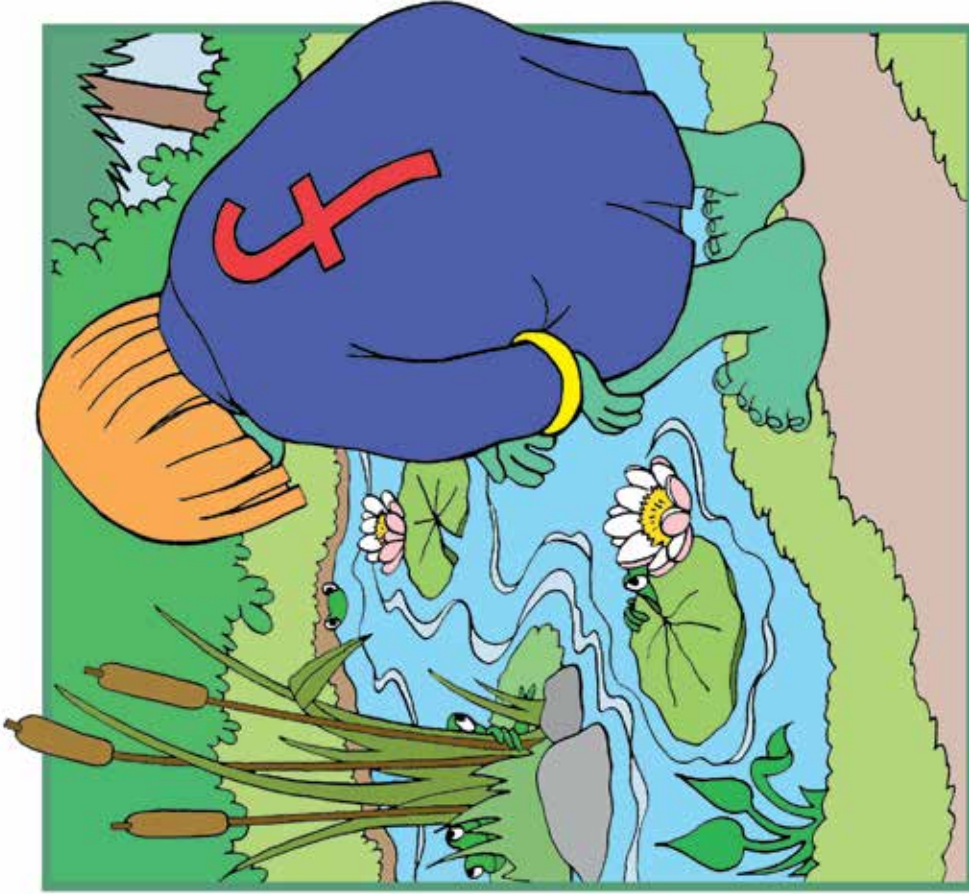


fold

B



Do you?



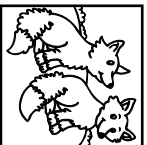
I see frogs.



Do you?

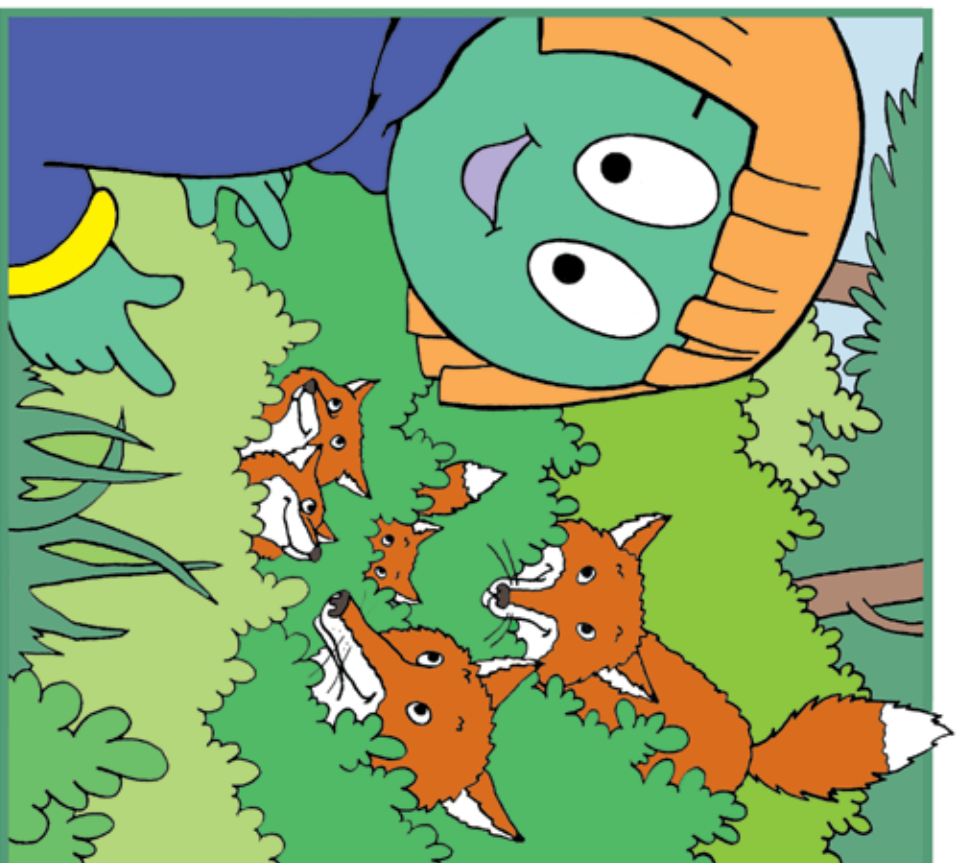


I see foxes.



fold

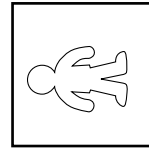
D



Do you?



I like my body!



A

My Body



The background of the page features a vibrant sunset or sunrise over a body of water. In the foreground, several black silhouettes of people in various active poses (running, jumping, stretching) are shown against the bright horizon. The title 'My Body' is written in large, bold, red letters with a white outline, set against a pink and white striped background with a scalloped edge. Below the title is a small white square containing a simple line drawing of a person, similar to the one in the previous block.

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AT HOME

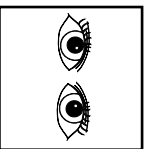
Before reading, page through the book. Have your child name the body part in each photo and point to the same part on his or her body. Then read the book.

After reading, discuss how your child cares for his or her body, such as by keeping clean, eating healthful foods, exercising, and getting enough sleep.

Written by Cathy Torrissi



I like my eyes.



fold

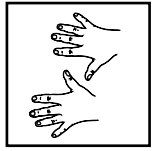


I like my feet.

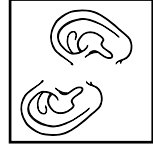




I like my hands.



I like my ears.





I like my nose.

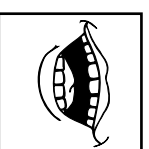


fold

D

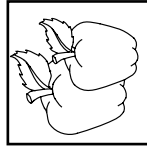


I like my mouth.





I like apples!



Apples



Written by Cathy Torrissi

AT HOME

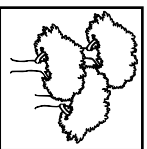
Before reading, page through the book and have your child describe the photos. Then read the book aloud, pausing for your child to chime in with the color words.

After reading, discuss what your child likes about apples. If possible, take your child to a grocery store. Talk about the apples you see and how they are alike and different.

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I see the trees.

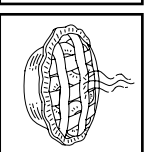
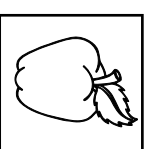


fold

B



I see the apple pie!

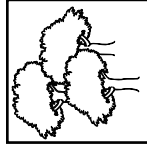




I see the green apples.

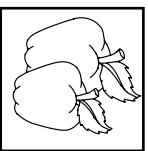


I see apples on the trees!





I see the red apples.

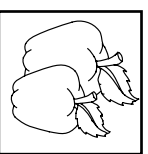
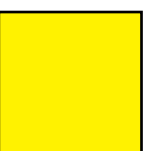


fold

D



I see the yellow apples.





We like exercise!



A

We Like Exercise!



AT HOME

Before reading, page through the book and ask what your child sees in each picture. Invite your child to act out the exercises. Then read the book aloud, pointing to each word as you read.

After reading, ask your child to share his or her favorite kinds of exercise. Enjoy some active time with your child by taking a walk together or visiting a park or playground.

Written by Cathy Torrissi

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fold



We can exercise.

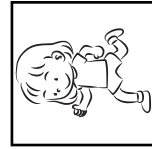


We can kick.





We can run.

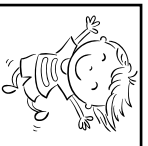


We can swim.





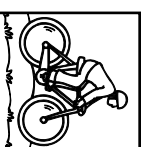
We can jump.



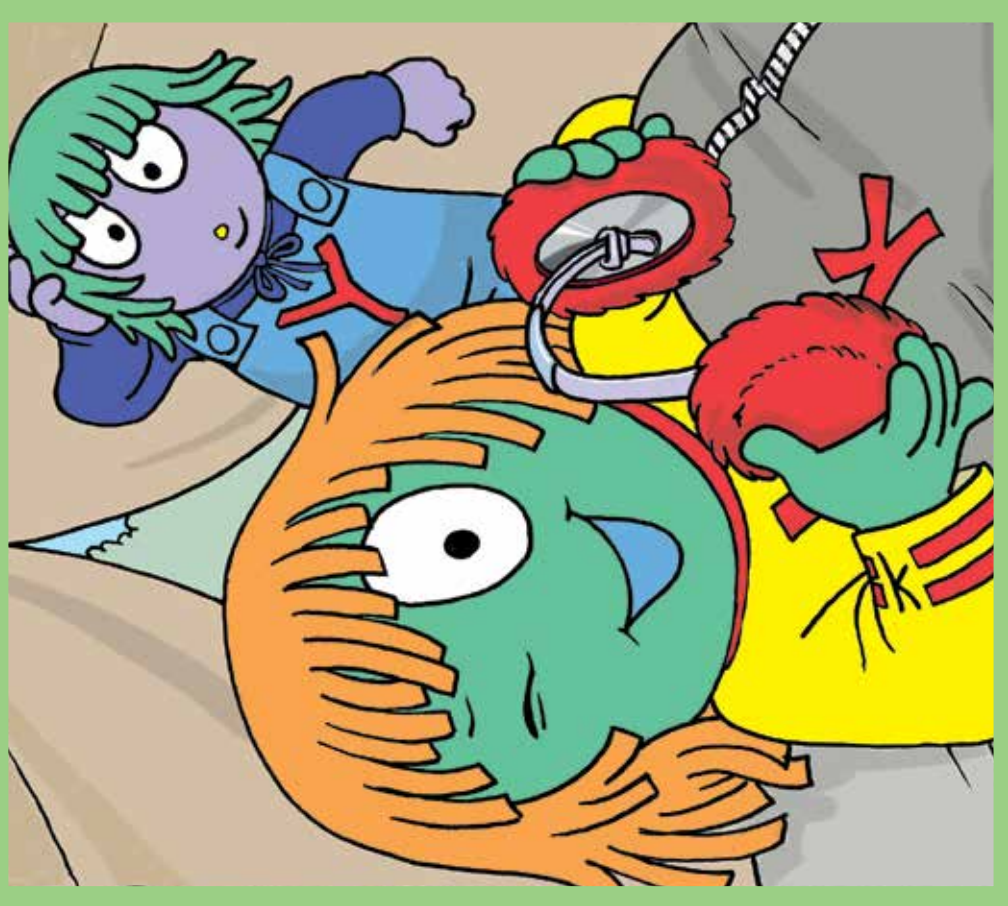
fold



We can ride.



A



I can nap here!



The Nap



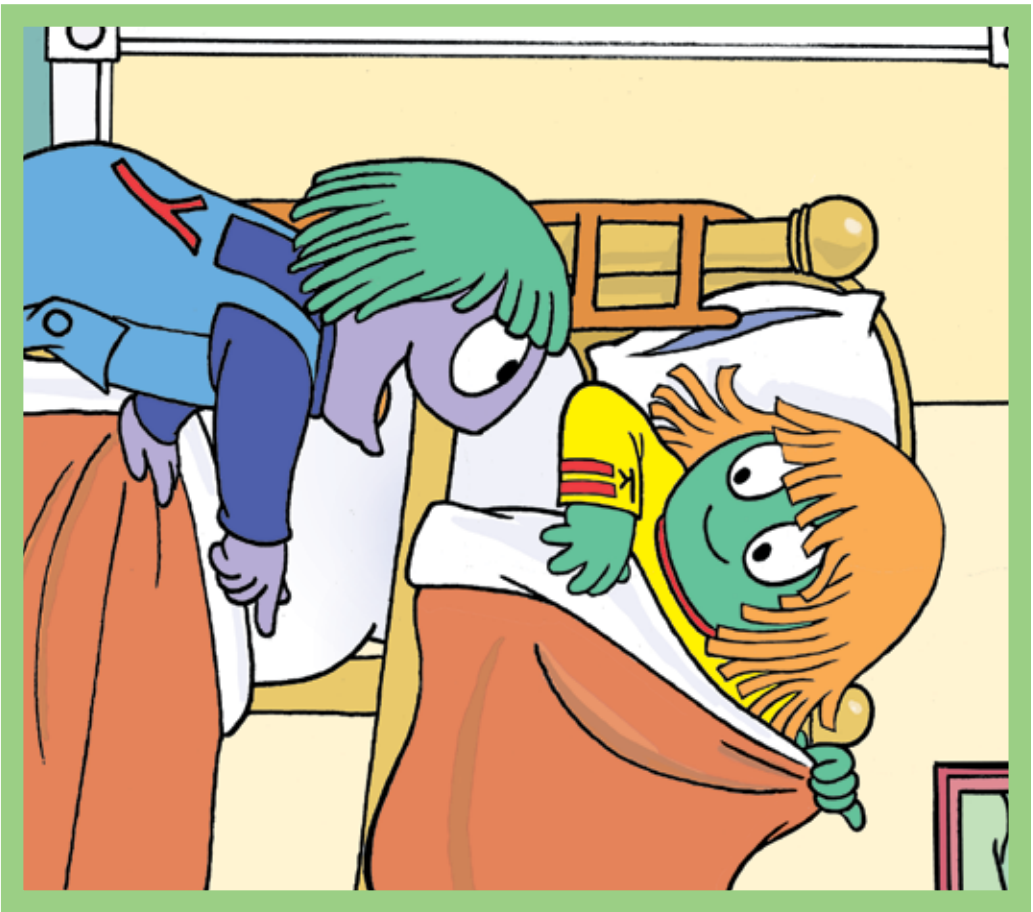
AT HOME

Before reading, ask your child to tell you what the book is about. Then take turns reading aloud pages of the story.

After reading, discuss things that make it hard to fall asleep, such as loud noises or bright lights. Talk about what you and your child can do to solve these problems.

Written by Cathy Torrisi
Illustrated by Dean Yeagle

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I can nap here.



fold

B



Can you nap here?

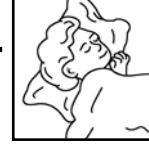




I can nap here.



Can you nap here?





I can nap here.



fold

D

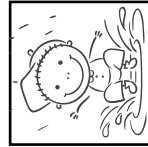
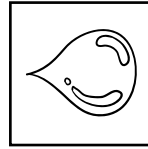


Can you nap here?





Water is wet!



Water



AT HOME

Before reading, ask your child to find the water in each picture and tell how it is being used. Then read the book aloud, alternating pages with your child.

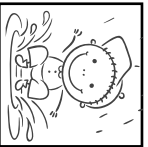
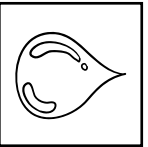
After reading, discuss the ways your child uses water each day. Talk about some ways to save water, such as turning off the faucet while brushing teeth.

Written by Cathy Torrissi

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Water is wet.

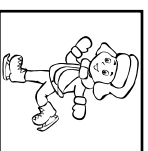


fold

B



You can skate on it.





You can wash with it.



You can swim in it.





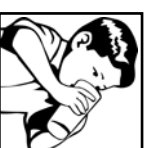
You can jump in it.

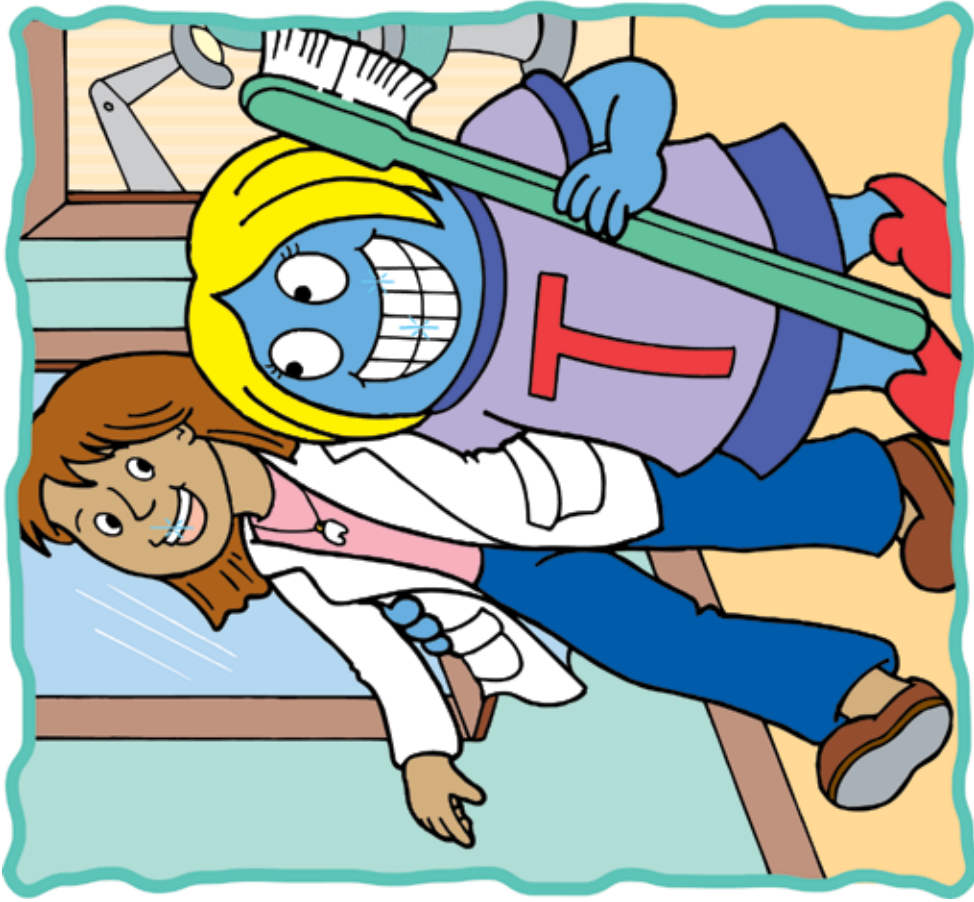


fold

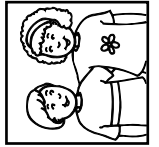


You can drink it.

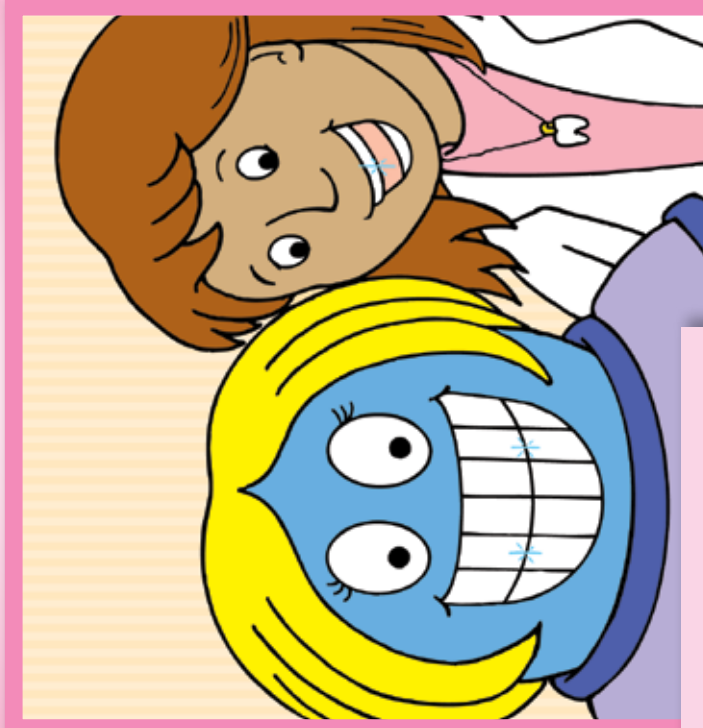




You and I are friends.



Friends

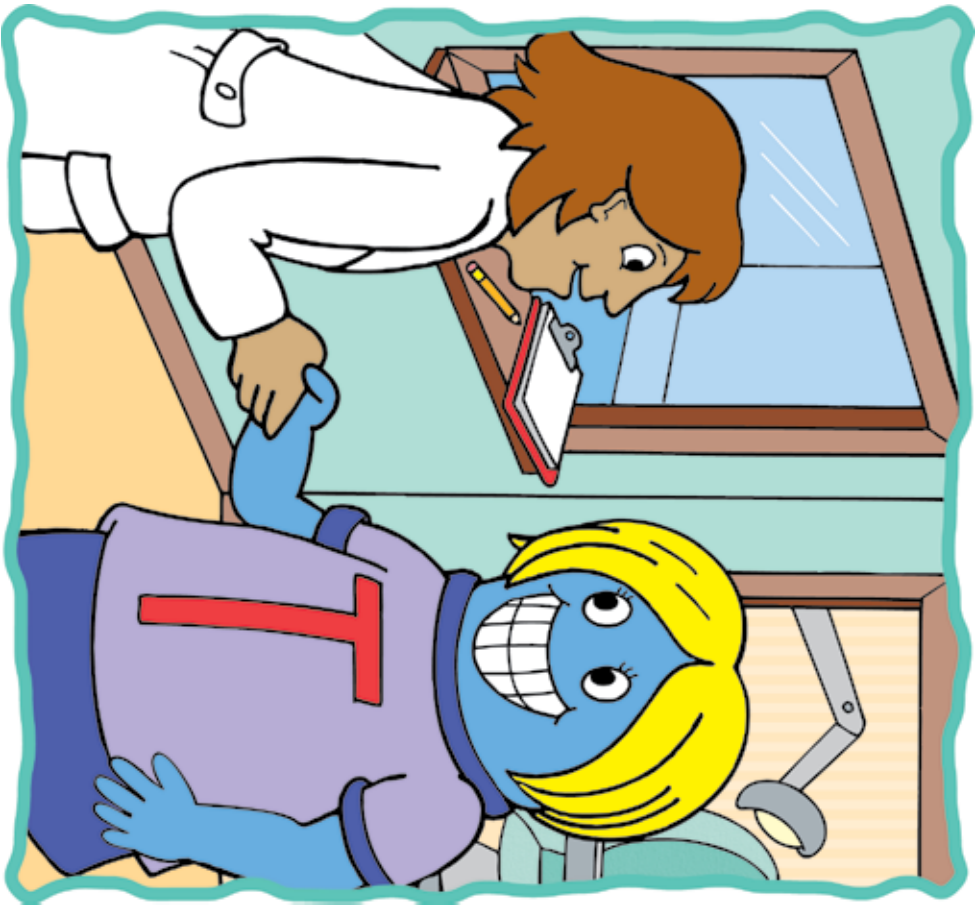


Written by Cathy Torrisi
Illustrated by Pattie Silver

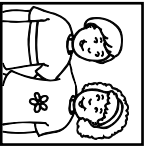
AT HOME

Invite your child to echo your reading of the book. Point to each word as you read aloud. Pause at the end of each sentence and have your child read the sentence after you.

After reading, talk about how your child takes care of his or her teeth. Compare this to the way Ms. T takes care of her teeth.

