Join the Library of Michigan and Target for Michigan Reads! One State, One Children's Book Program. We're inviting everyone in Michigan to share the sad-turned-happy adventures of *The Pout-Pout Fish* by Deborah Diesen.
MICHIGAN READS!
TO CHILDREN
ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN
The Library of Michigan presents... Michigan Reads!

Programming and Resource Guide for The Pout-Pout Fish by Deborah Diesen
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Introduction

Michigan Reads! One State, One Children’s Book program is sponsored by the Library of Michigan Foundation in partnership with Target Stores. The program is designed to highlight the importance of reading and sharing books with very young babies, toddlers, preschoolers and early elementary (Kindergarten - Second Grade) children. Modeled after the highly successful “One Book, One Community” concept, Michigan families, library and teaching communities are encouraged to read and talk about a chosen picture book, written by a Michigan or Great Lakes area author. Parents, caregivers, and librarians are given guidance in helping children develop literacy skills through play and extension activities.

For more information about the Michigan Reads! program, visit the Library of Michigan website at www.michigan.gov/michiganreads.


Mr. Fish, all blue and unhappy, seems destined to swim his life away with a permanent frown. His numerous undersea friends each, in turn, try to show him the cheery side of life, but it takes a special act of love and kindness to reverse Mr. Fish's pout into a gigantic smile. The aqua-blue oceanic atmosphere humorously depicted by Dan Hanna’s bulging-eyed, colorful sea creatures blends with themes of friendship and differing emotions. Clever rhyming verses are connected by a playful refrain that little ones, pre-readers and new readers will want to imitate and recite over and over again.

You can find out more about author Deborah Diesen at her website, www.deborahdiesen.com, and learn about Dan Hanna and his artwork at http://www.bluebellylizard.com/index.html
Learning to Talk - Learning to Play - Learning to Read: The Connection

**TALK**

*Listen Then Talk*

Before young children learn to talk, they accomplish the amazing task of learning to communicate through sounds, facial expressions and body language. Developing their language and speaking ability by listening to and imitating sounds and words provides a foundation for toddlers’ and young preschoolers’ future reading success.

- Babies learn to talk when parents and adults talk to them.
- Babbling, gurgles, coos, and grunts are important first verbal steps in speaking.
- Between 6 and 9 months babies begin to hear and repeat certain consonant/vowel sounds like “da-da” or “ma-ma.”
- Between 9 and 12 months babies can understand very simple words.
- Between 12 and 15 months babies begin to say simple words as they connect words with meaning.
- Between 15 and 18 months babies use words and gestures, such as pointing, to communicate.
- Between 18 and 24 months babies can understand directions and make simple two word sentences, such as “Mama Up.”
- Between 24 and 36 months babies’ language takes a leap by knowing and using more words to form longer sentences, questions, and answers.

**Listening for the Sounds of Language - Phonological Awareness**

When babies and toddlers develop their speaking, they also are learning by hearing and imitating the different sounds which make up the words and sentences of language.

Children three years old and older learn to manipulate sounds by
- forming nonsensical words — adding or removing sounds — fee, fi, fo, fum
- rhyming words — bat, cat, rat
- segmenting words to phonemes — taking words apart to the smallest individual sounds — b-a-t
- blending sounds to make words — oom, room, broom
Play to Learn

Young children’s play helps them observe, explore, experiment, investigate, and construct meaning about their surroundings. Play offers opportunities to develop and practice social, emotional, intellectual and physical skills.

- Babies are naturally inquisitive and play by using their senses. They look at and point, listen to different sounds, grab, touch, and even try to taste whatever they can place in their mouths.
- Young toddlers are able to play with age appropriate toys designed for easy manipulation. They begin to use toys or objects to imitate real life, like telephone conversations.
- Older toddlers are able to create pretend play situations using their imagination. Pretend play helps the child begin to use language skills to talk about what he is doing or act out a pretend role.
- Preschoolers invent more complex play by connecting one activity to another. Play is more social as they learn to communicate and relate to peers, siblings, and adults.

Play and Language Development

- Singing and making up rhymes with a child introduces the rhythm, cadence, and sounds of language.
- Talking about everyday occurrences and routines introduces new words for rich vocabulary.
- New words provide opportunity to learn new sounds and pronunciation.
- Explaining and describing play activity introduces sequence.
- Asking open-ended questions builds thinking skills and encourages new ideas.

Play and the Reading Connection

- Children’s play helps develop new language skills, a precursor to reading.
- Providing books in the play environment encourages children’s exploration of reading materials equal to that of their toys.
- Offering access to books and reading aloud model good reading behaviors. Children learn how to hold a book, turn pages, react to words and pictures, tell or “pretend read” a story.
- Talking about books, their stories and illustrations, helps children understand and describe by retelling or repeating key words and phrases in the story.