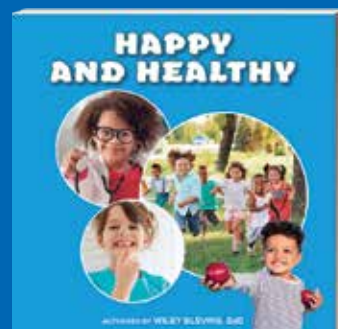
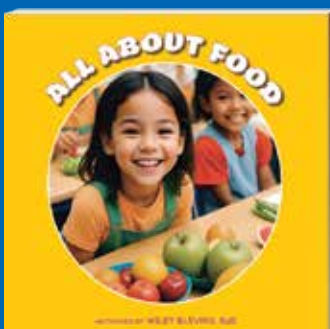
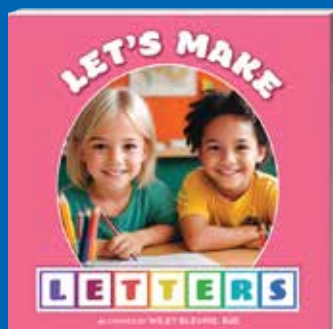
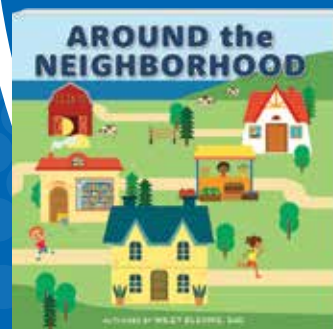
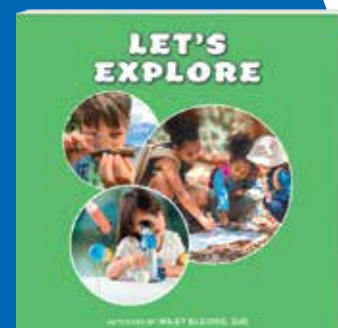
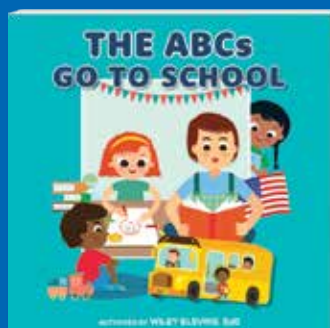
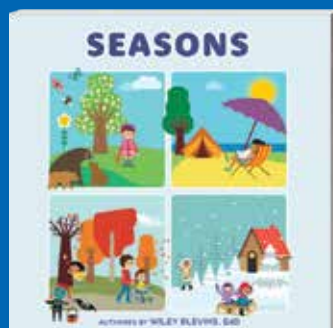
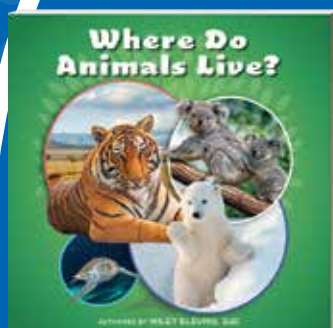
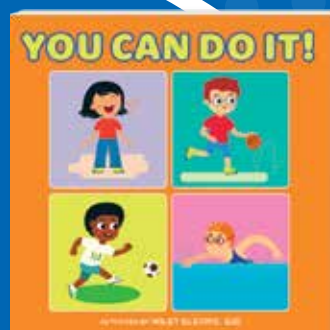
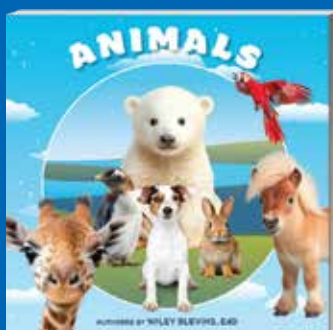
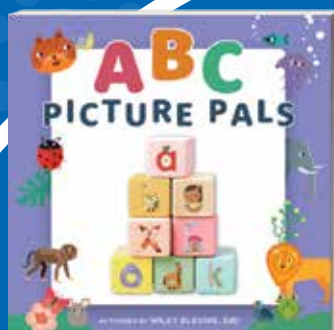
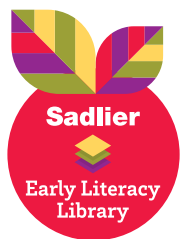


***NEW!***

# Sadlier Early Literacy Library

Authored by Wiley Blevins, EdD





# Build Knowledge & Strengthen

Introduce children to the world of letters and sounds while fostering knowledge with the Sadlier Early Literacy Library—a comprehensive collection of alphabet board books designed to develop foundational reading skills and spark children’s curiosity. The Early Literacy Library is authored exclusively for Sadlier by Wiley Blevins—author, educator, and early literacy expert.

Each Alphabet Board Book provides knowledge-building information on every letter of the alphabet, A–Z, based on the knowledge-building instructional focus. Books are designed to be read aloud in whole group, small group, or individual settings, ensuring flexibility in early literacy instruction.