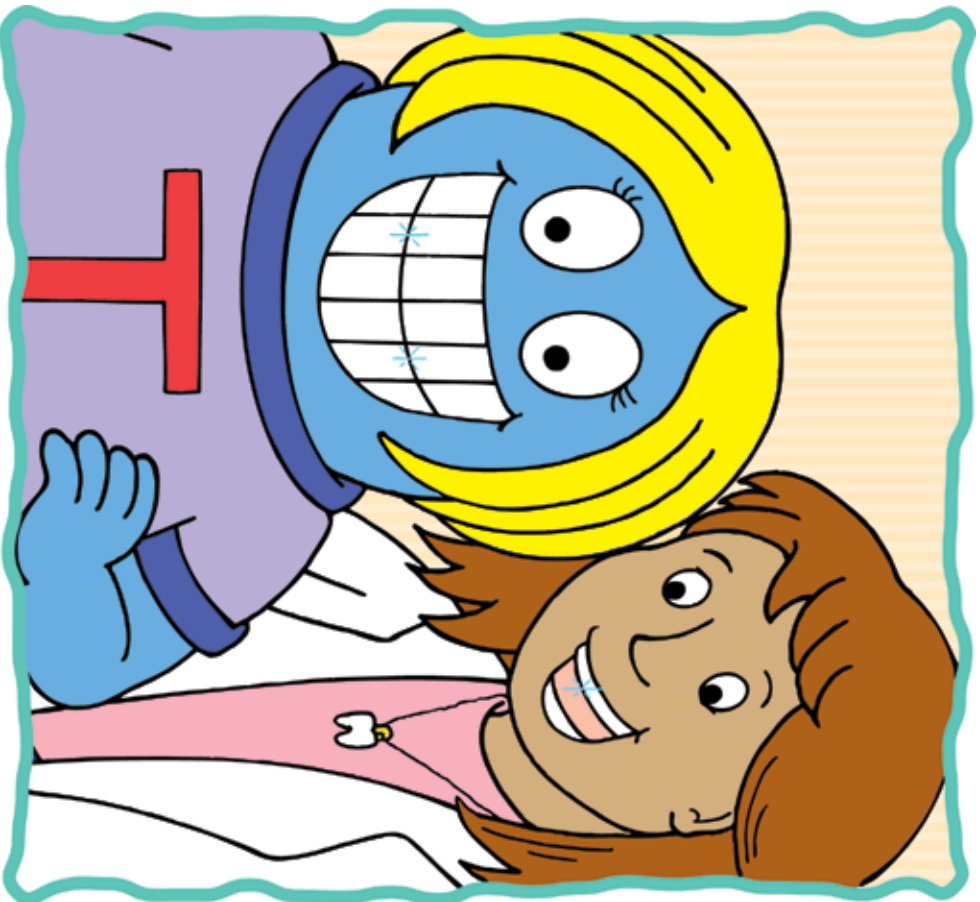


You and I are friends.

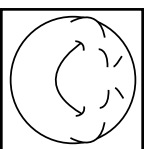


fold

B

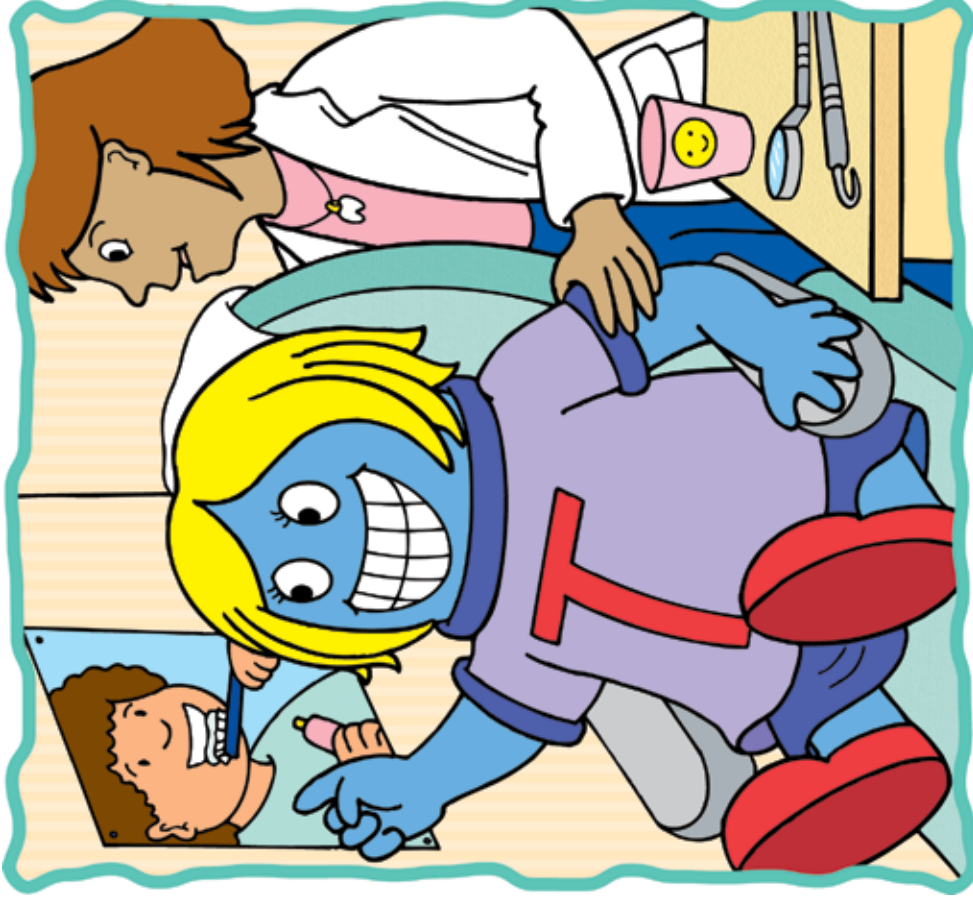
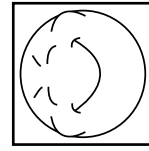


You and I like to smile.

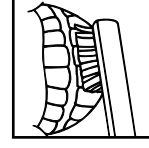


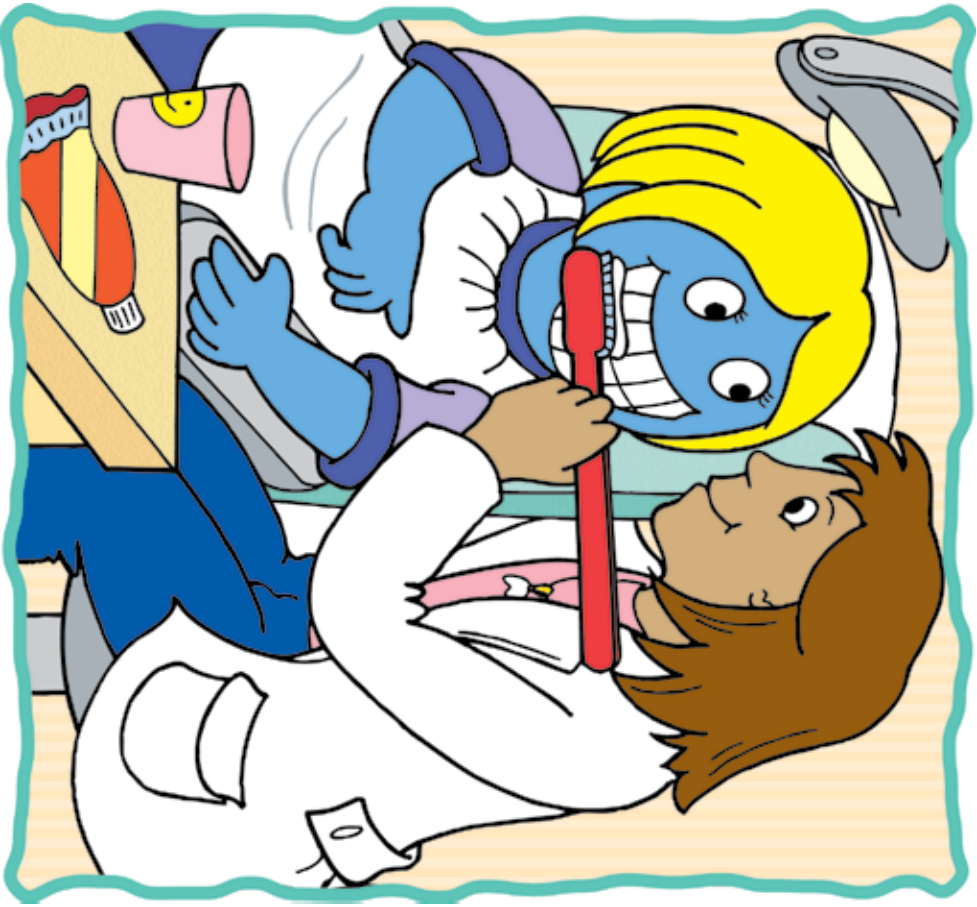


You like to smile.

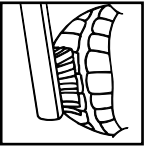


I like to brush.



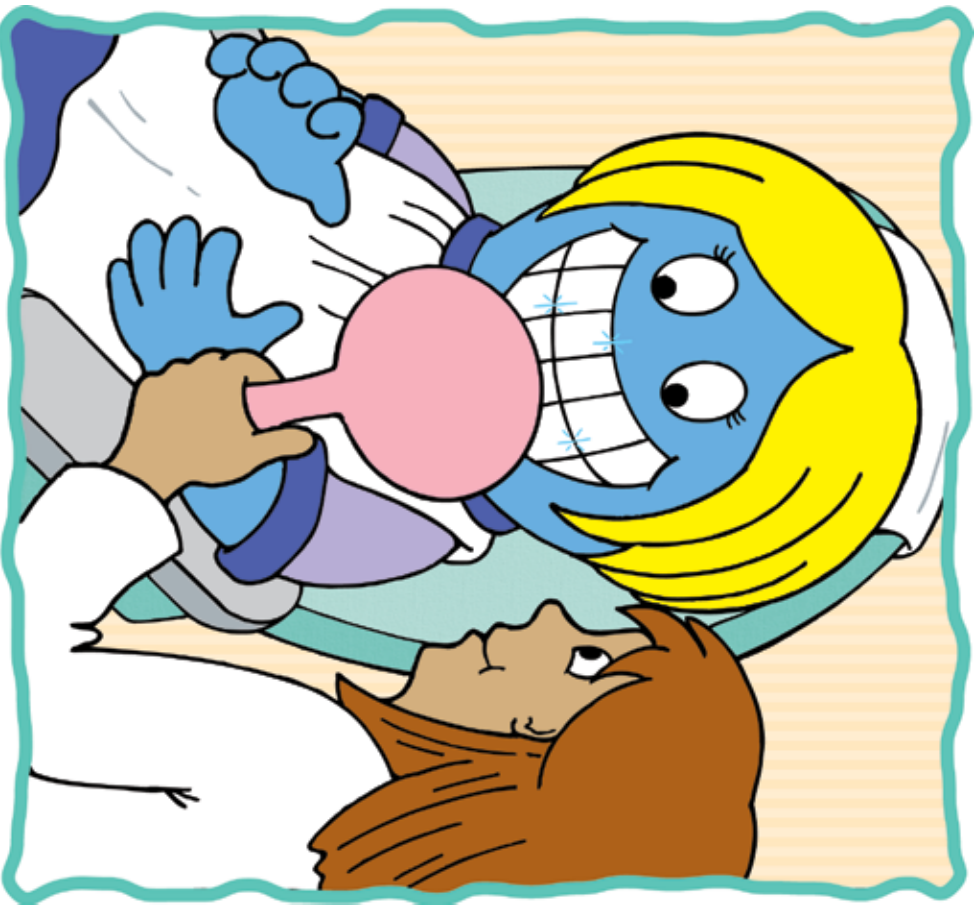


You like to brush.

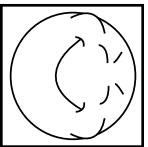


fold

D



I like to smile.





I see rain.



I See Rain



AT HOME

Read the book aloud to your child. Pause after each sentence and have your child point to the character or characters that are speaking.

After reading, talk about each character's feelings about rain. Then discuss your child's feelings. Together, make a list of activities to do on your next rainy day.

Written by Cynthia Cappetta
Illustrated by Dean Yeagle

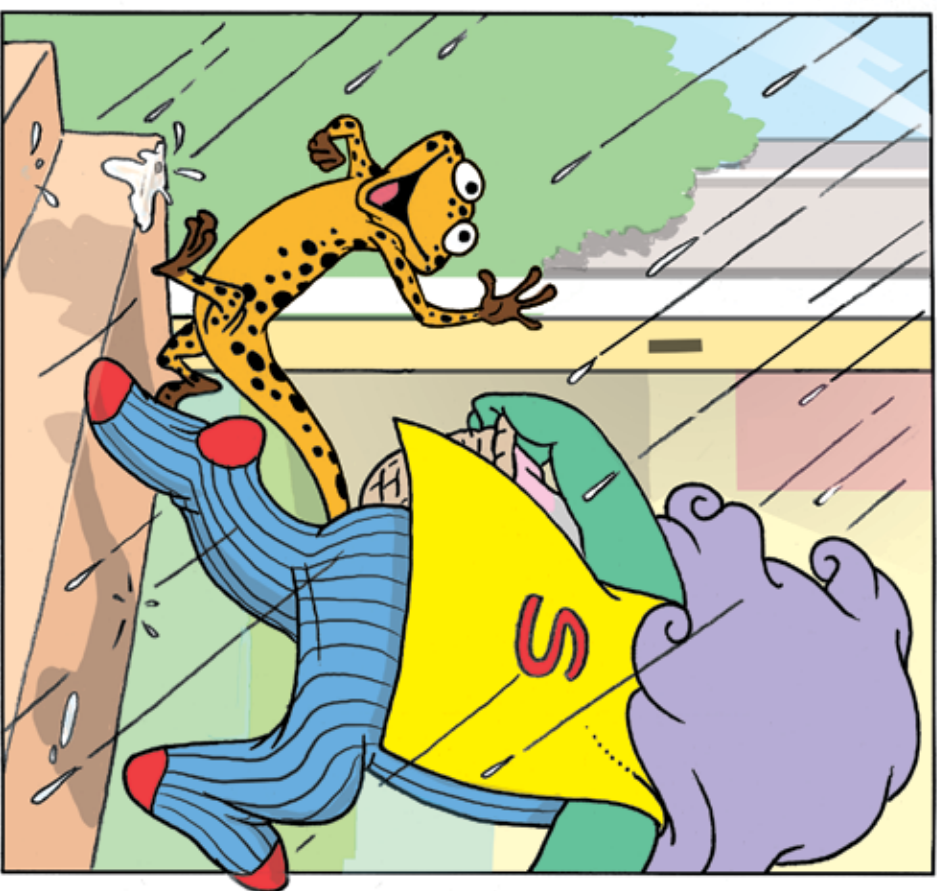


I see rain.

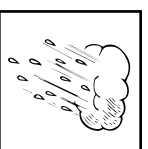
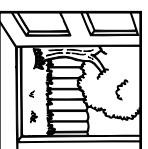


fold

B

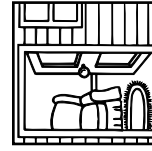


I go outside when I see rain!

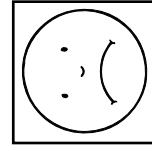




I go inside when I see rain!



I frown when I see rain.



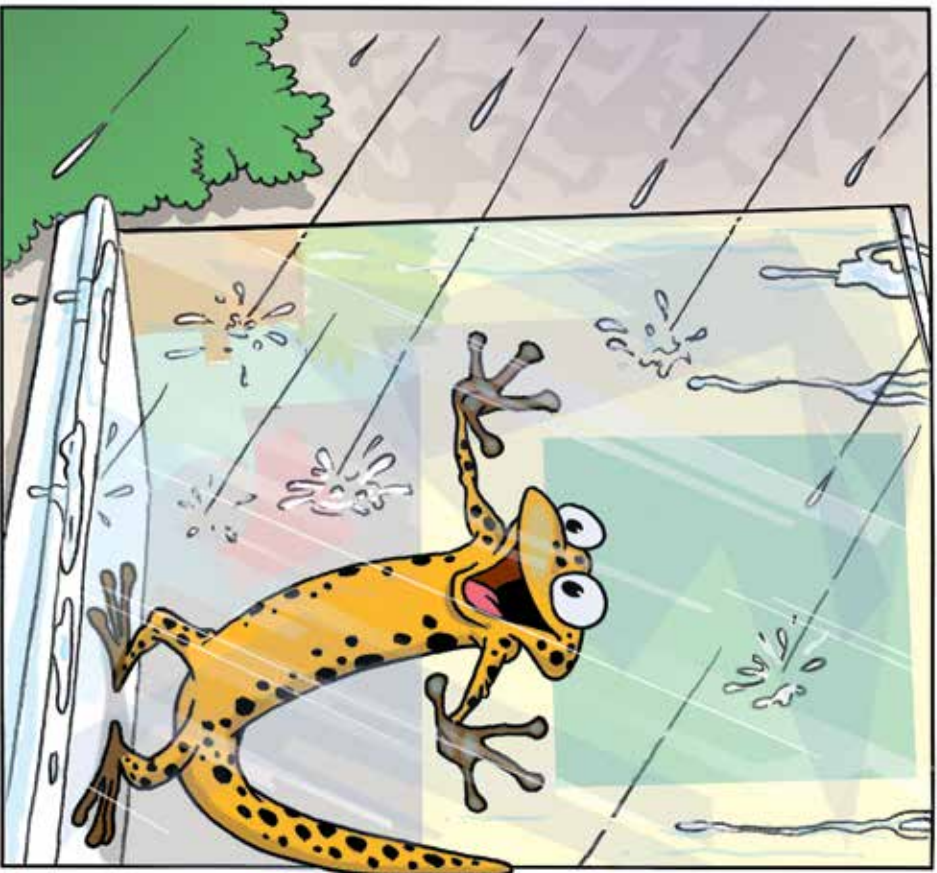


I see rain.

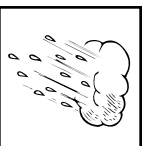
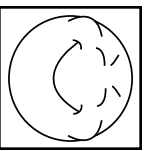


fold

D

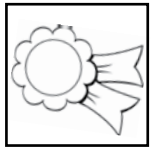


I smile when I see rain.





I will get a ribbon!



What a Rose!

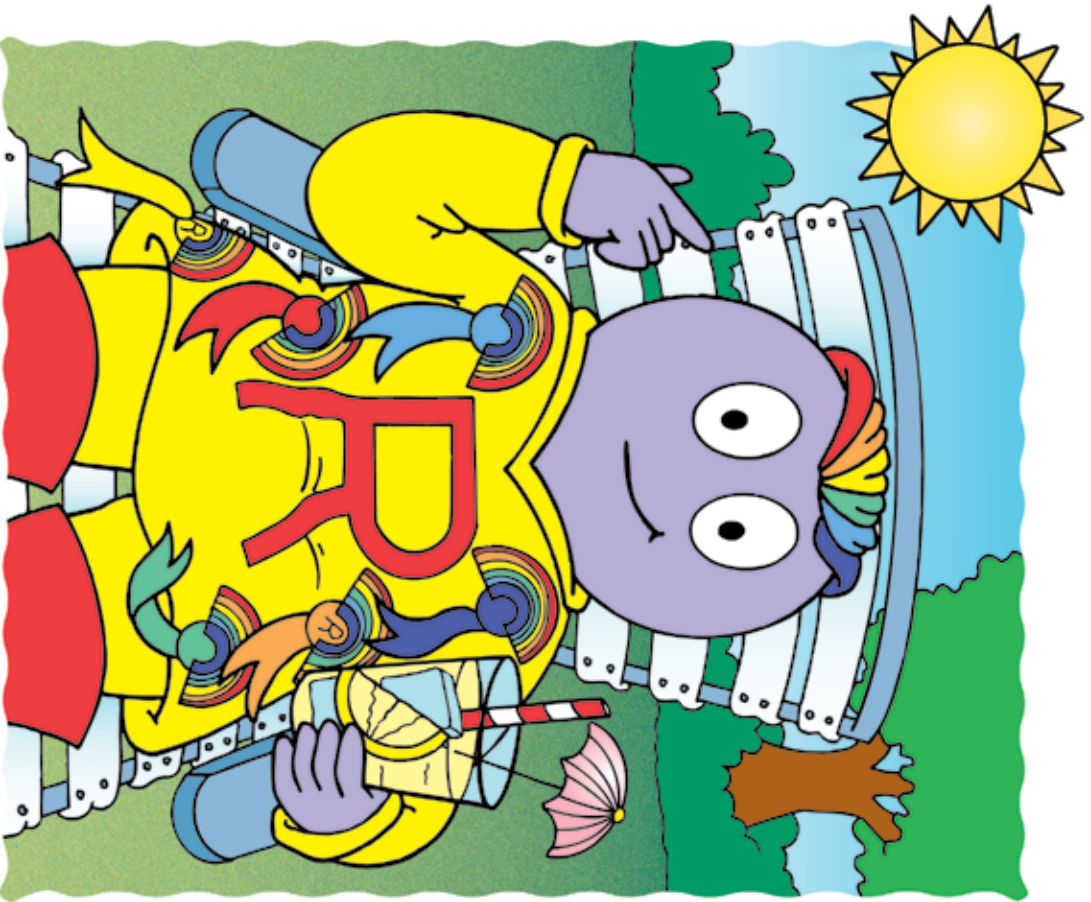


AT HOME

Page through the book and ask your child to talk about what is happening in each picture. Then read the story together.

After reading, talk about how Mr. R feels when he wins a ribbon for the rose he grew. Have your child tell about a time when he or she felt proud.

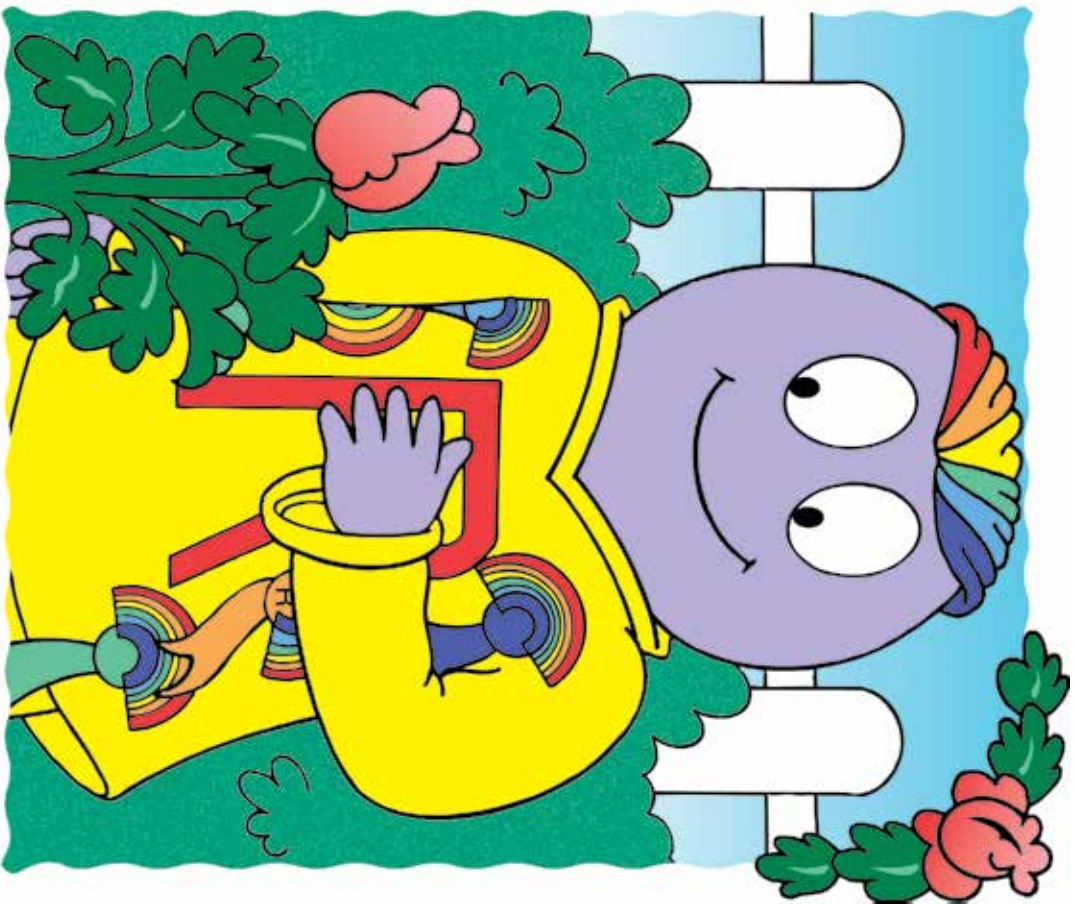
Written by Fran Lehr
Illustrated by Thomas Sperling



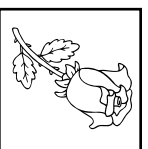
What will I do?

fold

B

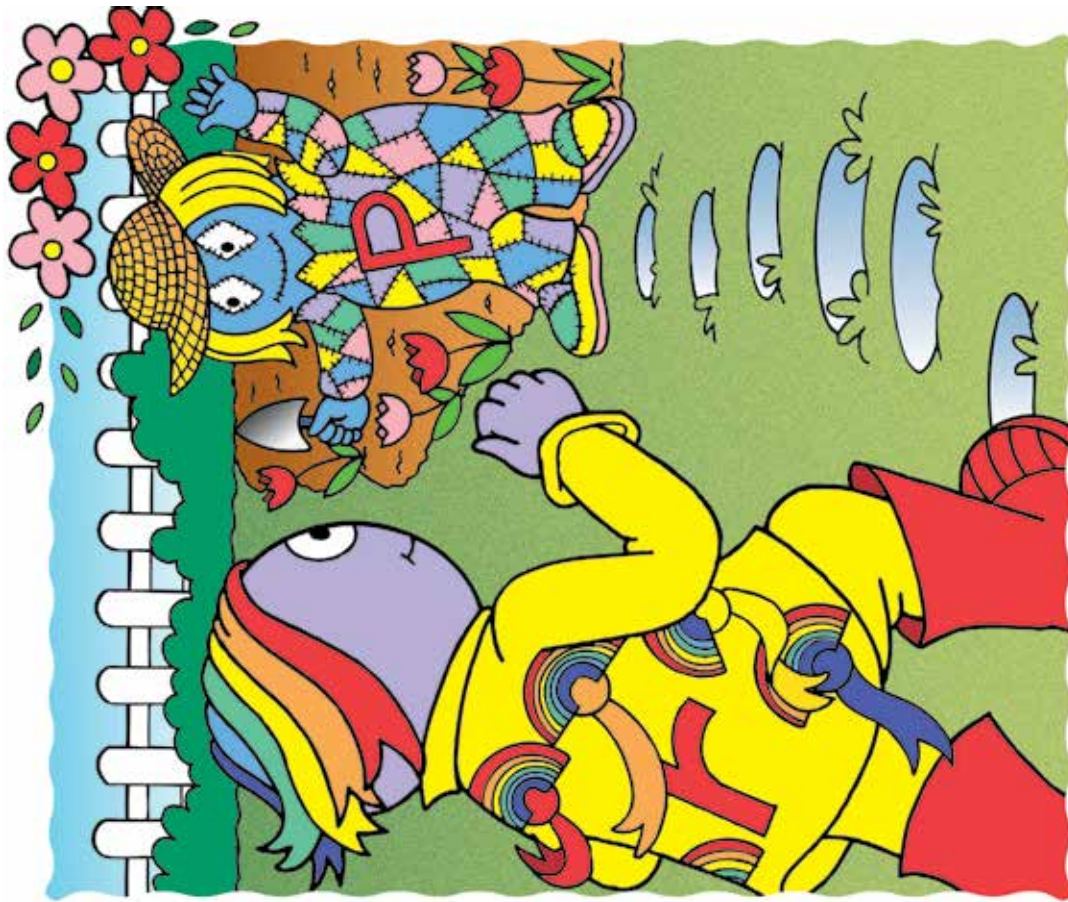
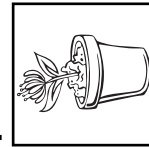
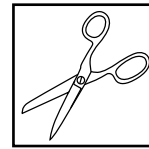


I will see a rose.

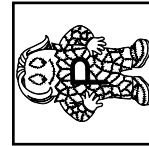




I will cut my plant.

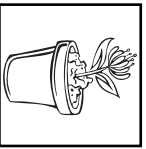


I will see Ms. P.



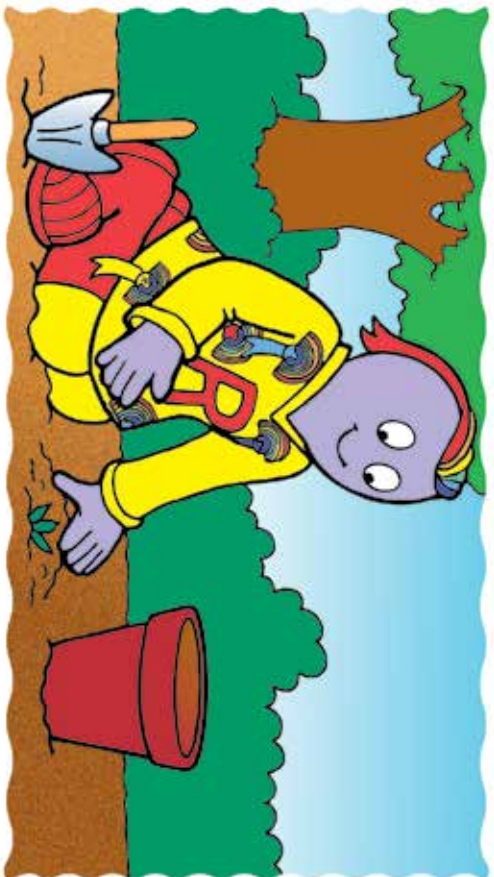


I will get a plant.

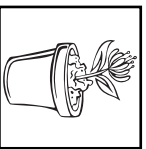
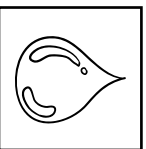


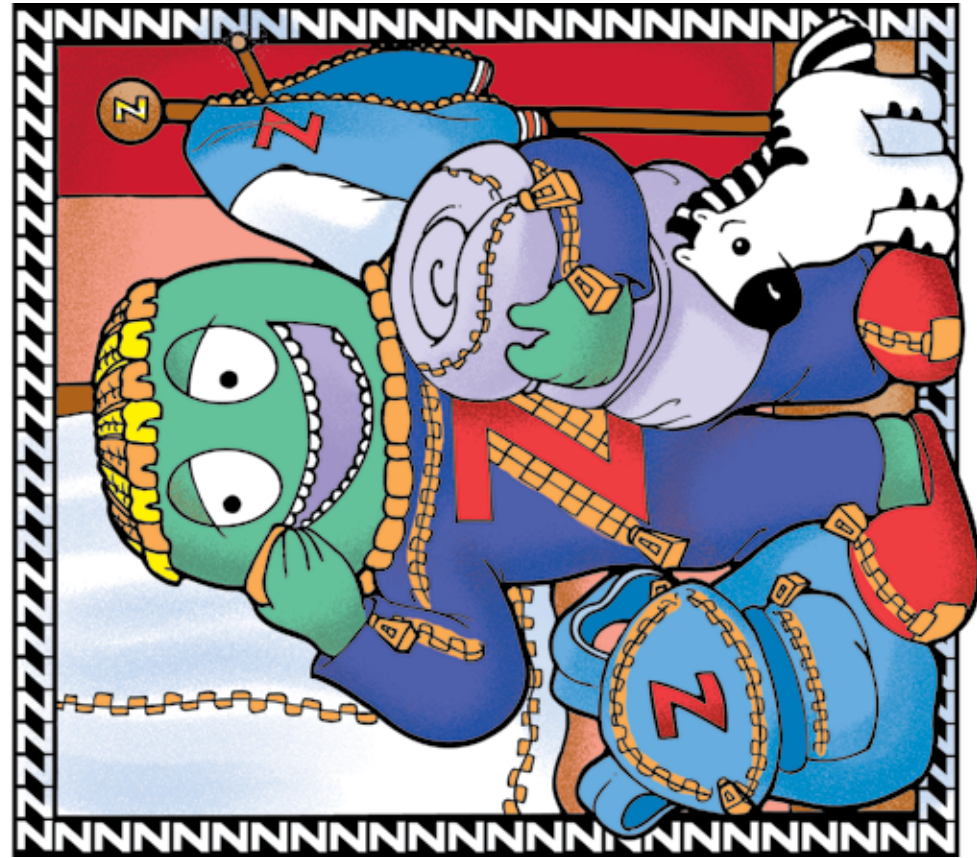
D

fold

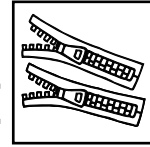


I will water my plant.

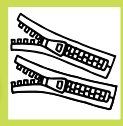




I like zippers.



I Like Zippers



AT HOME

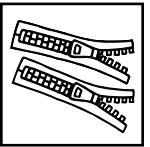
Invite your child to help you read the book aloud. Read the odd-numbered pages yourself and have your child read the even-numbered pages.

After reading, go on a zipper hunt with your child to find zippers in your home. Use the pattern from the story to describe where you find the zippers: *I like zippers. They are on _____.*

Written by Elayne Reiss-Weimann
Illustrated by Darcy Bell-Myers

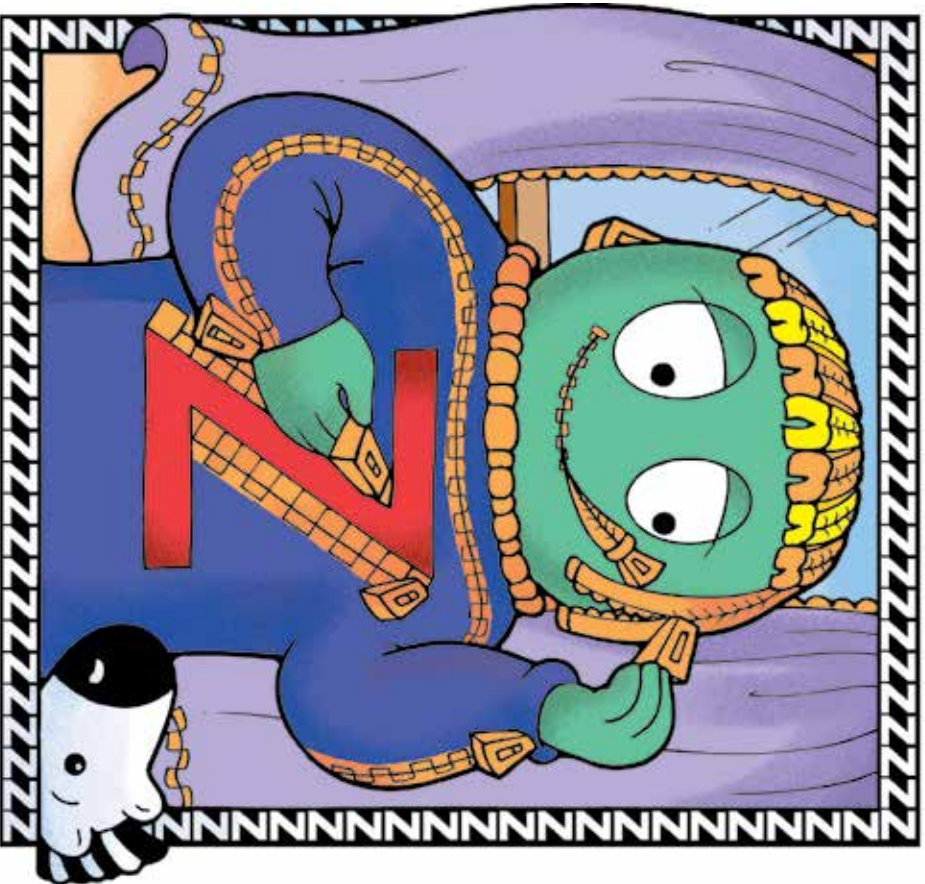


I like zippers.

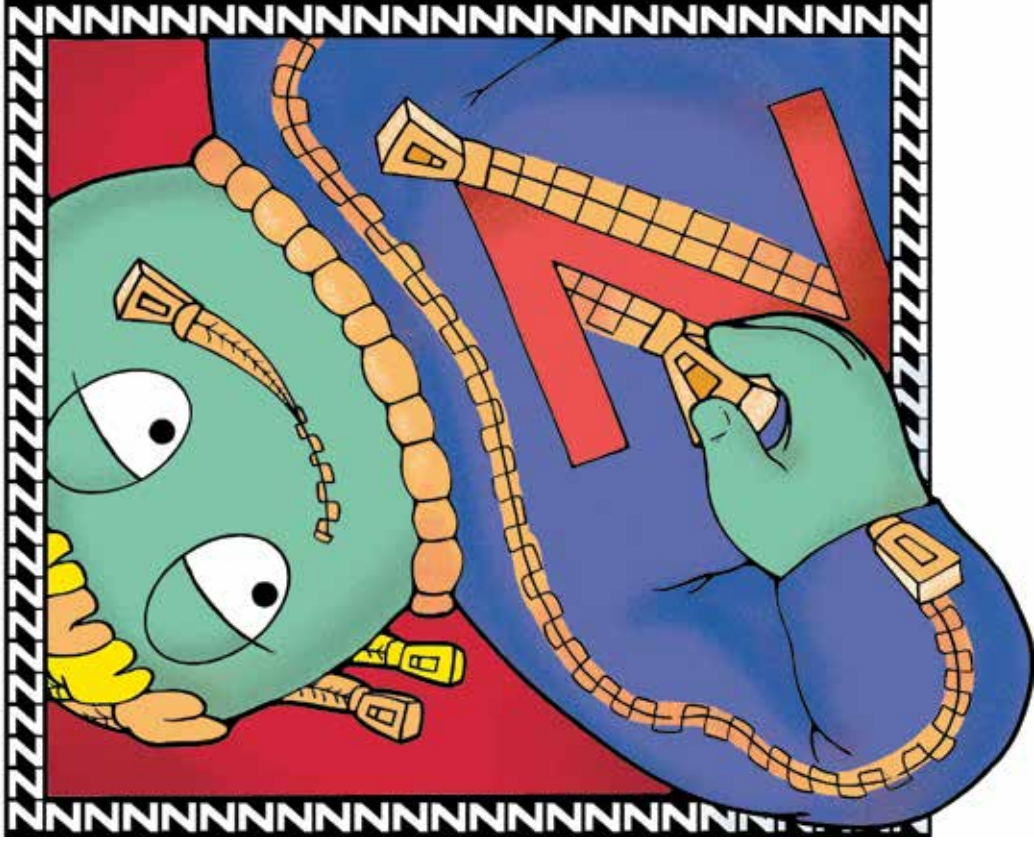


fold

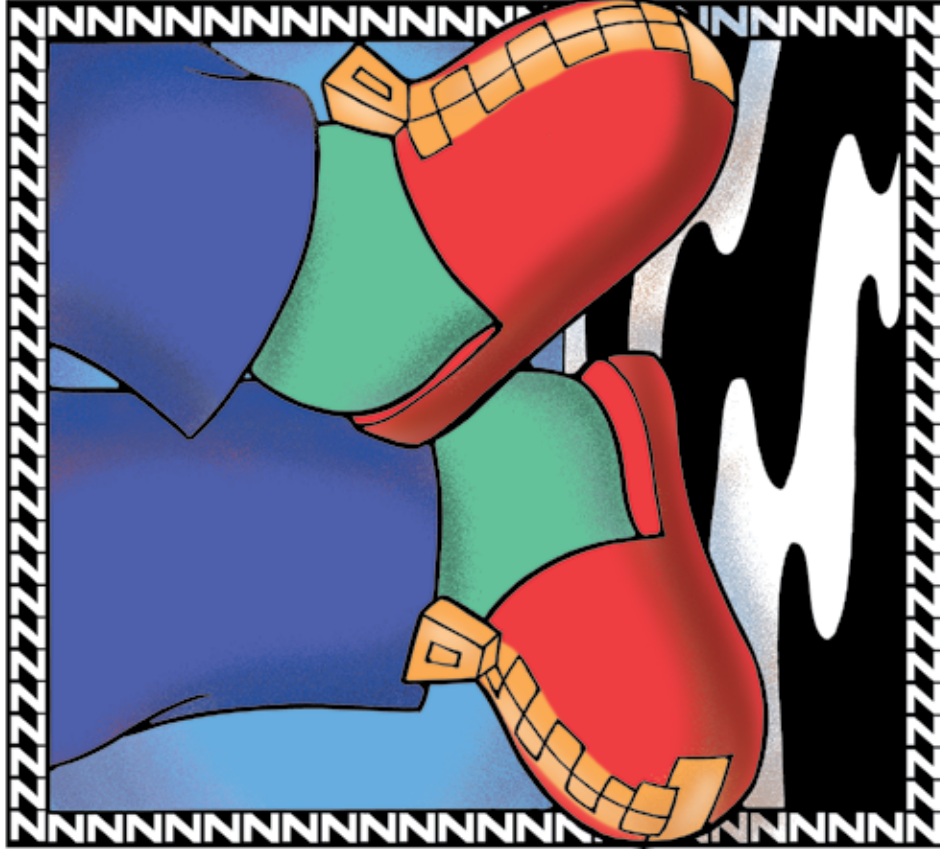
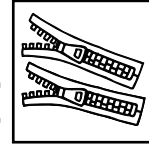
B



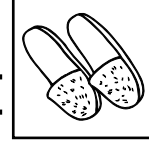
They are on me!



I like zippers.

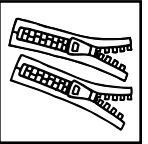


They are on slippers.



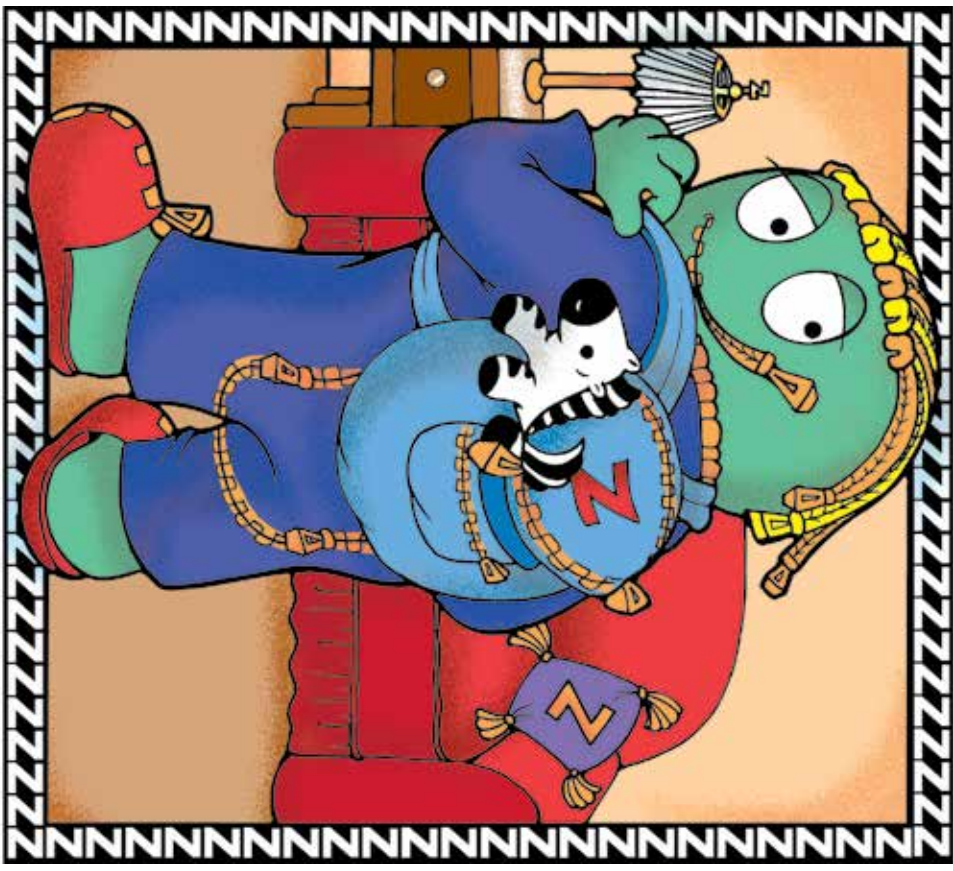


I like zippers.

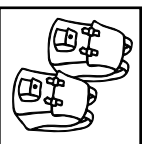


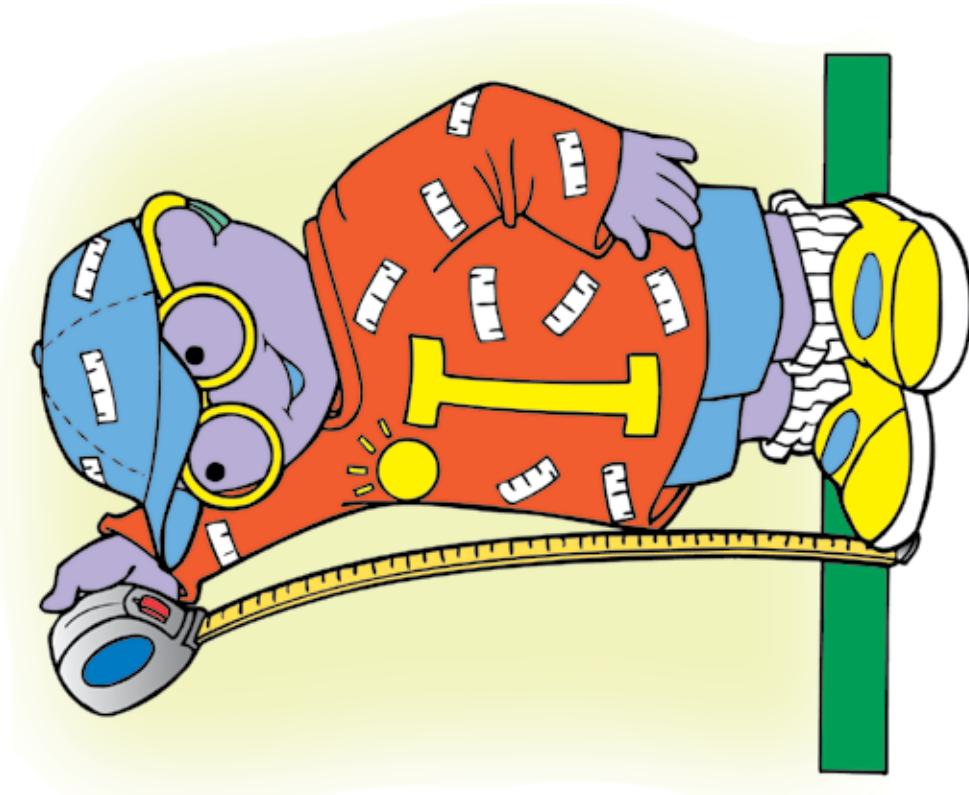
fold

D

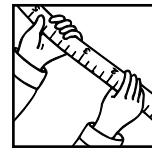


They are on backpacks.

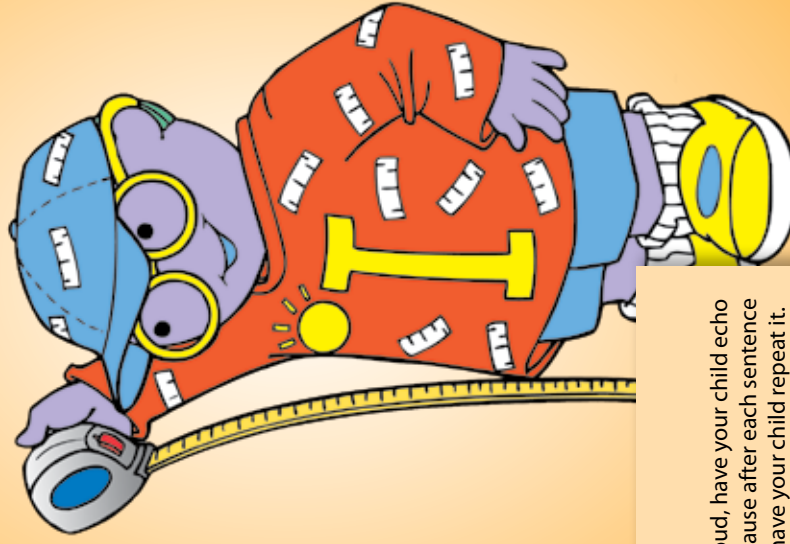




I measure me!



I Measure



AT HOME

As you read aloud, have your child echo your reading. Pause after each sentence you read, and have your child repeat it.

After reading, use small objects such as crayons to measure items in your home. Line up the objects along one side of the item; then count the objects together. If possible, show your child how to use a tape measure like Mr. I.