## Early Literacy Library Components:

- **10 Alphabet Teacher Board Books** (10¾" x 13") for active learning and early literacy development
- **1 Alpha Mnemonic Board Book** to reinforce strong letter-sound associations
- **11 Softcover Student Picture Books** (8" x 8") perfect for learning centers or as take-home resources
- **Online Teacher Support** for seamless literacy integration

## EARLY LITERACY LIBRARY

BOOK TITLE	INSTRUCTIONAL FOCUS
ABC Picture Pals	Letter-Sound Mnemonics
The ABCs Go to School	Home and School Community
Animals	Animal Parents and Their Babies
Where Do Animals Live?	Animal Habitats
Around the Neighborhood	Communities and Community Workers
You Can Do It!	Physical Development and Movement, The Arts
All About Food	Food and Nutrition, Colors, Shapes, Numbers
Let’s Explore	Social Studies and Science Investigations, Engaging Curiosity
Seasons	Seasons and Weather
Happy and Healthy	Monitoring Healthy Habits
Let’s Make Letters	Letter Formation (Handwriting)

To learn more, visit

[www.SadlierSchool.com/EarlyLitLibrary](http://www.SadlierSchool.com/EarlyLitLibrary)

# Letter-Sound Recognition!

## Teacher Support for Early Literacy Success!

Comprehensive teacher support online at [www.SadlierConnect.com](http://www.SadlierConnect.com) equips educators with structured, knowledge-rich resources that seamlessly connect letters and sounds to build strong literacy foundations.

- **Online Teacher Support:** Step-by-step Letters and Sounds Routines for introducing letters, plus the Three-Reads Strategy guidance, builds knowledge, vocabulary, and comprehension.
- **Suggested 5-Day Planner:** A structured guide integrates knowledge-building books with letter-sound and letter-formation books over a three-week segment.

Transform your literacy block into an engaging and effective experience for every student with these tools at your fingertips.



## Look Inside!

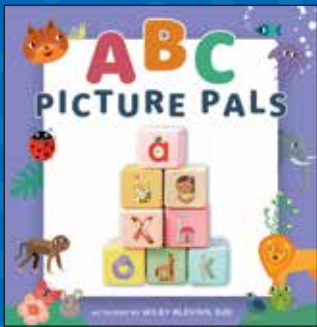
ABC Picture Pals.....	2
ABC Picture Pals Teacher Support.....	3
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Where Do Animals Live? Teacher Support.....	5
The ABCs Go To School.....	7
Animals.....	8
Around the Neighborhood.....	9
You Can Do It.....	10

Suggested 5-Day Planner				
The suggested planner shows how the books can be used over a 3-week segment, incorporating the main knowledge-building book (e.g., <i>Where Do Animals Live?</i> ) with the two other books that focus on letter sounds ( <i>ABC Picture Pals</i> ) and letter formation ( <i>Let's Make Letters</i> ).				
Day 1	Day 2	Day 3	Day 4	Day 5
WEEK 1				
<b>1st Read</b> <b>Knowledge-Building Alphabet Book</b> Read for enjoyment and elicit wonderings. Highlight pages with the week's focus letter(s).	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Trace, Write, and Say the letter name and sound for the week's target letter(s). Use the <a href="#">Let's Make Letters Routines</a> .	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Say the letter name and sound for children to write. Focus on the week's target letter(s) and 4-6 previously taught letters. Use the <a href="#">Let's Make Letters Routines</a> .
WEEK 2				
<b>2nd Read</b> <b>Knowledge-Building Alphabet Book</b> Reread to focus on content knowledge and vocabulary building. Use selected pages during whole-group lessons. Focus on other pages during small-group lessons.	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Trace, Write, and Say the letter name and sound for the week's target letter(s). Use the <a href="#">Let's Make Letters Routines</a> .	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Say the letter name and sound for children to write. Focus on the week's target letter(s) and 4-6 previously taught letters. Use the <a href="#">Let's Make Letters Routines</a> .
WEEK 3				
<b>3rd Read</b> <b>Knowledge-Building Alphabet Book</b> Reread to focus on extending the content knowledge building. Connect to other areas such as math, movement, visual and performing arts, social-emotional development, and engage children's curiosity.	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Trace, Write, and Say the letter name and sound for the week's target letter(s). Use the <a href="#">Let's Make Letters Routines</a> .	<b>ABC Picture Pals</b> Revisit pages with the week's target letter(s) and previously taught letters. Use the <a href="#">ABC Picture Pals Routines</a> .	<b>Let's Make Letters</b> Say the letter name and sound for children to write. Focus on the week's target letter(s) and 4-6 previously taught letters. Use the <a href="#">Let's Make Letters Routines</a> .