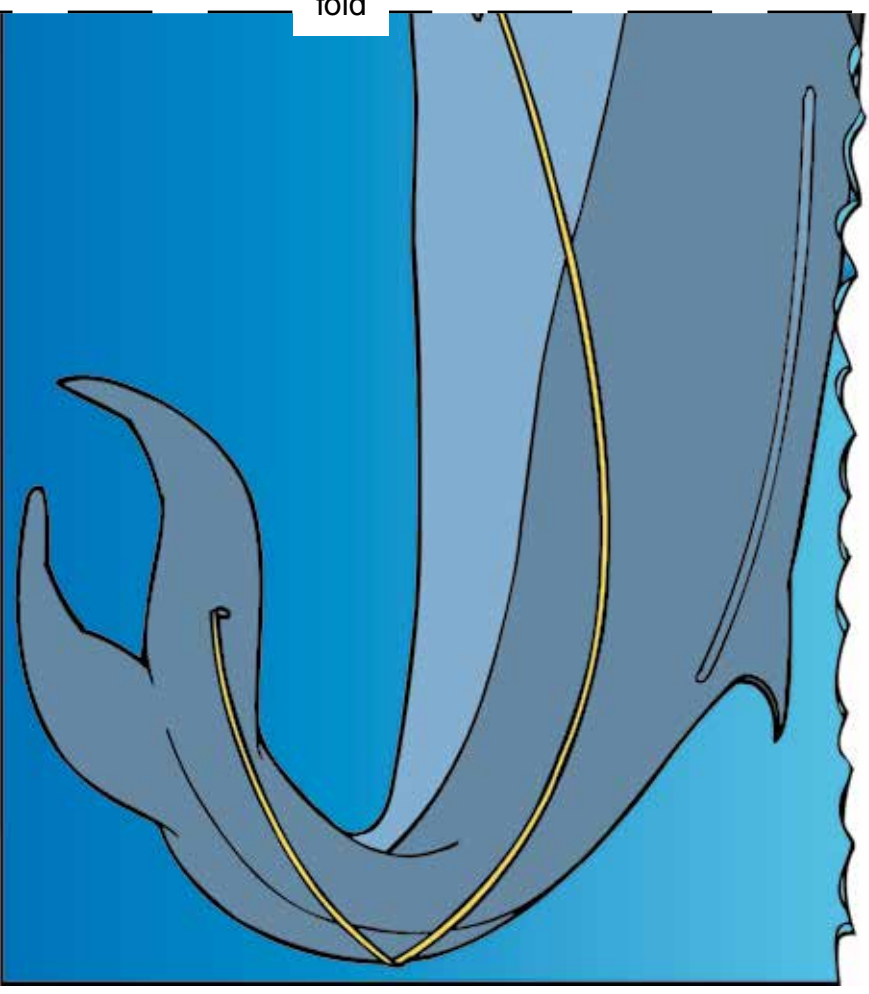
Written by Patricia W. Abrams
Illustrated by Thomas Sperling



There is a giraffe.

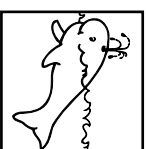


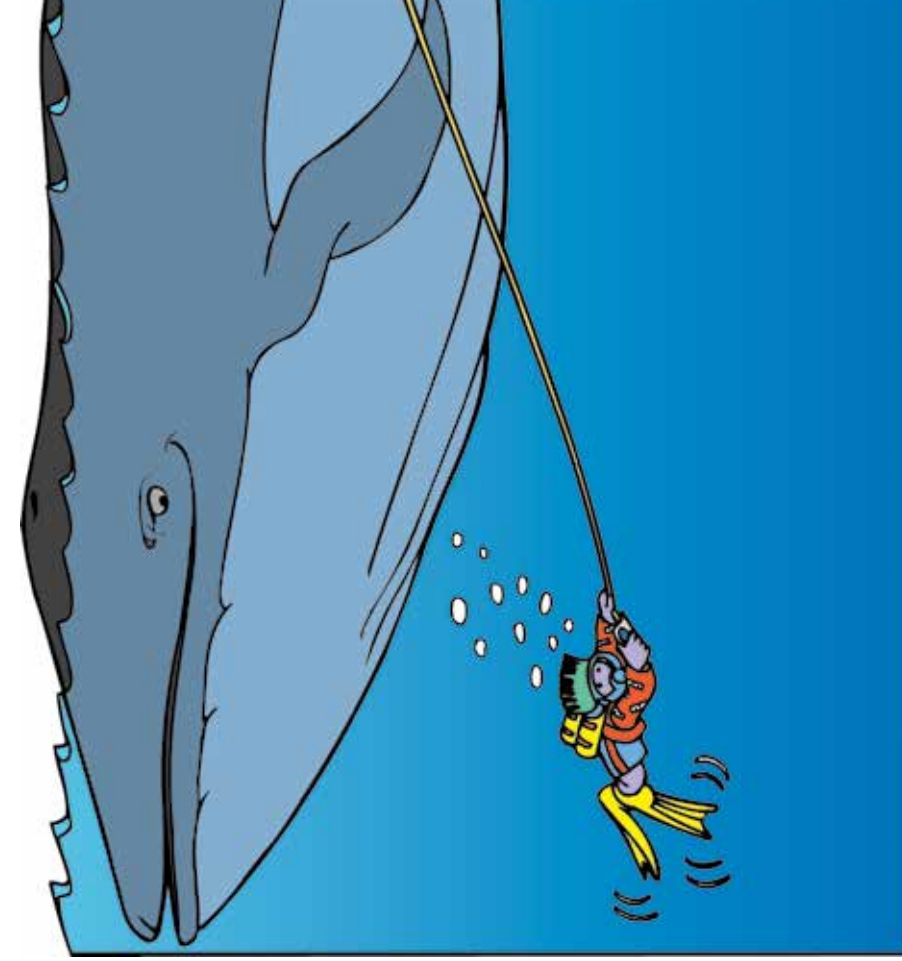
B



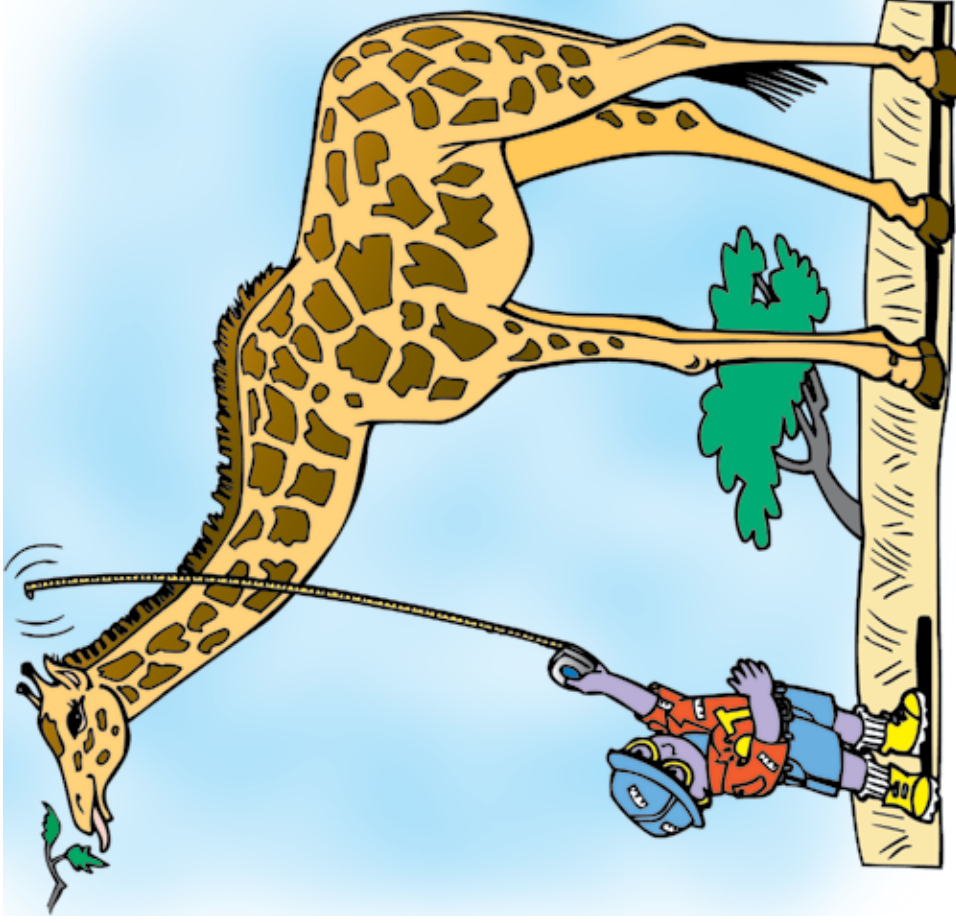
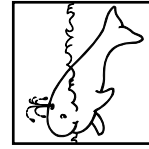
fold

I measure the whale.

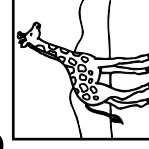
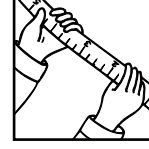




There is a whale.

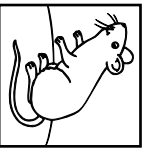


I measure the giraffe.

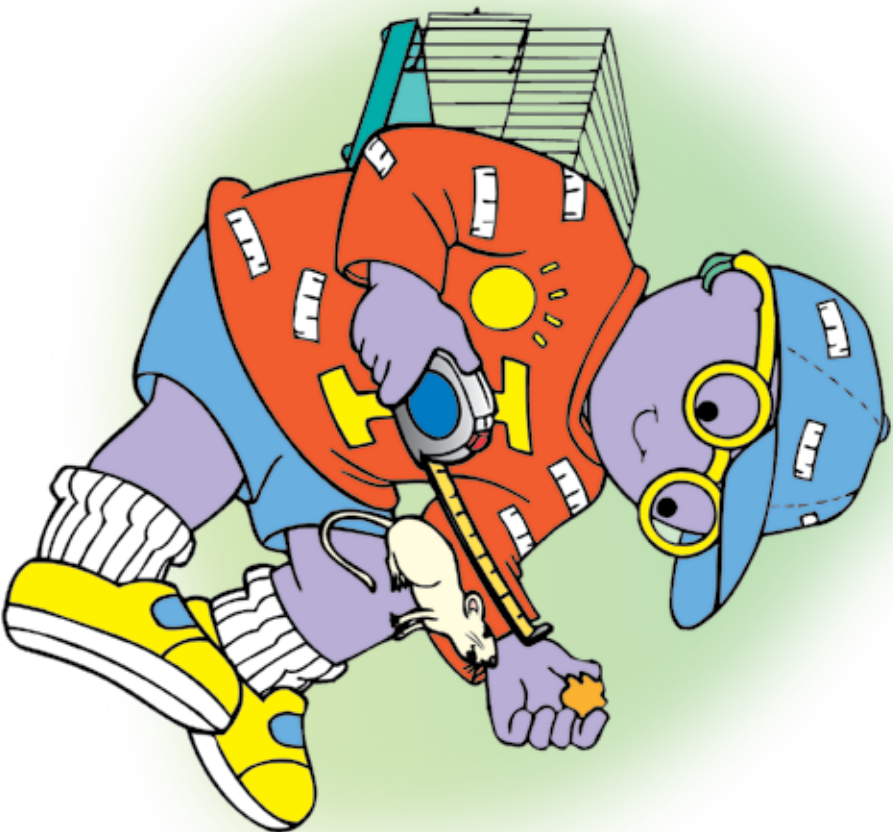




There is a mouse.

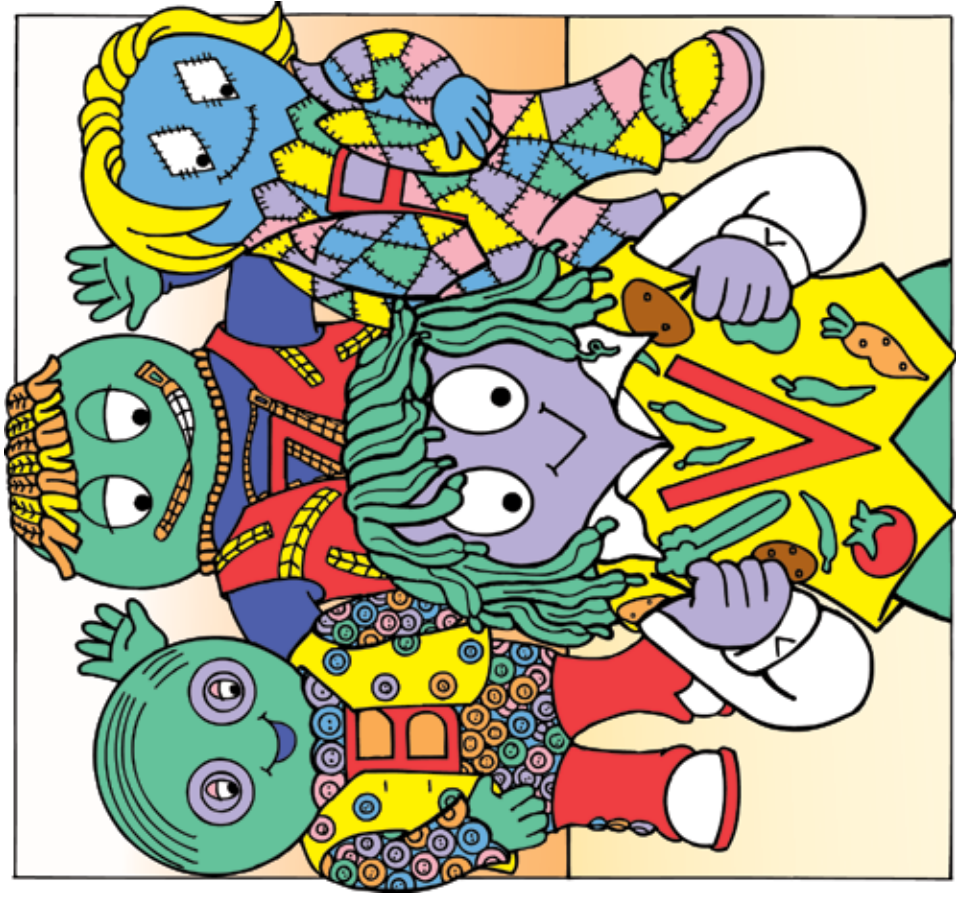


fold

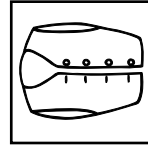


I measure the mouse.

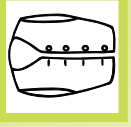




I like my vest.



I Like My Vest

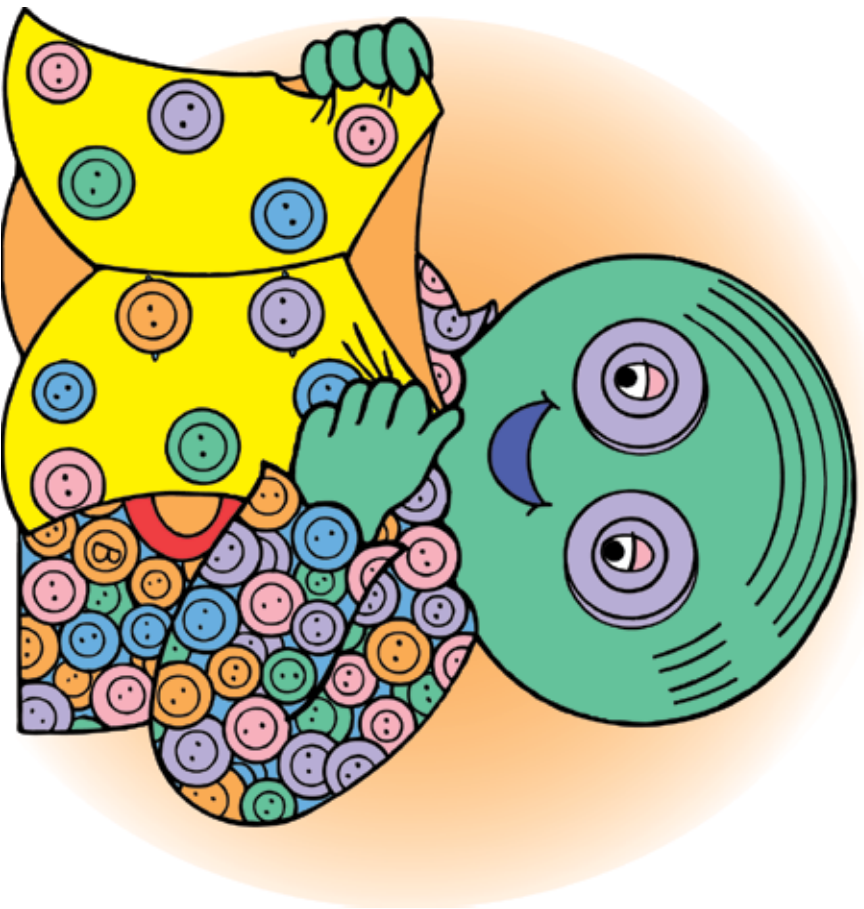


AT HOME

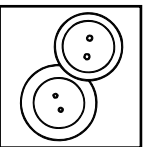
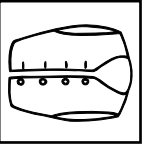
Point to each word as you read the book aloud. Pause after each sentence and have your child name the character that is speaking.

After reading, discuss the vests in each picture. Ask your child how he or she can tell which vest belongs to each character.

Written by Elayne Reiss-Weimann
Illustrated by Pattie Silver



I have a vest with buttons.

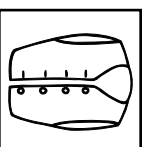


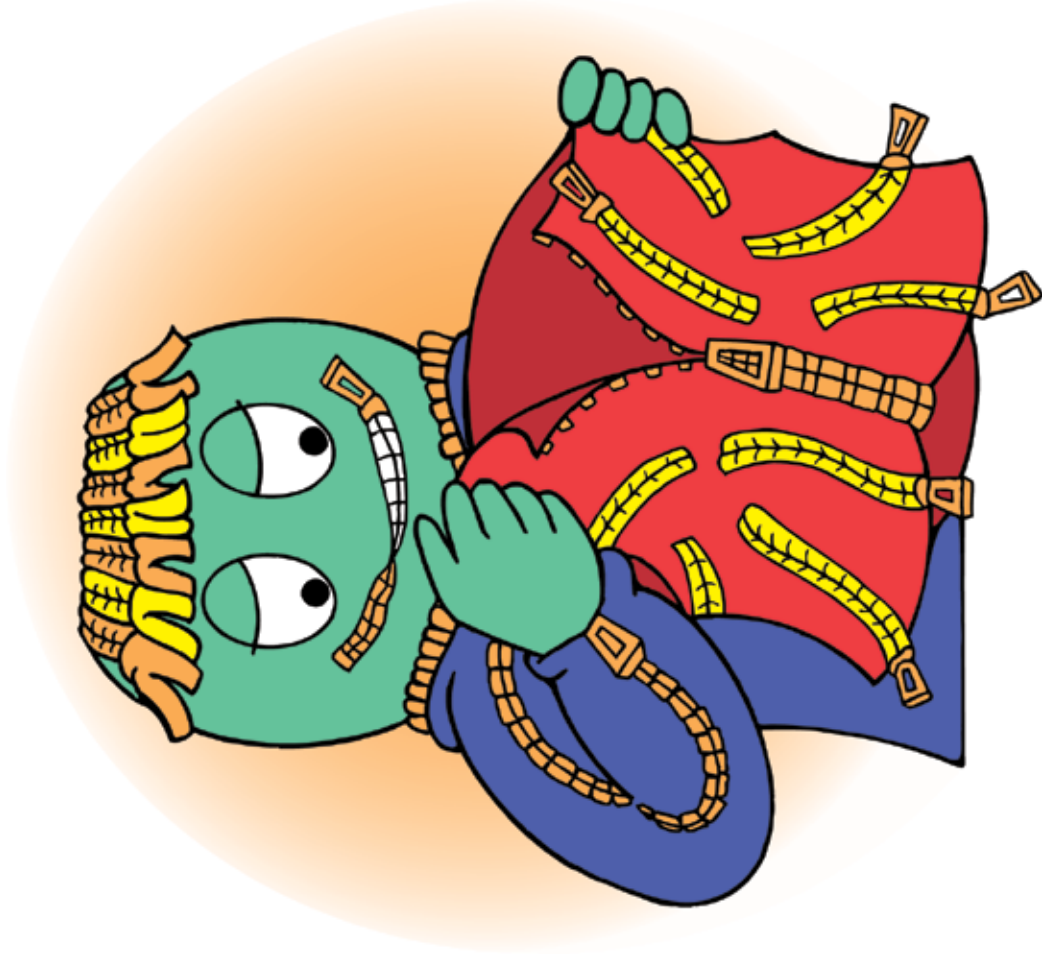
fold

B

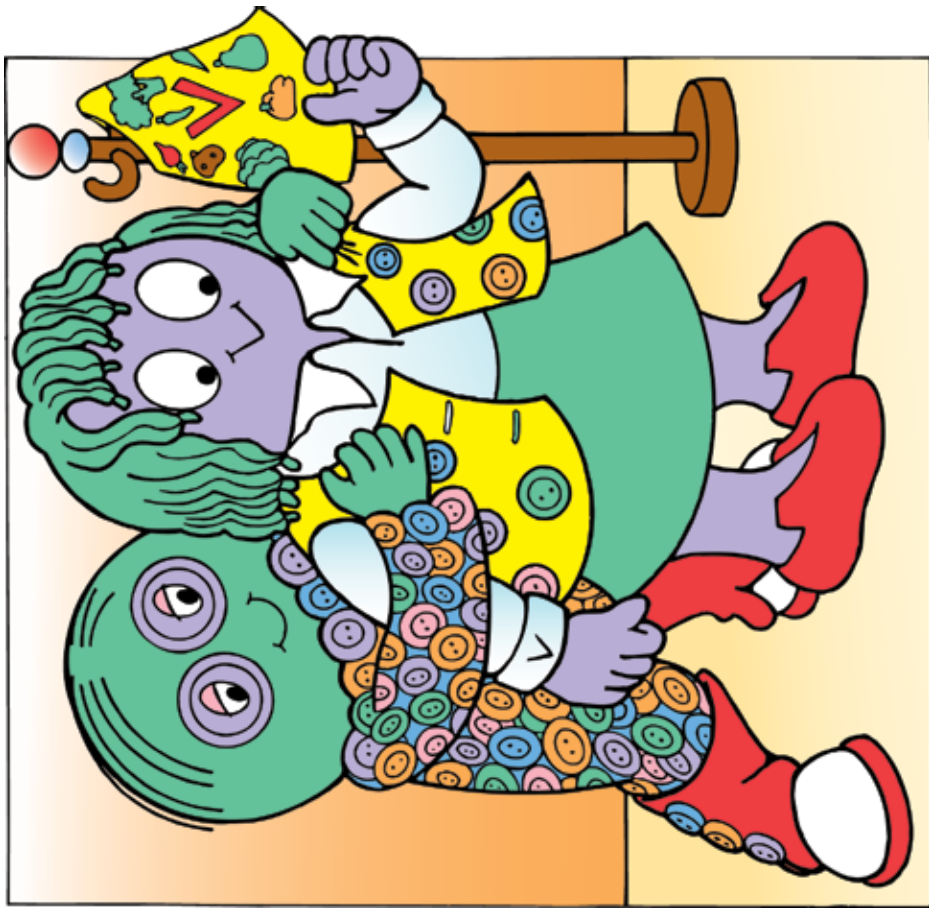
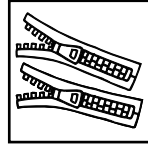
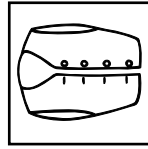


Do you like my vest?

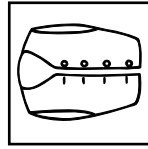


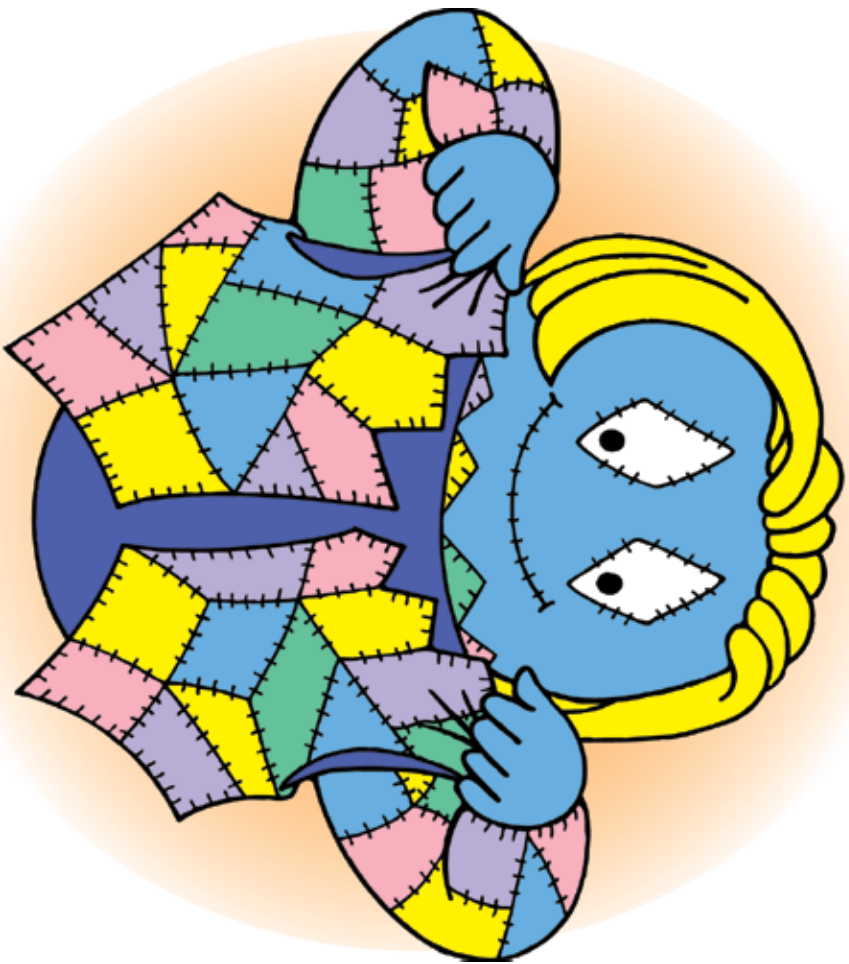


I have a vest with zippers.

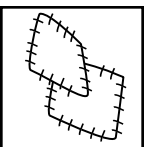
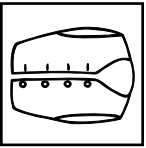


Do you like my vest?



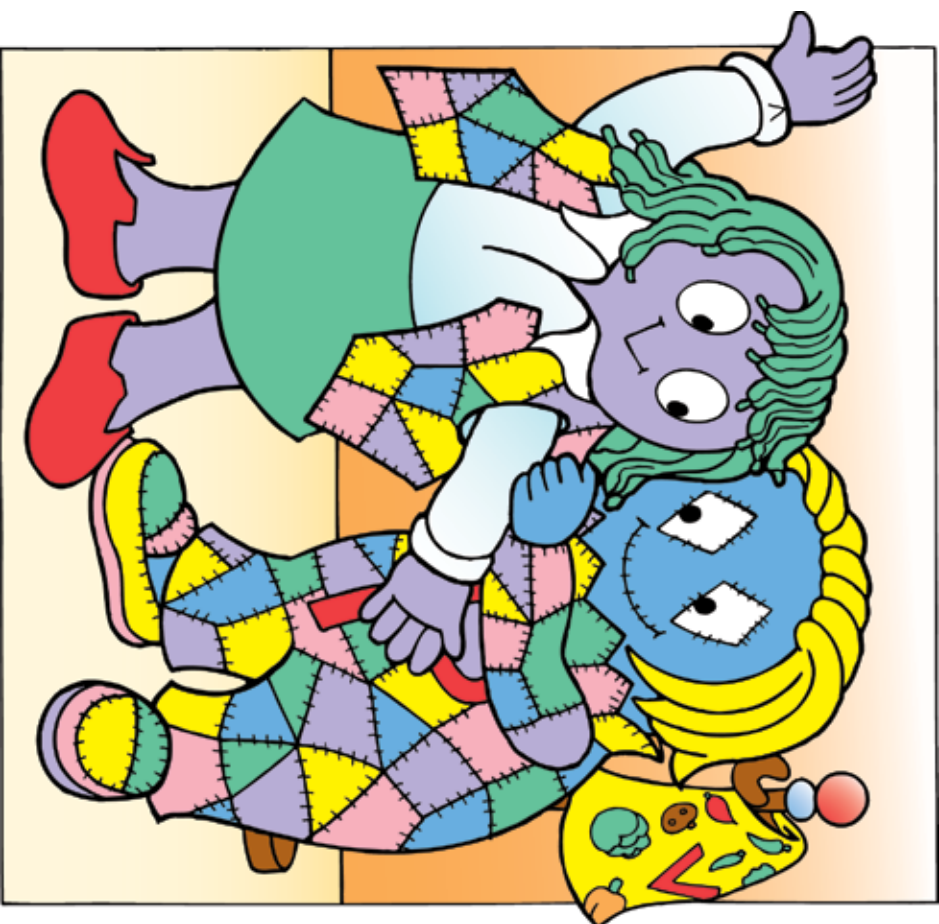


I have a vest with patches.

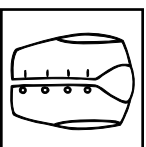


fold

D

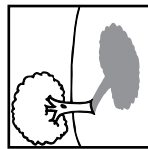


Do you like my vest?

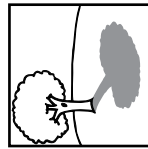




I have a shadow.



Do you have a shadow?



I See My Shadow

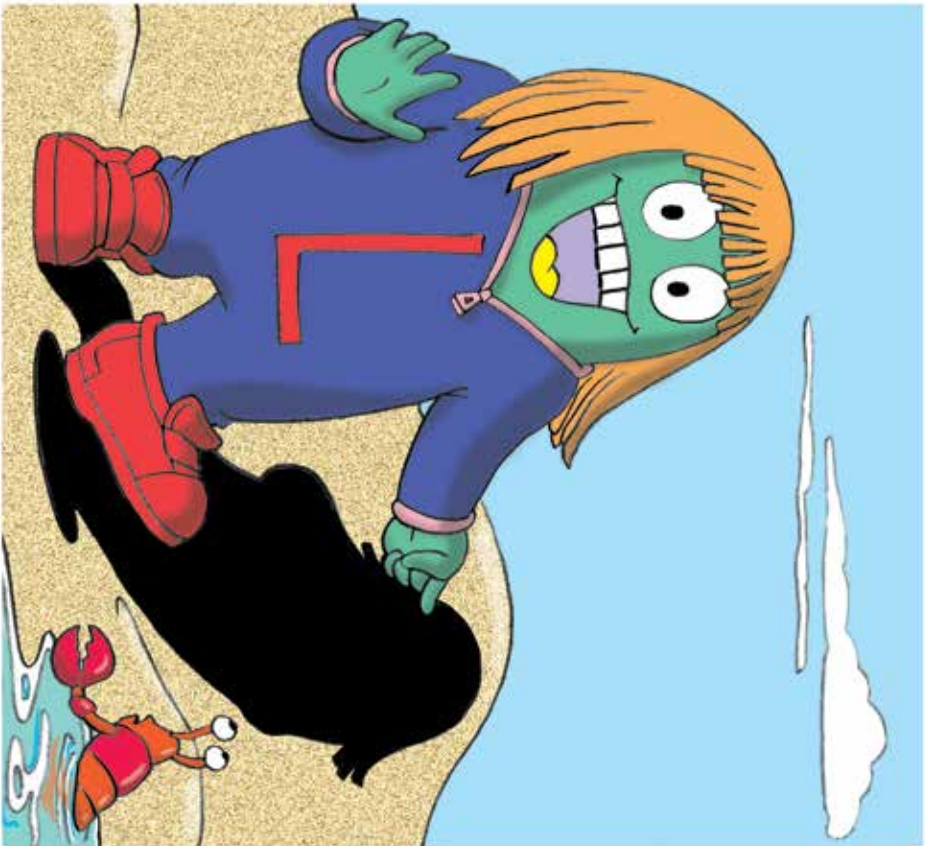


AT HOME

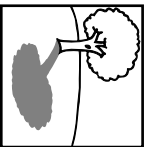
As you read each page aloud, have your child point to the shadow in the picture and match the shadow to who or what is creating the shadow.

After reading, talk about what makes a shadow. If possible, show your child how to create shadows indoors using a bright lamp or outdoors in the sun.

Written by Cathy Torrisi
Illustrated by Dean Yeagle

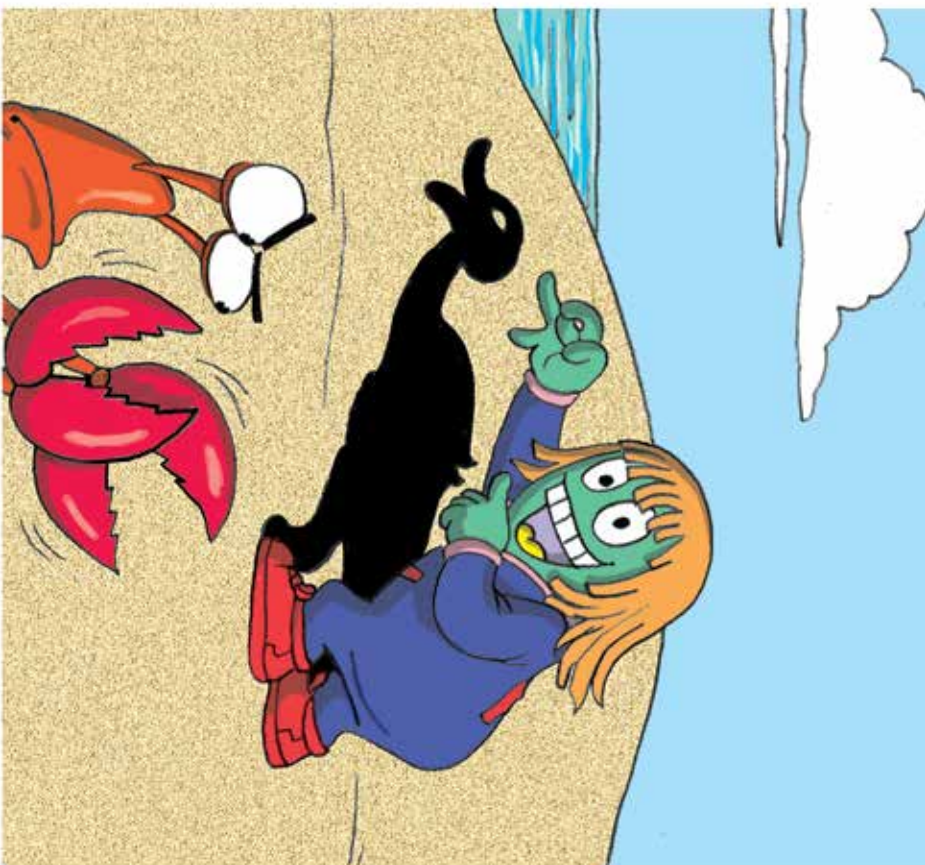


I have a shadow.



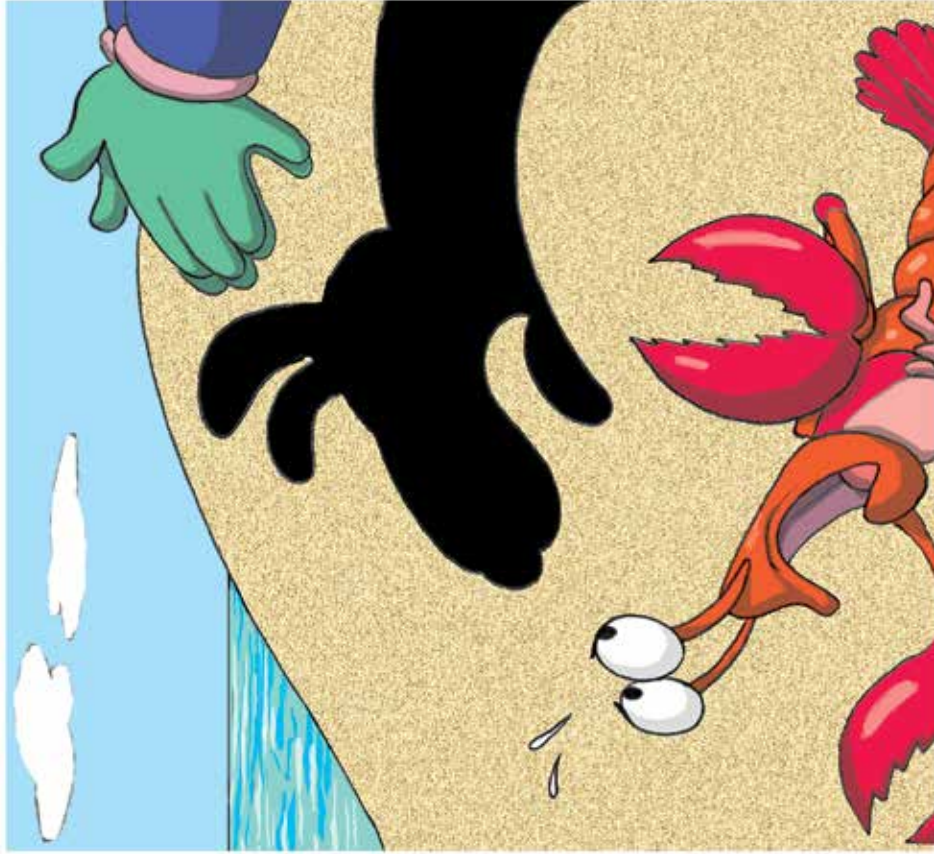
fold

B

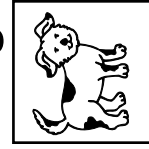


Look! I made a duck.

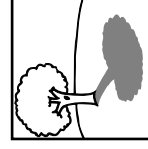




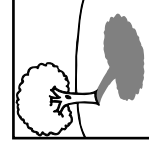
Look! I made a dog.

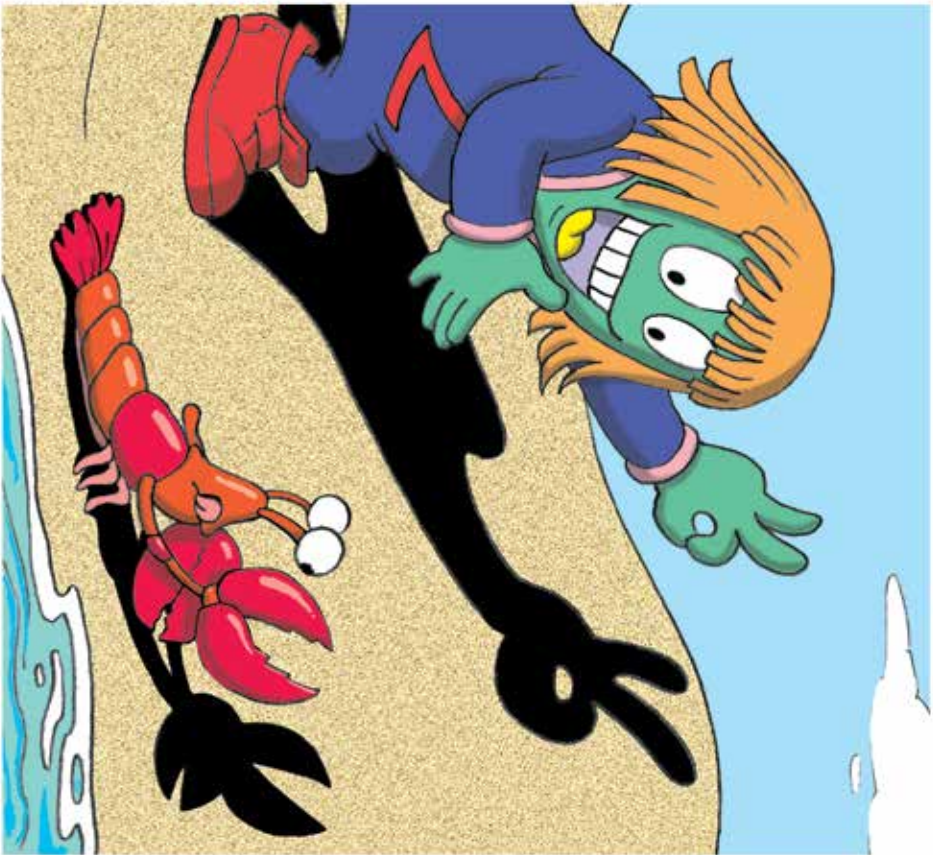


I see my shadow.



Do you see my shadow?

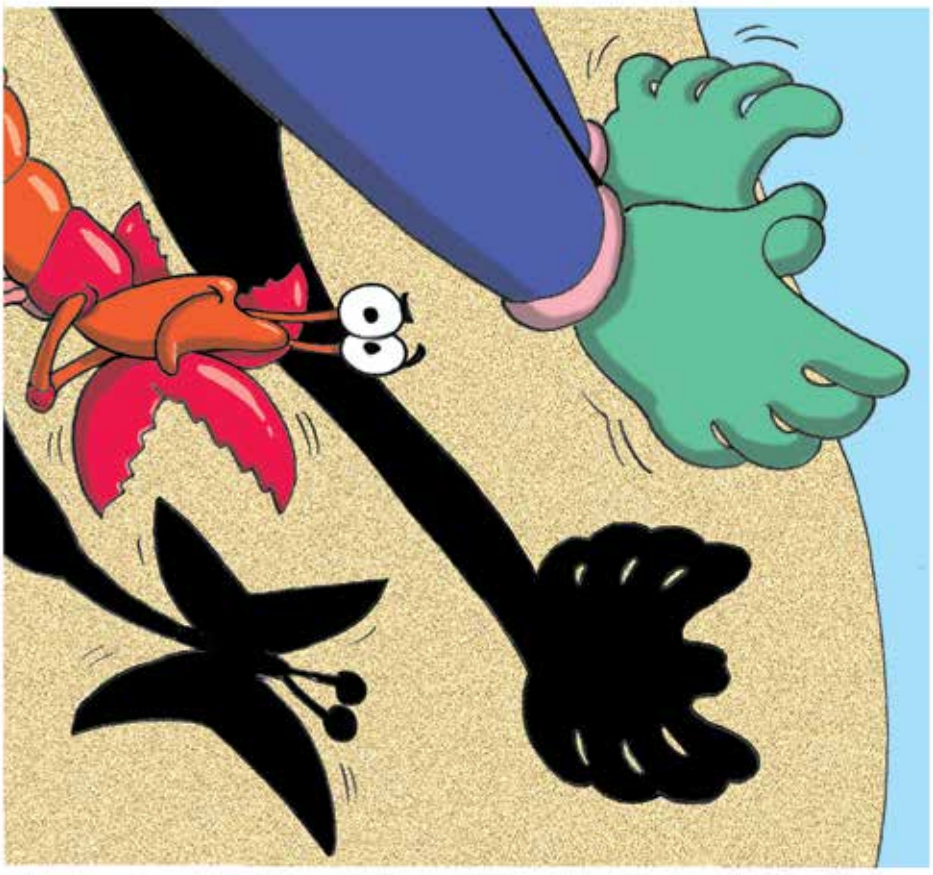




Look! I made a rabbit.

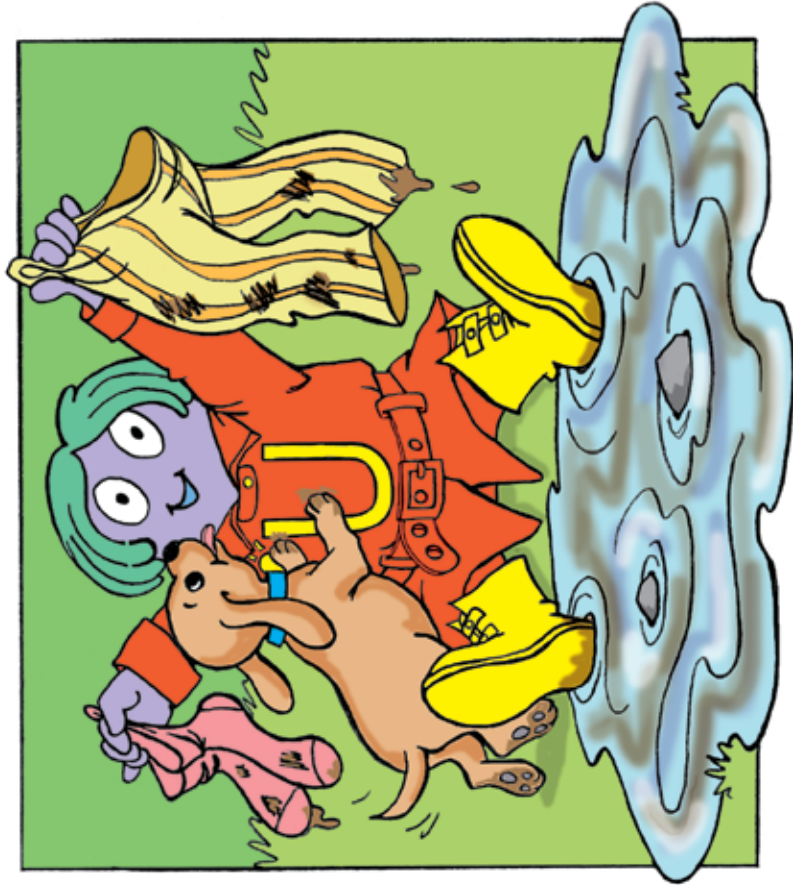


fold

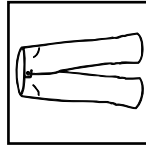


Look! I made a butterfly.

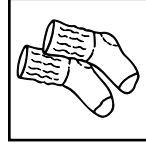




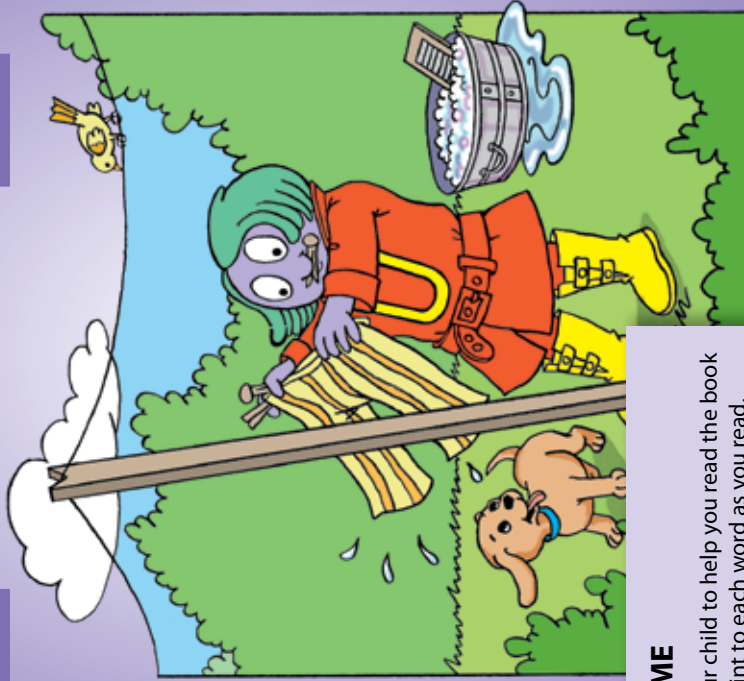
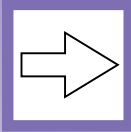
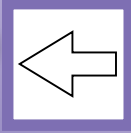
I have mud on my pants!



I have mud on my socks!



Up and Down



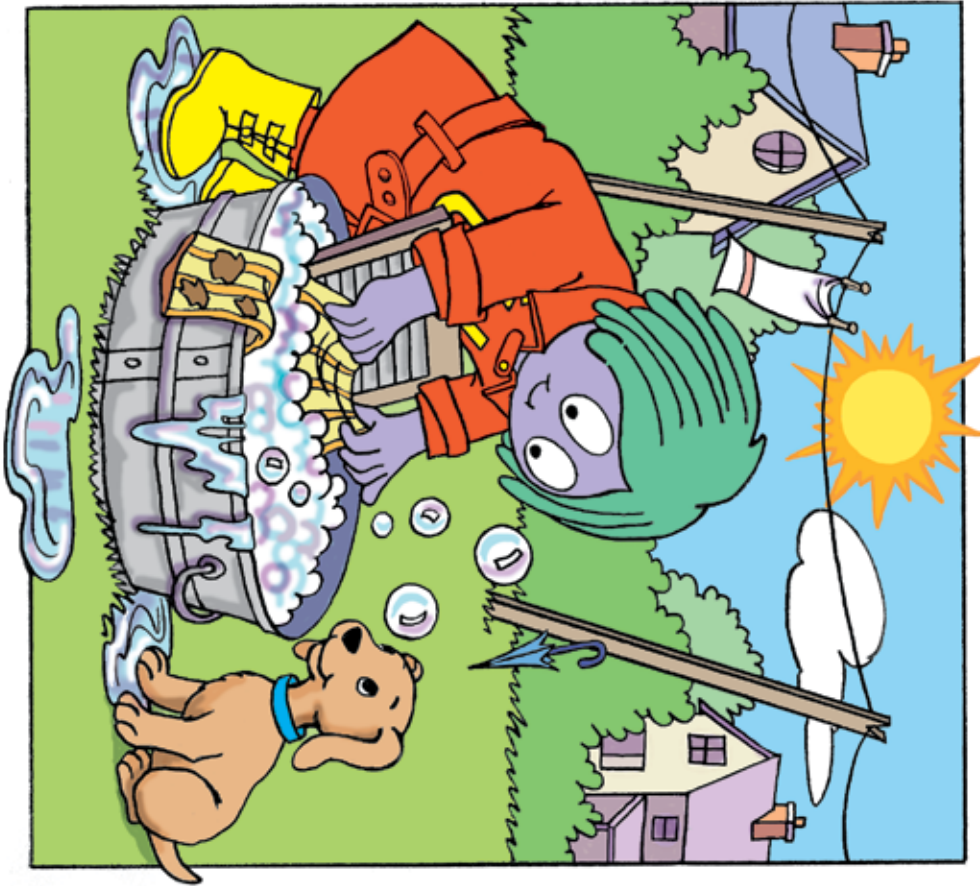
AT HOME

Invite your child to help you read the book aloud. Point to each word as you read.

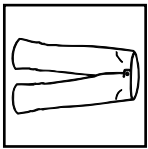
Pause periodically for your child to chime in with words he or she knows.

After reading, page through the book and talk about what is happening in each picture. Go on a hunt around your home to find objects you can hang up and take down, such as clothing or towels.

Written by Ginny Stiles
Illustrated by Barbara Yeagle

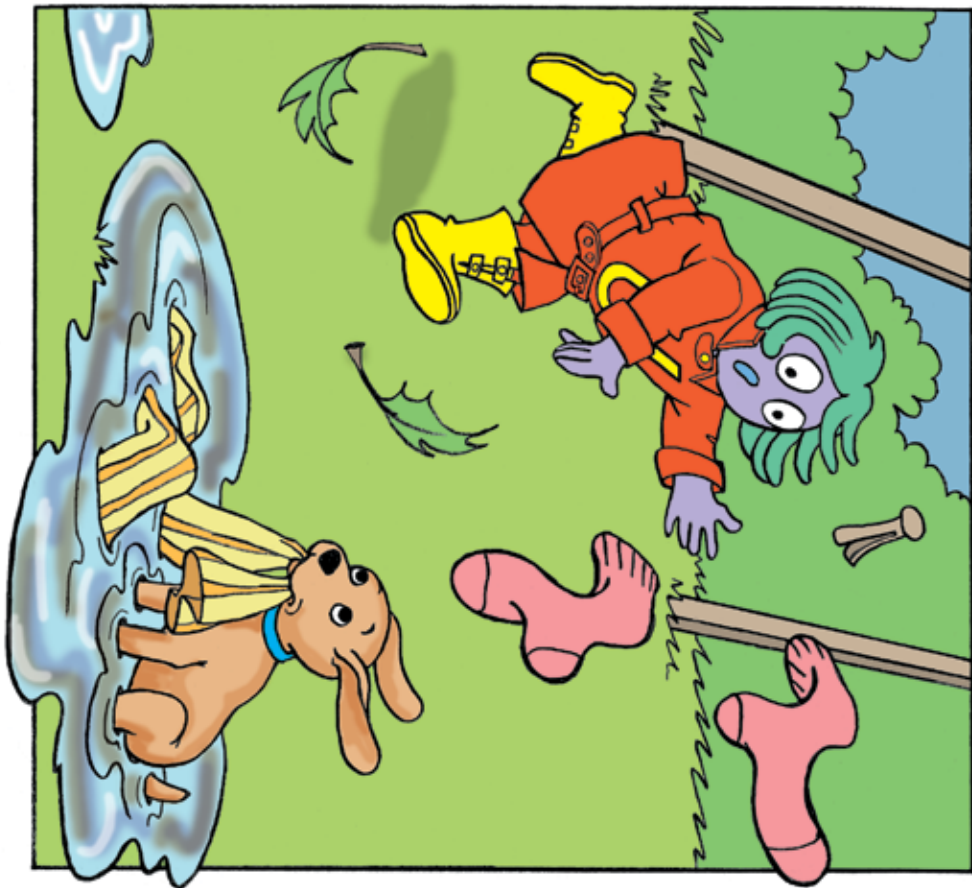


I have mud on my pants.

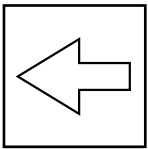
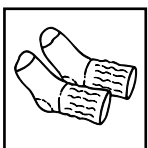


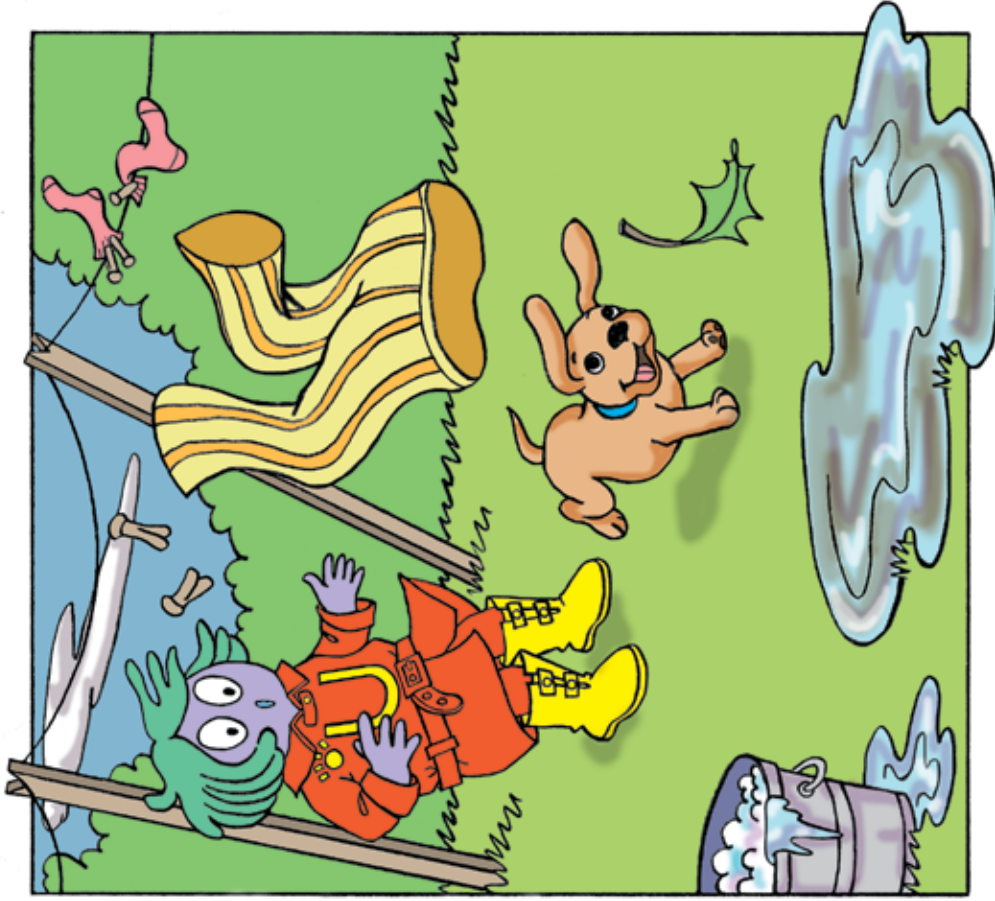
fold

B

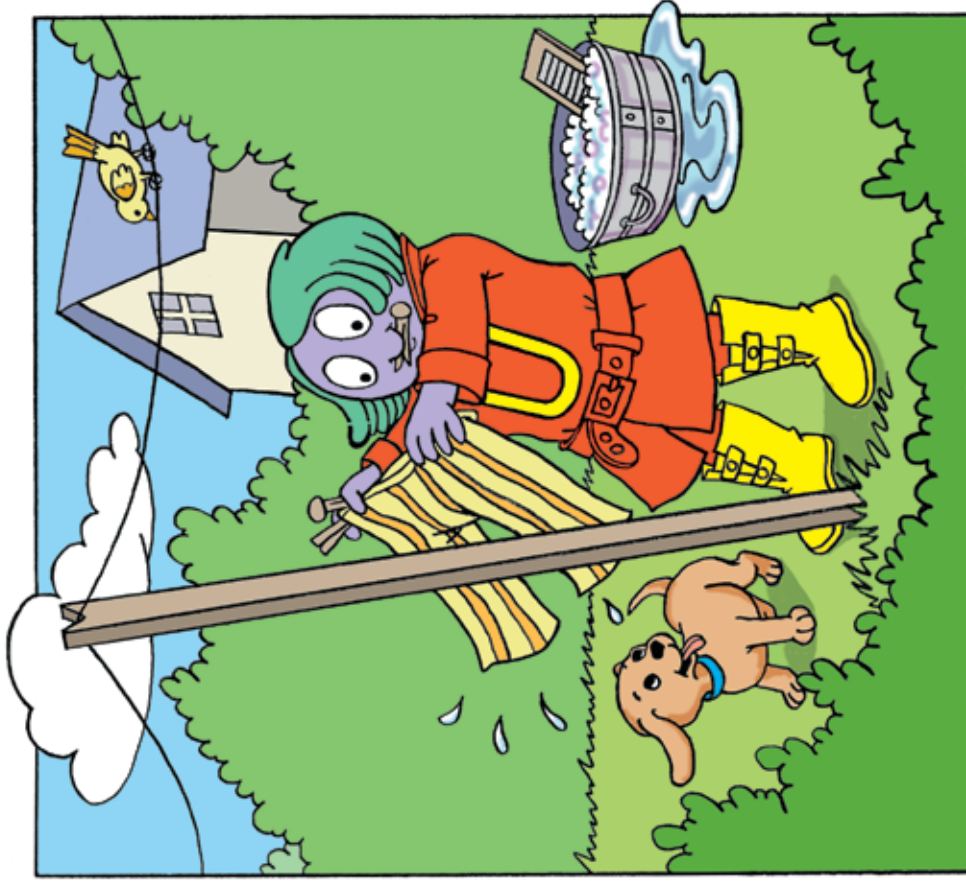
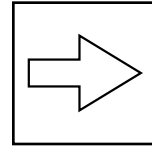
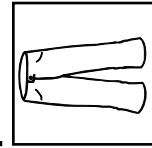


My socks go down!

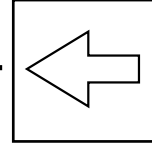
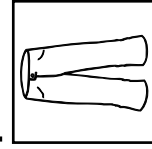


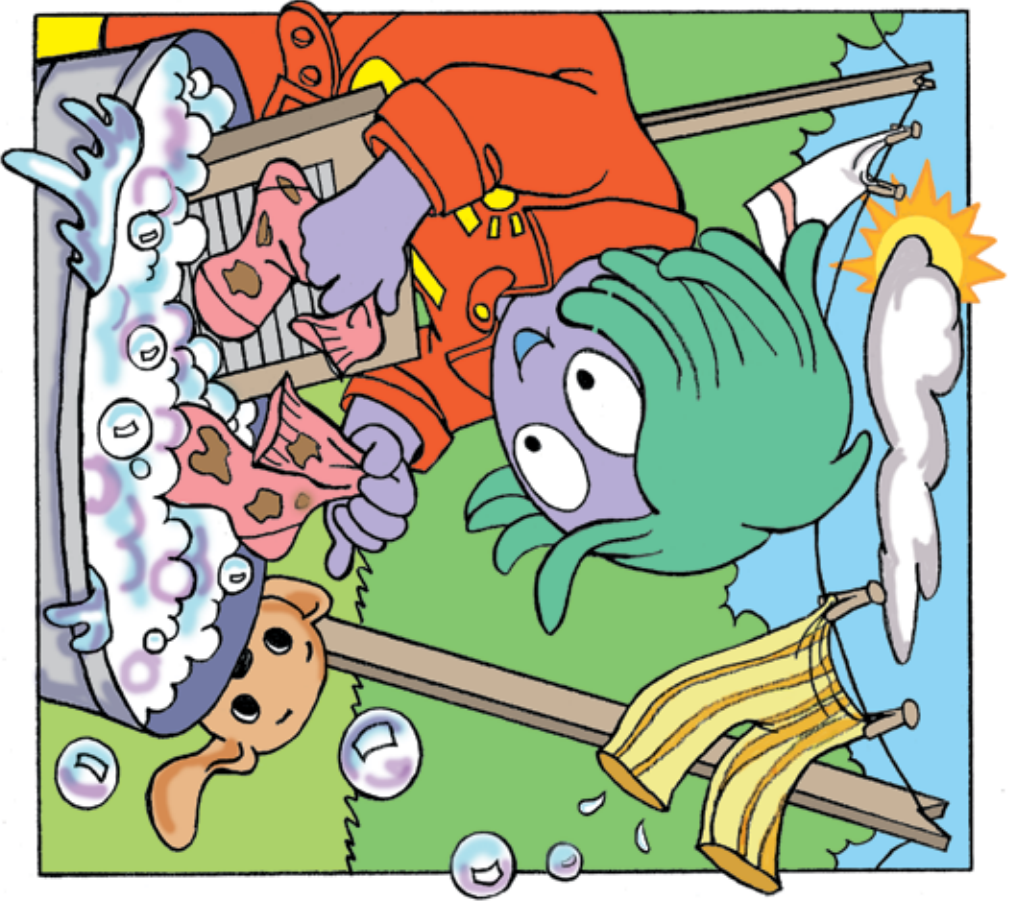


My pants go down!

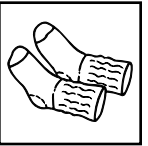


My pants go up.





I have mud on my socks.

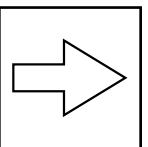
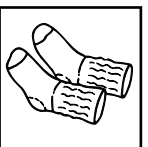


fold

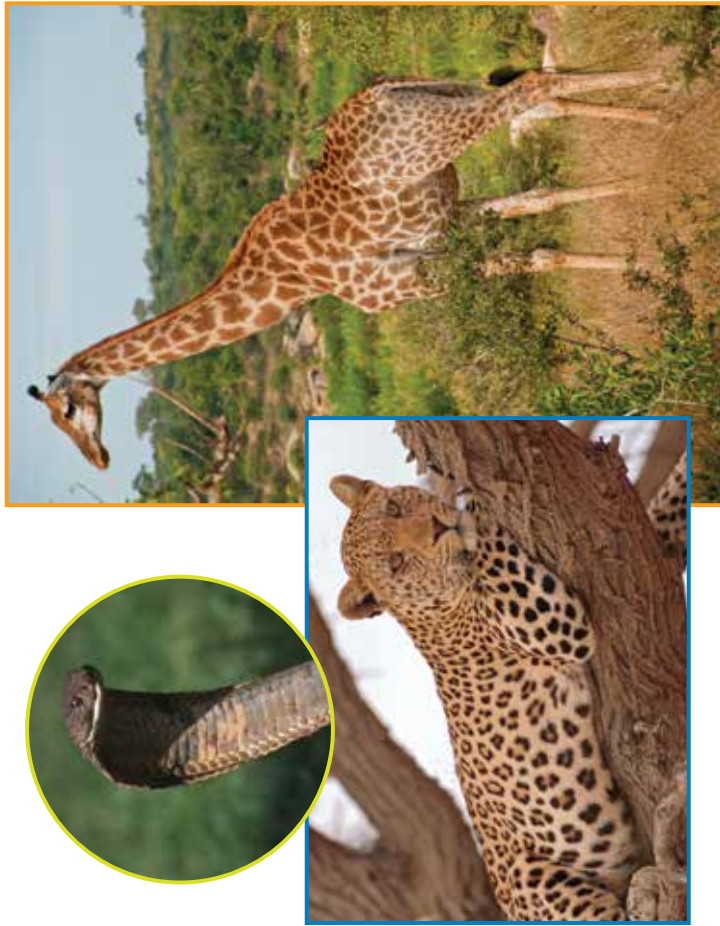
D



My socks go up.



In the Zoo

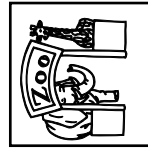


AT HOME
 Before reading, page through the book and have your child name the animal(s) in each photograph. Then read the book aloud.
 After reading, discuss what animals your child would most like to see in a zoo. If possible, arrange a visit to a zoo near you.

Written by Cathy Torrissi

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I see animals in the zoo!





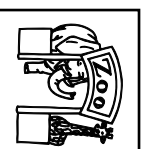
fold



I see animals in the zoo.

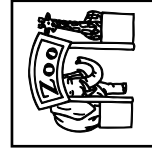


I see a tiger in the zoo.

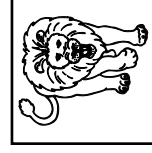




I see a zebra in the zoo.

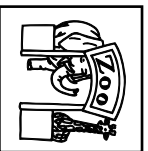


I see a lion in the zoo.

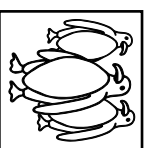




I see a gorilla in the zoo.



I see penguins in the zoo.





I am a frog.



A

I Am a Frog



Written by Cathy Torrissi

AT HOME

Invite your child to help you read the book aloud. Read the odd-numbered pages yourself and have your child read the even-numbered pages.

After reading the book together, page through the book to look more closely at the photographs. Ask your child which is his or her favorite frog and why.

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I am a frog.

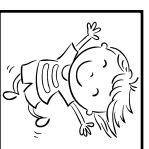


fold

B



I jump and jump.

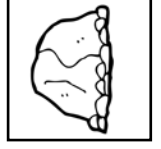
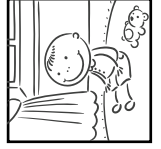




I am a frog.



I sit on a rock.





I am a frog.

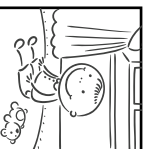


fold

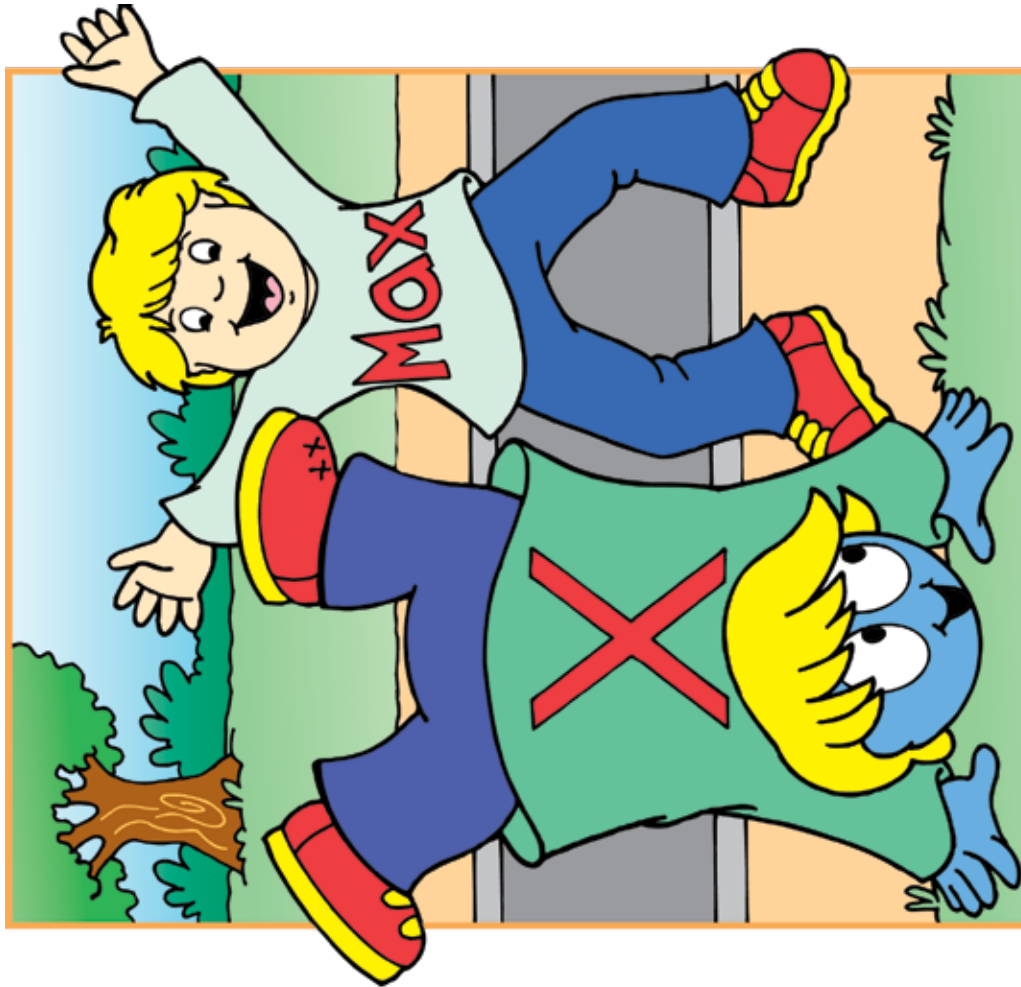
D



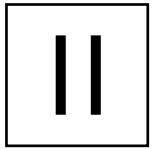
I sit on a pad.



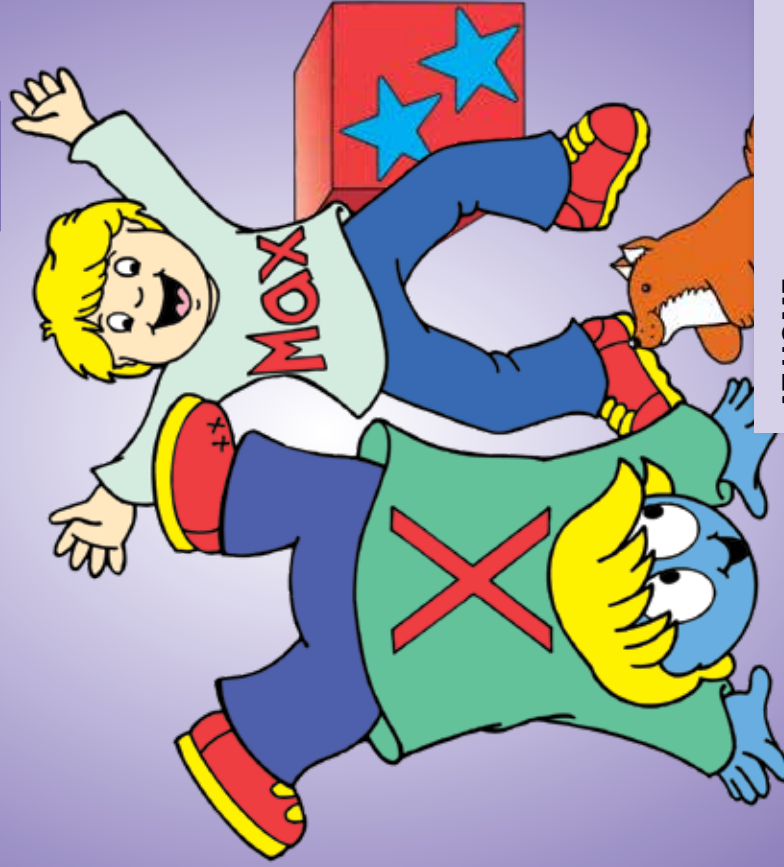
A



Are we the same?



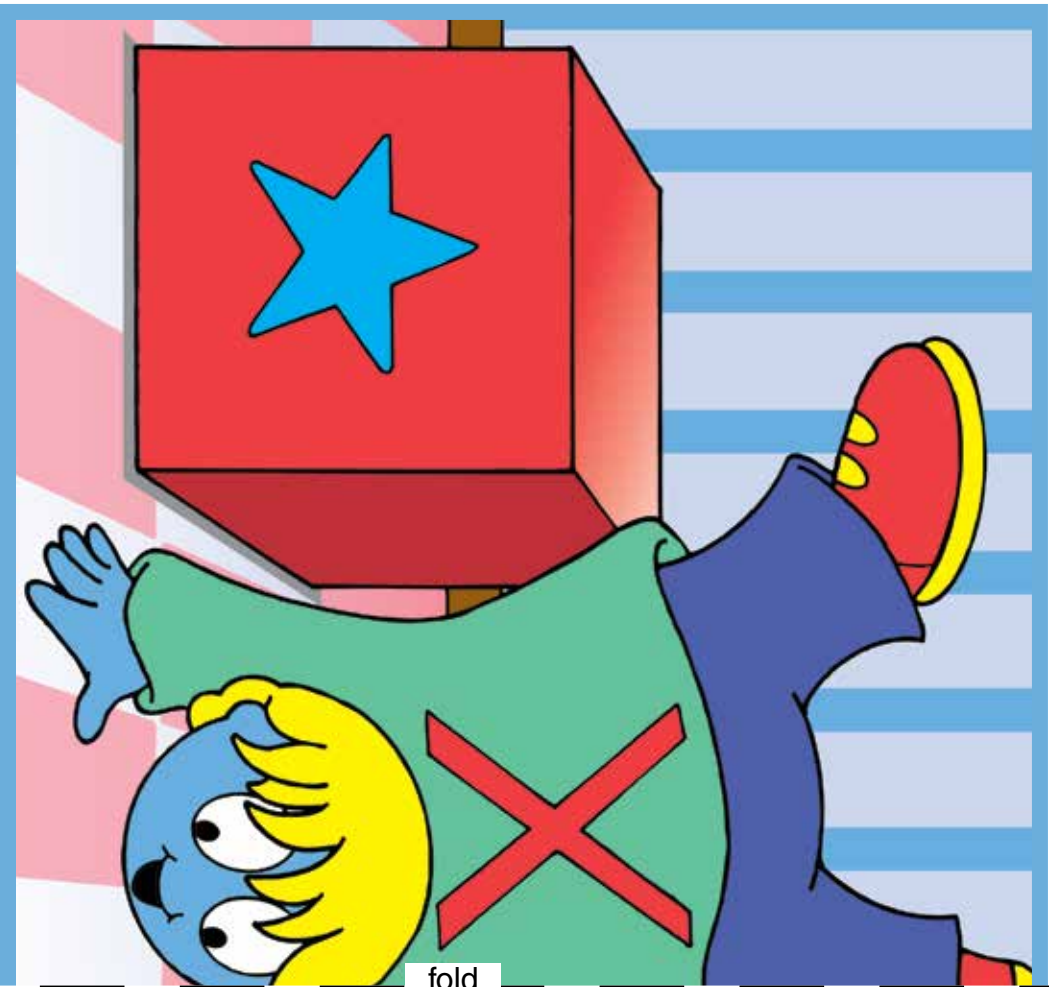
Are We the Same?



AT HOME

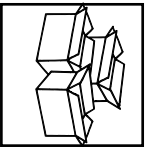
Read the story aloud with your child.
Pause occasionally for your child to chime in with words he or she knows.
After reading, discuss the pairs of objects in each picture. Talk about how they are the same and how they are different.

Written by Cynthia Cappetta
Illustrated by Pattie Silver

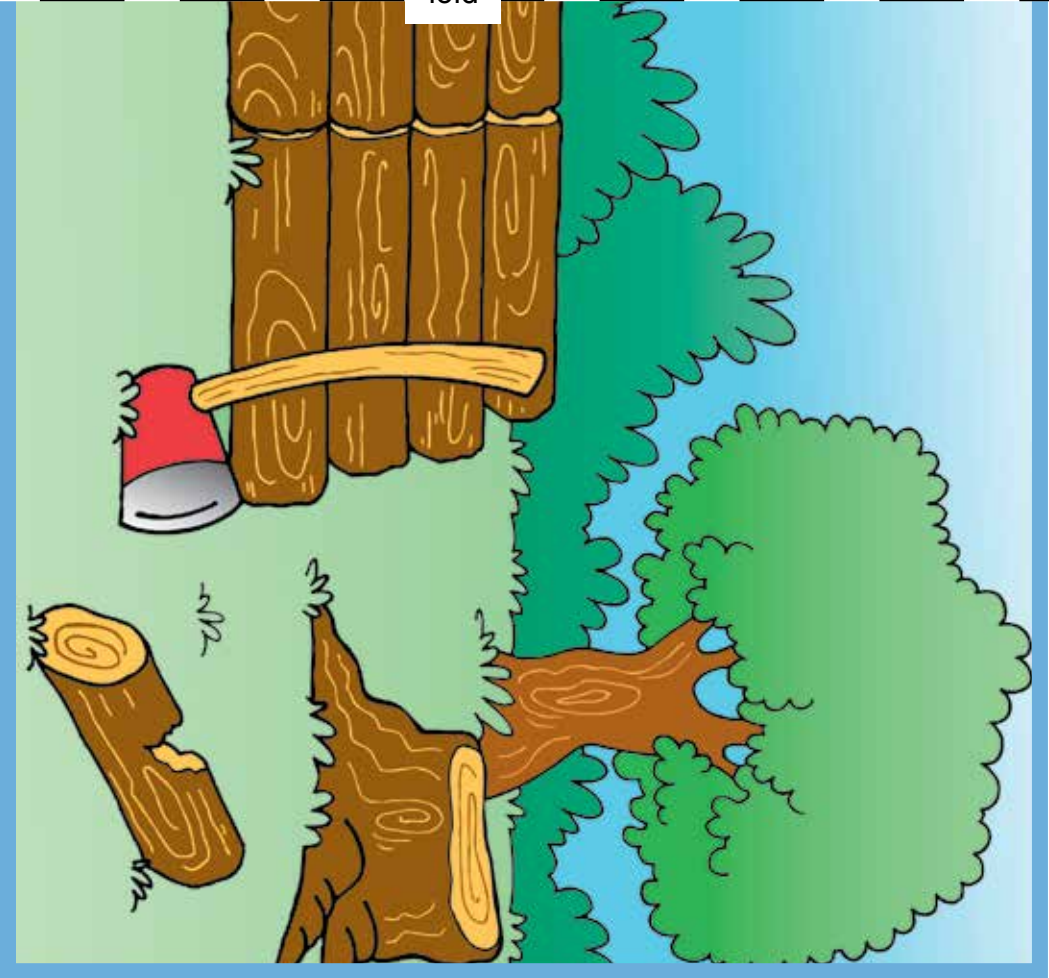


fold

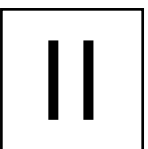
Look at my boxes.

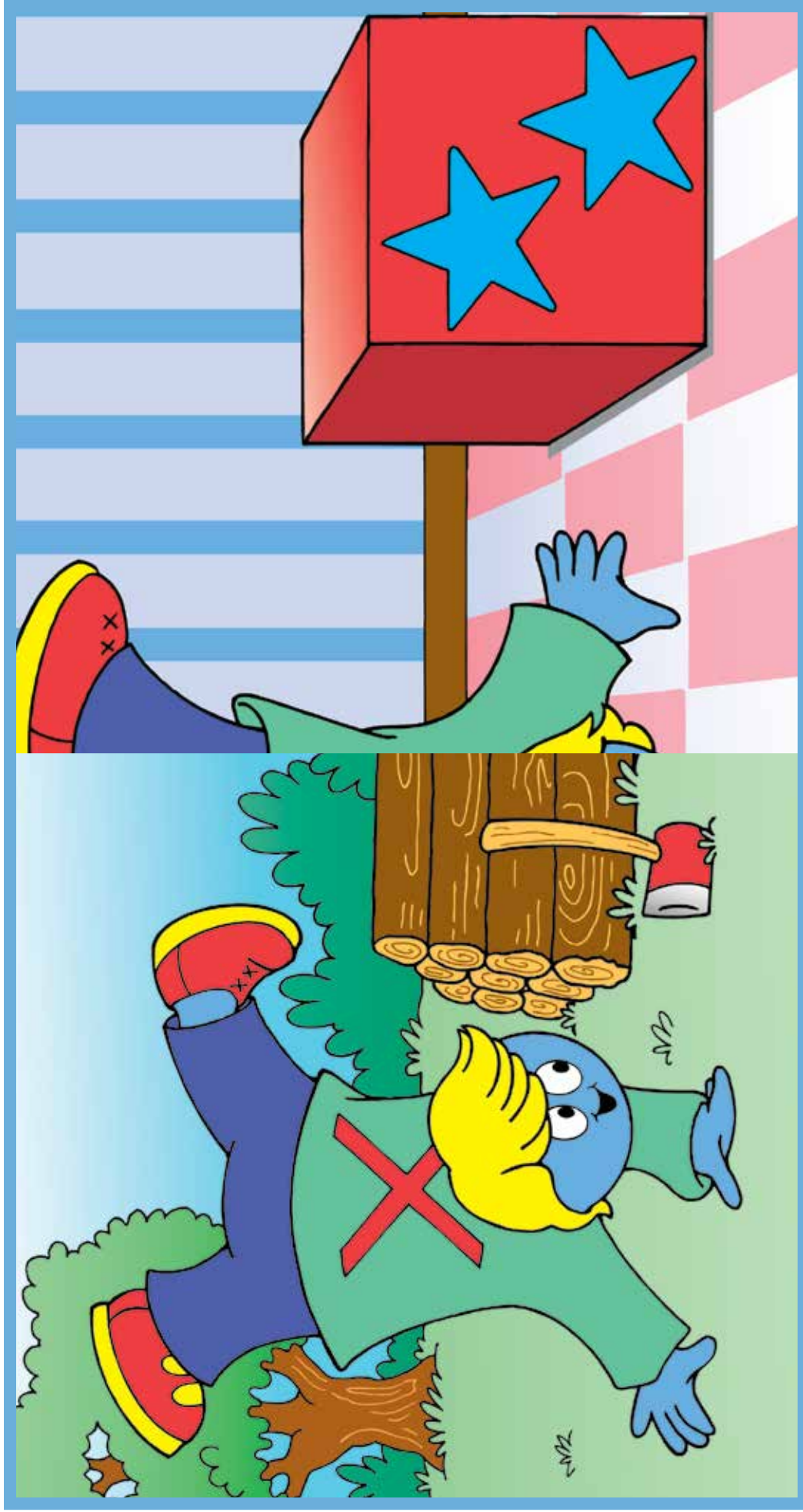


B

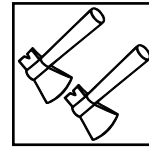


Are they the same?

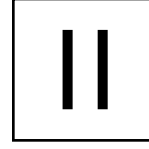


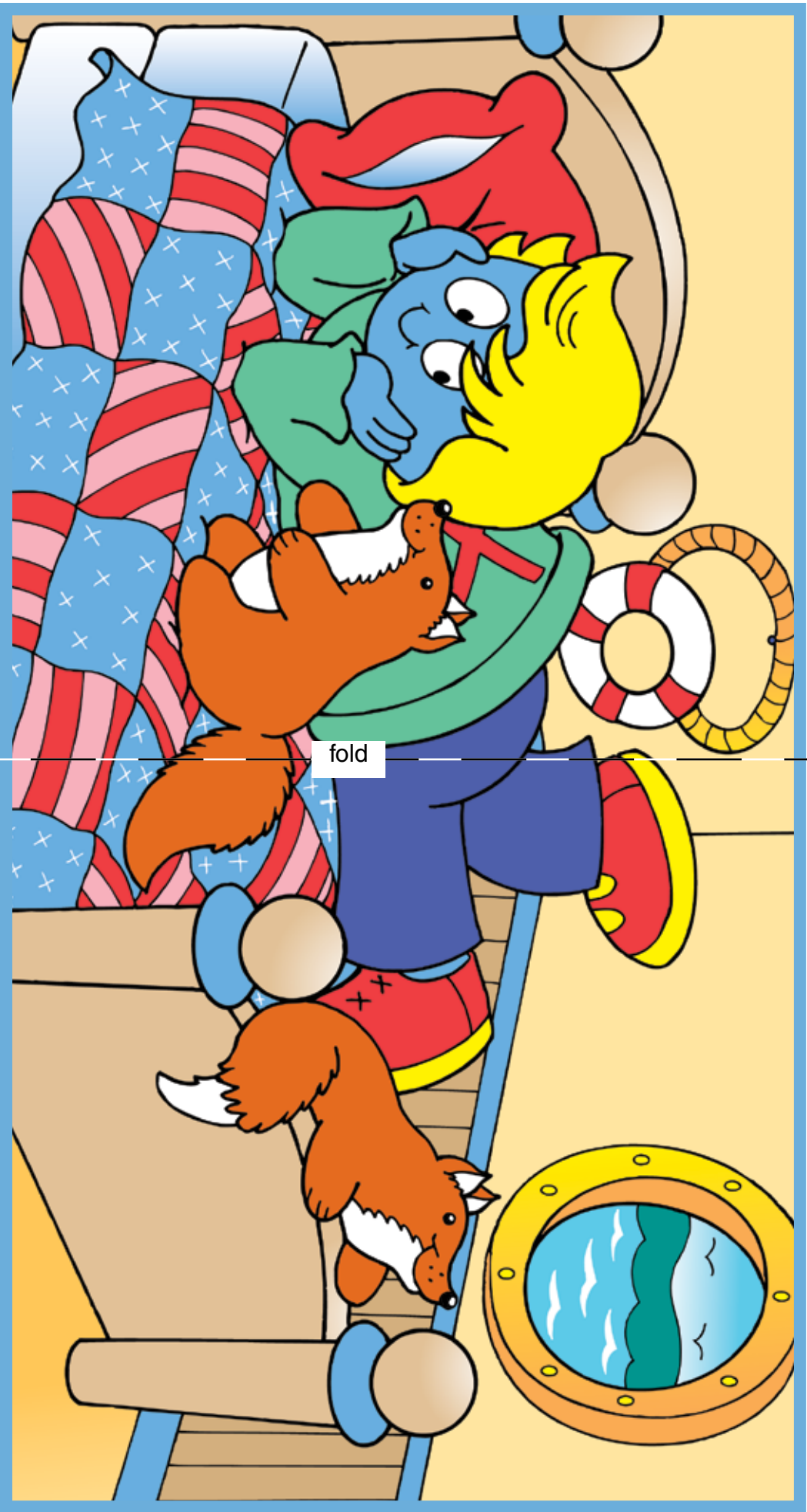


Look at my axes.



Are they the same?





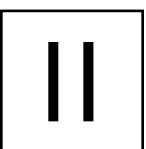
D

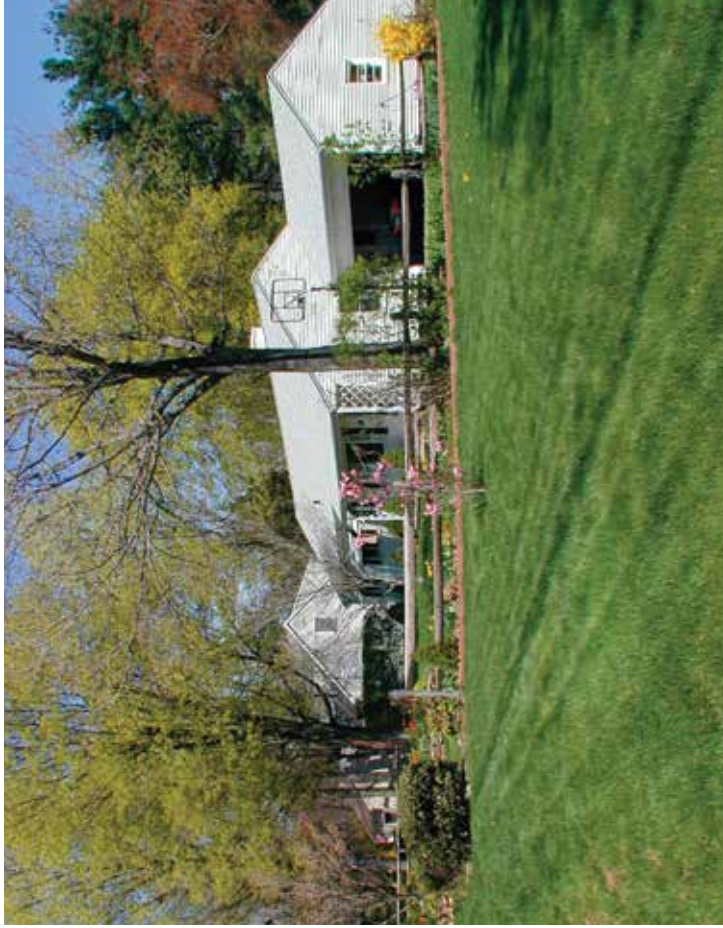
fold

Look at my foxes.



Are they the same?





I see houses!



Houses



Written by Cathy Torrisi

AT HOME

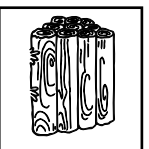
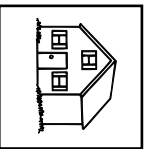
Before reading, page through the book and help your child identify the last word in each sentence. Then invite your child to read the book to you.

After reading, discuss which house your child would most like to visit or live in. Together, look at the outside of your home and identify the materials that were used to build it.

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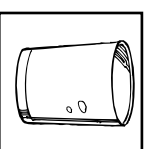
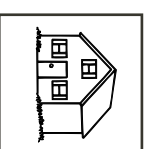
I see a house made of wood.



fold

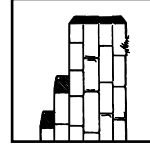


I see a house made of glass.





I see a house made of bricks.

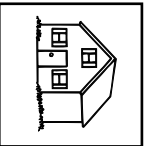


I see a house made of mud.





I see a house made of cloth.



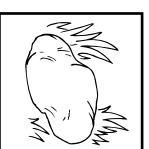
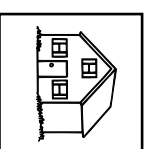
4

D

fold



I see a house made of stone.



5



I see you and me!

I See You and Me

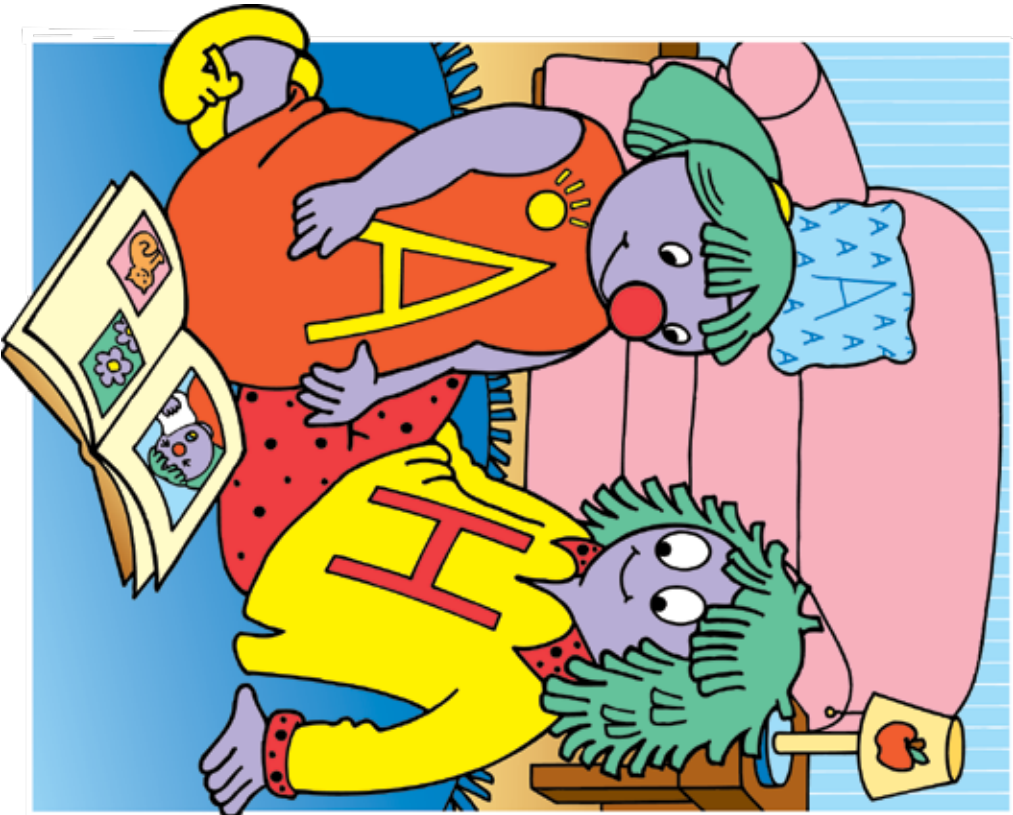


AT HOME

Before reading, page through the book with your child and talk about what is happening in each picture. Then read the story together.

After reading, look at some family photos together. Use the language pattern from the book to describe what you see, such as: / see Grandma. Do you see Grandma?

Written by Cynthia Cappetta
Illustrated by Pattie Silver



I see me.

fold

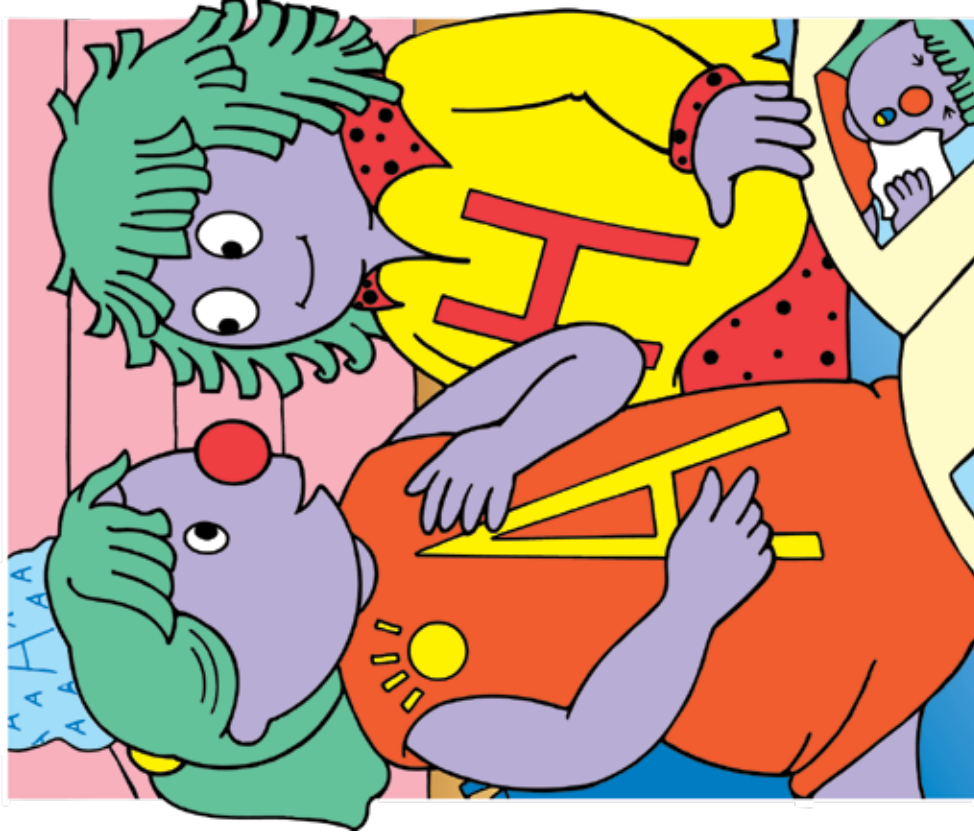
B



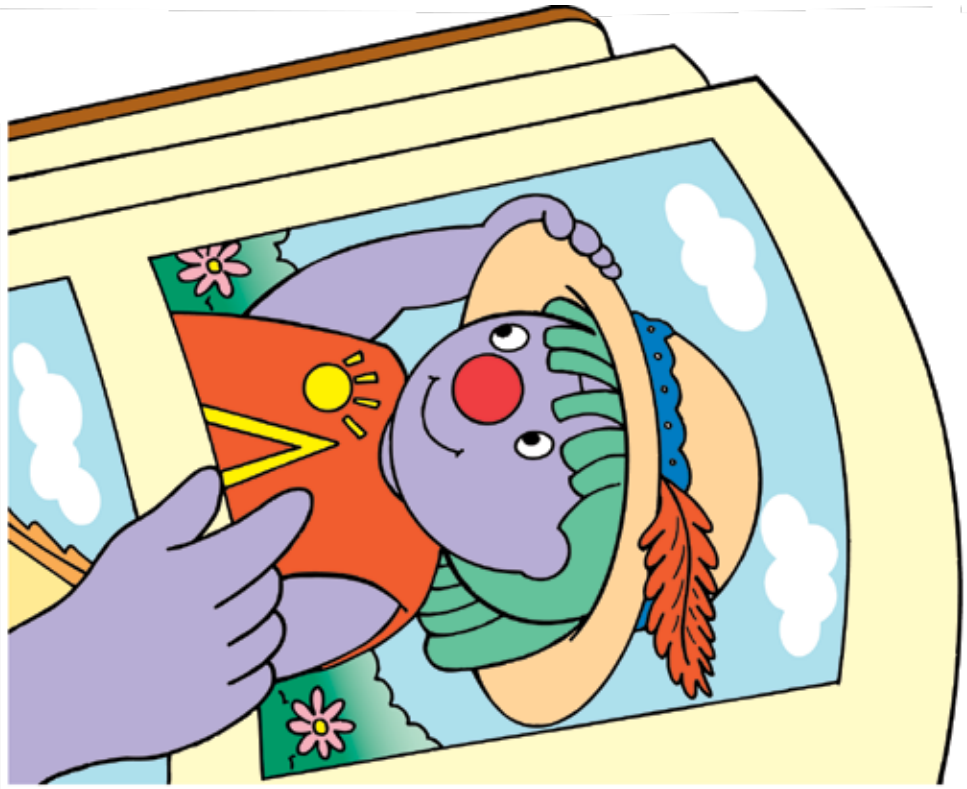
Do you see me?



I see my man and me.



Do you see me?



I see my hat and me.

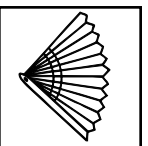


fold

D



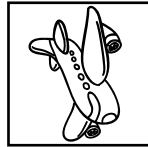
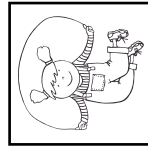
I see my fan and me.



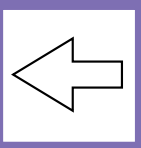
A



We will have fun in the jet!



Up in a Jet



AT HOME

Before reading, page through the book and have your child point to the jet in each photo. Then read the book aloud, pausing after each sentence for your child to read it again.

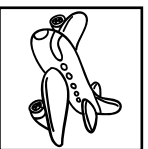
After reading, discuss what a jet ride for you and your child would be like. Have your child draw a picture of that trip.

Written by Cathy Torrisi

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Look at the jet!

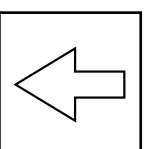


B

fold



We will come down in it.

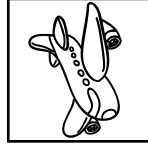
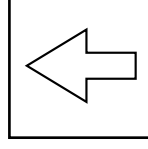




We will go fast in it.



We will go up in a jet.





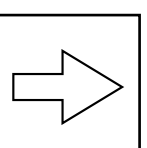
We will get in it.

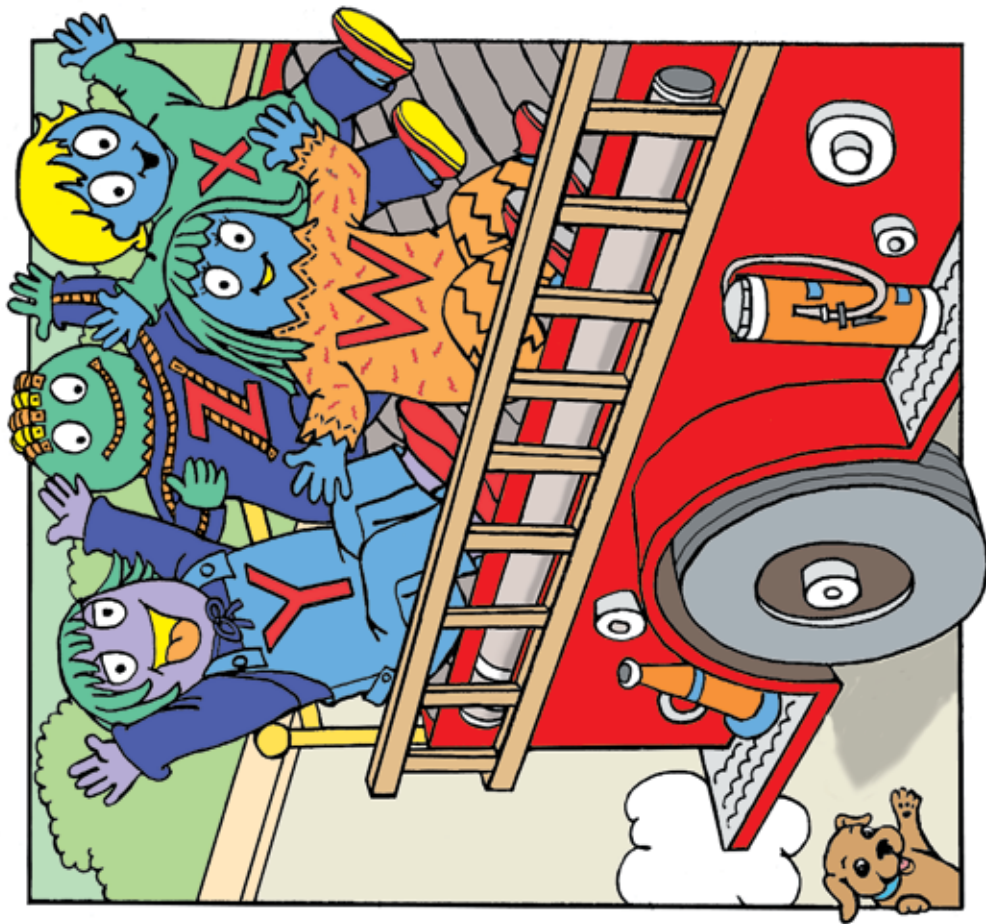
D

fold

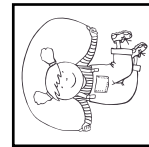
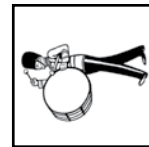


We will go up in it.

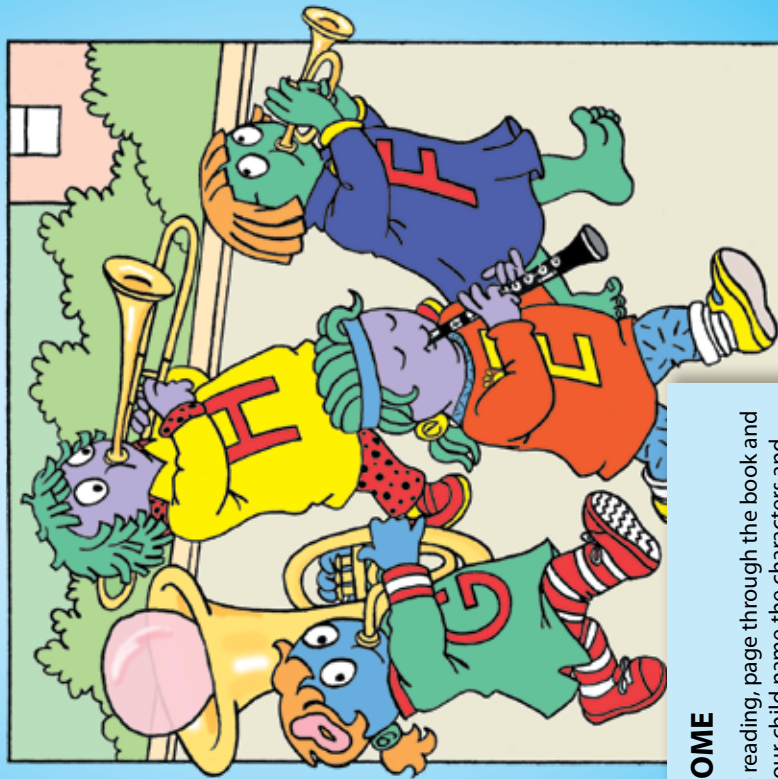




A parade is fun!



The Parade

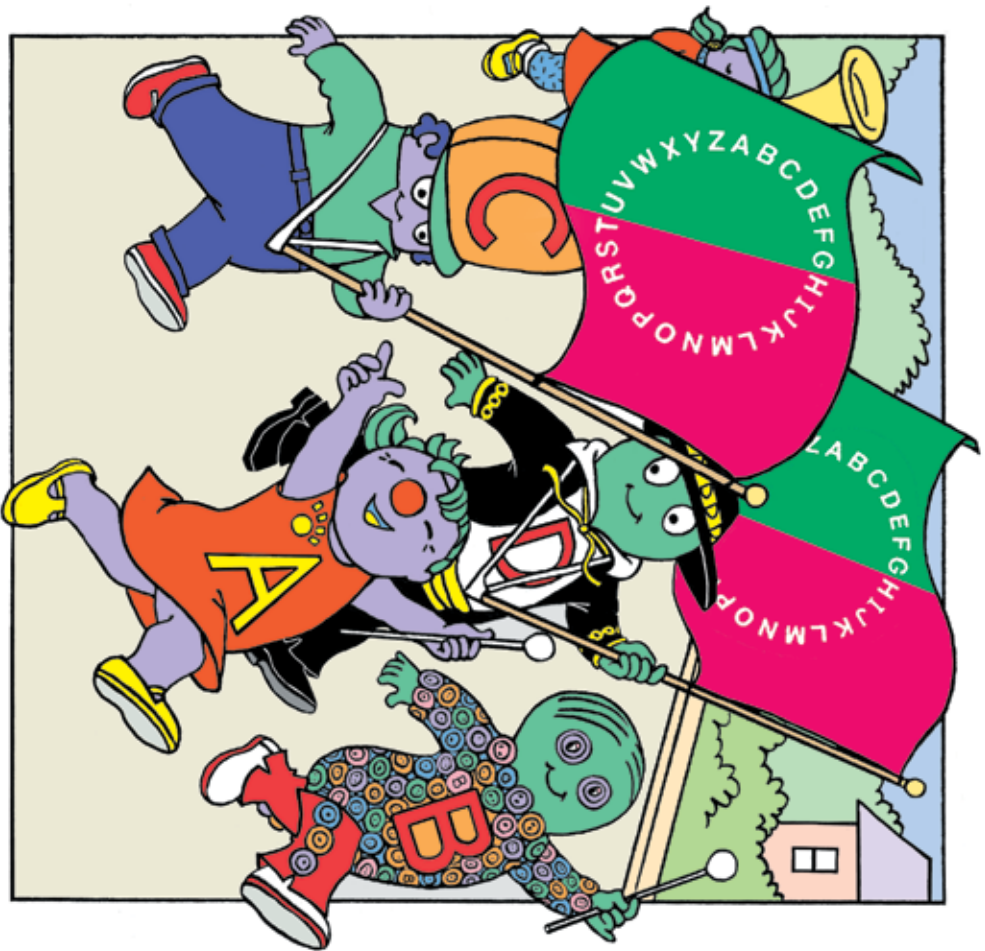


AT HOME

Before reading, page through the book and have your child name the characters and tell what they are doing. Then read the book aloud, pausing for your child to chime in with words he or she knows.

After reading, play a guessing game. Act out your favorite part of a parade for your child to guess. Then switch roles.

Written by Cynthia Cappetta
Illustrated by Barbara Yeagle

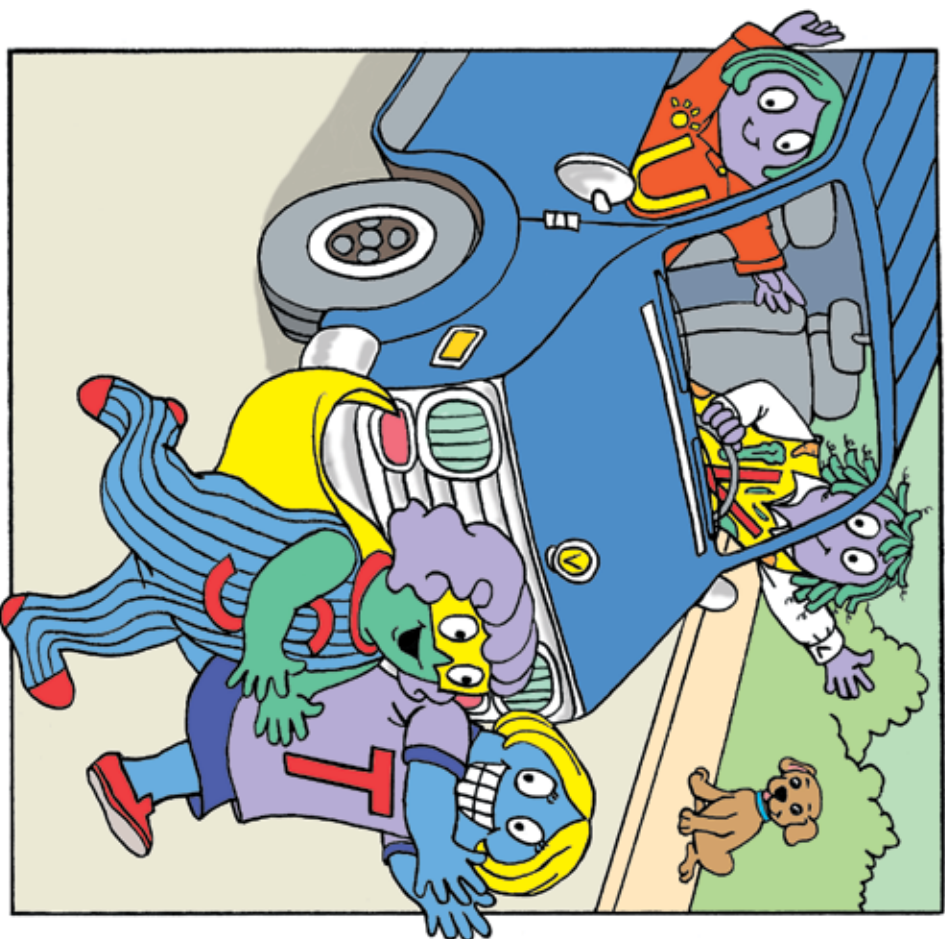


Look! It is a parade!

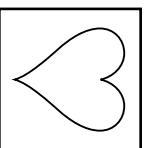


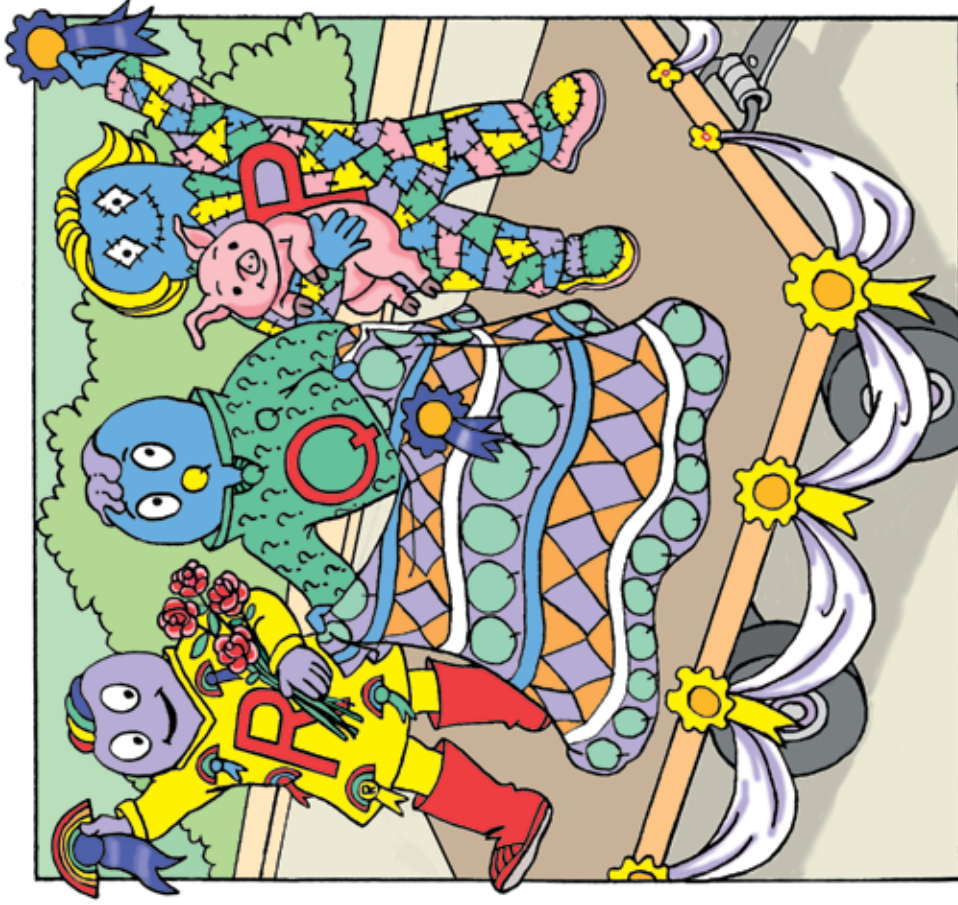
fold

B

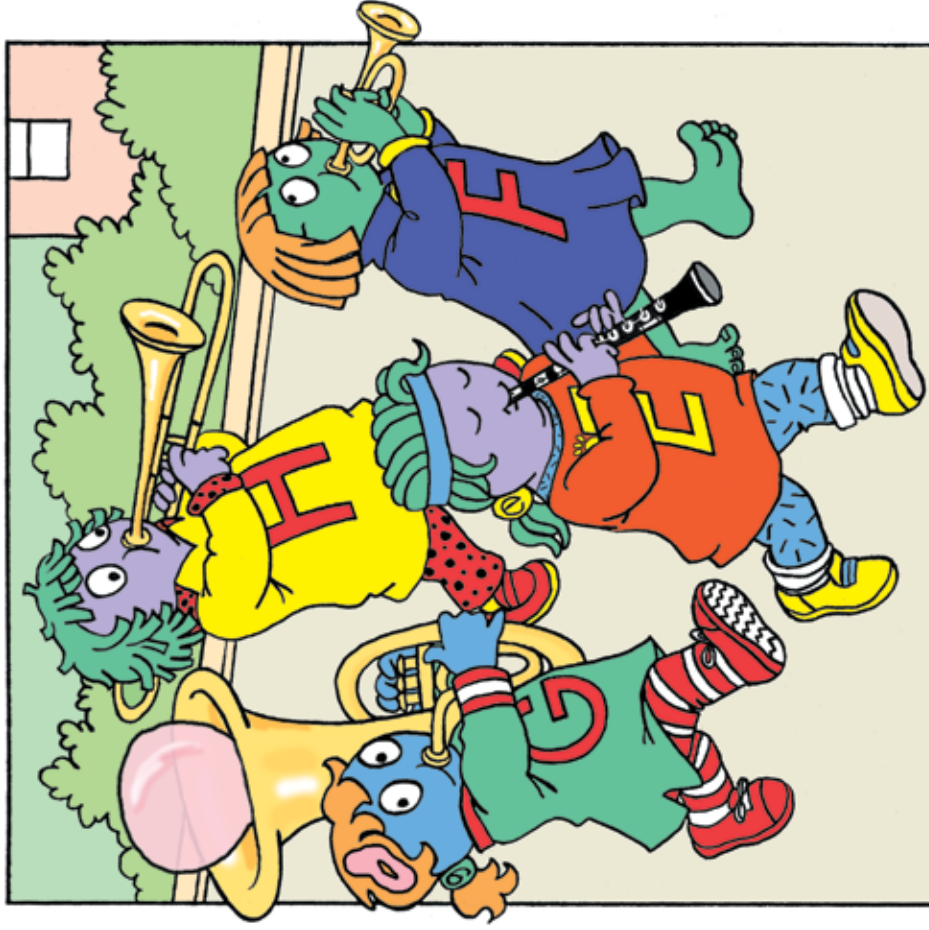
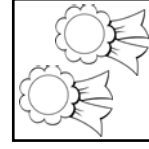


We love a parade!



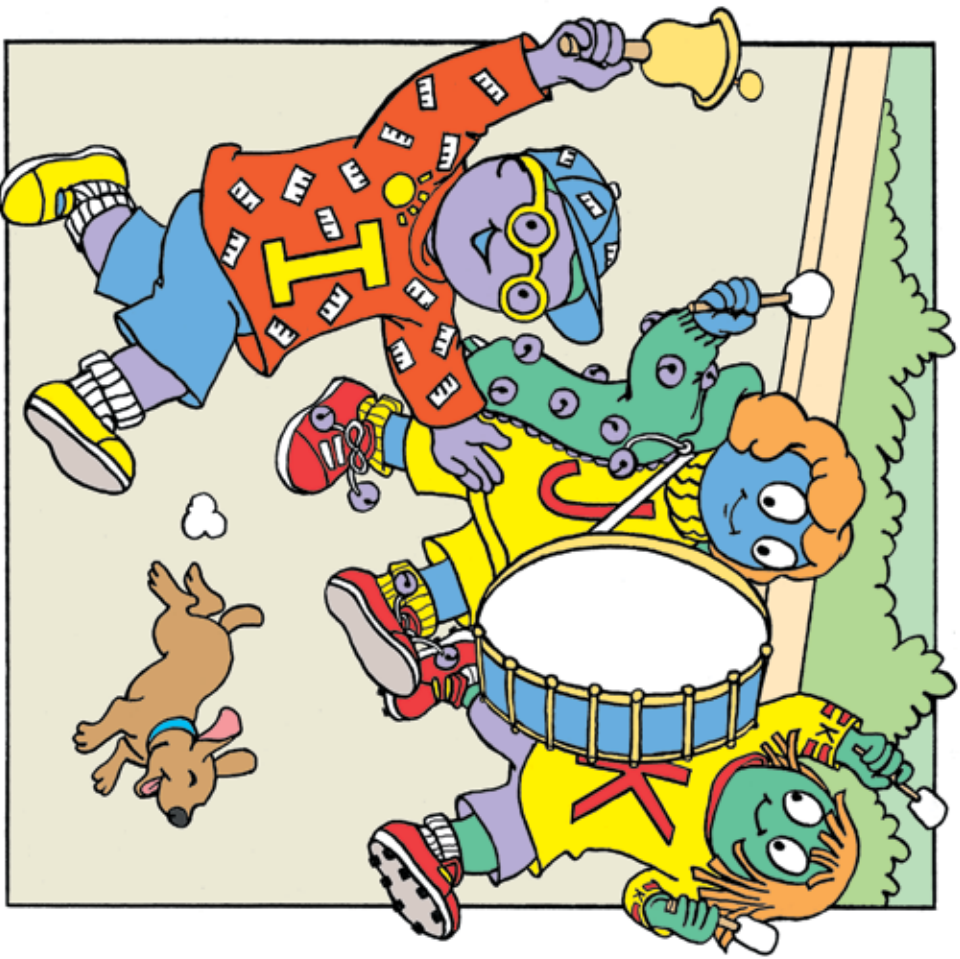


A parade has ribbons.

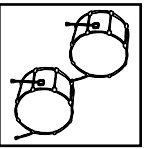


A parade has music.



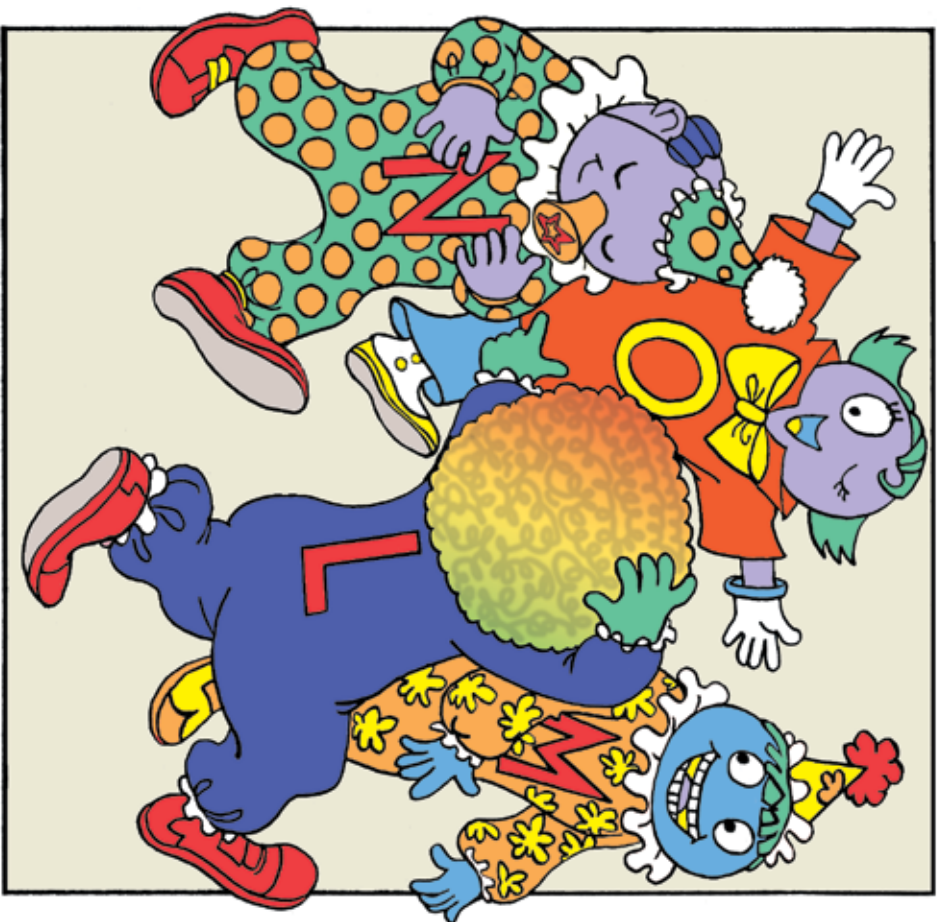


A parade has drums.



fold

D



A parade has clowns.