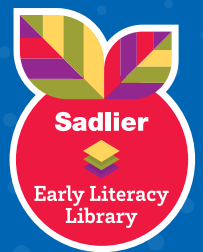


All About Food.....	11
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## INSTRUCTIONAL FOCUS



### Letter-Sound Mnemonics







## ABC Picture Pals Routines

### Introduce Alphabet Letter Names and Letter Sounds

When introducing a new letter, turn to the letter's page and do the following:

- Point to the letter (e.g., Ff).
- Say the letter name and letter sound (Ff, /f/).
- Point to the mnemonic picture (e.g., fish) and say the word.
- Have children repeat (e.g., Ff, /f/, fish).
- Highlight articulatory gestures to help children "see and feel" how the letter sound is formed (e.g., for the /f/ sound the top teeth sit on the bottom lip).
- Say a series of words and ask children if they hear the sound in a specific place in the word, such as at the beginning (e.g., /f/: fish, fan, box, flower, dog, fun, feel).



### Daily Alphabet Warm-Up or Transition Activity

As a daily warm-up or transition activity to the literacy block, do the following:

- Page through the book at a brisk pace.
- Say the letter name, letter sound, and mnemonic picture name (e.g., Ff, /f/, fish).
- Have children echo.

### Alphabet Review and Assessment

To cumulatively review and assess children's letter-name knowledge, do the following:

- Flip through the book, stopping on the letters to review.
- Say the letter name, letter sound, and mnemonic picture name.
- Have children echo.
- Then point to the letters in random order, and ask children to say the letter name, letter sound, and mnemonic picture name.
- During Center Time, meet with individual children, the book and state the letter name and letter sound. Record your observations. Use the data to provide additional practice.

**TEACHER  
SUPPORT**

Letters and Sounds  
Routine online at  
**SadlierConnect.com**

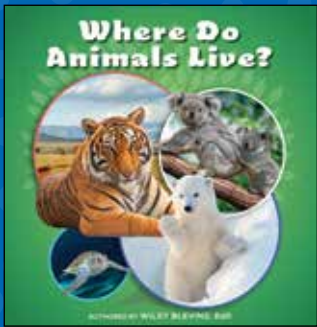


### Alphabet Pals Reference List

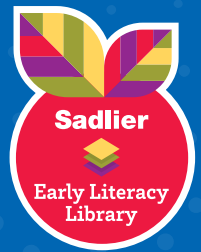
Research has shown the benefits of using alphabet mnemonics to accelerate children's learning of letter names and sounds.

Aa, /a/, apple  
Bb, /b/, bee  
Cc, /k/, cat  
Dd, /d/, dog  
Ee, /e/, edge  
Ff, /f/, fish  
Gg, /g/, girl  
Hh, /h/, house  
Ii, /i/, insect  
Jj, /j/, jellyfish  
Kk, /k/, kite  
Ll, /l/, ladder  
Mm, /m/, mouse  
Nn, /n/, noodles  
Oo, /o/, octopus  
Pp, /p/, penguin  
Qq, /kw/, quilt  
Rr, /r/, rood  
Ss, /s/, snake  
Tt, /t/, tiger  
Uu, /u/, umbrella  
Vv, /v/, vegetables  
Ww, /w/, worm  
Xx, /ks/, fox  
Yy, /y/, yarn  
Zz, /z/, zipper





## INSTRUCTIONAL FOCUS



### Animal Habitats

A mountain goat lives on a mountain,  
climbing its rocky mountain cliffs.

Mm



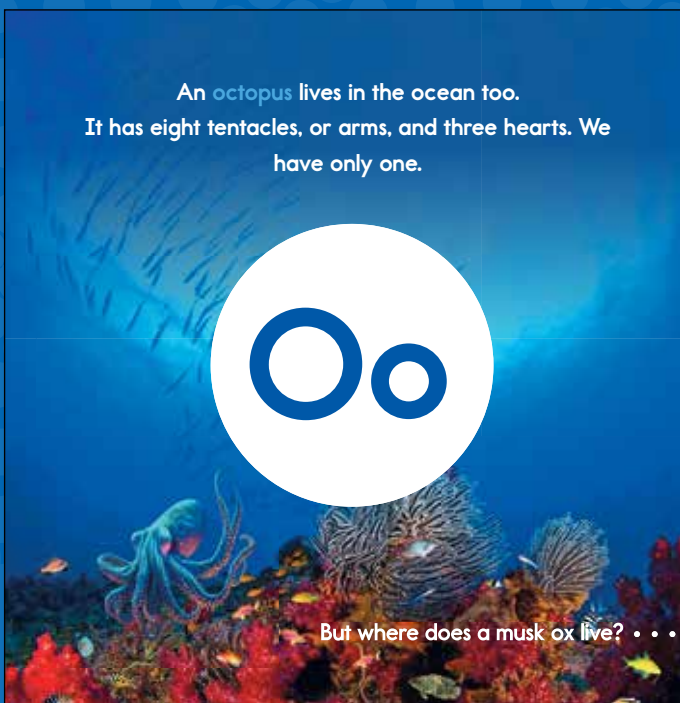
A narwhal lives in the ocean, and uses its  
tusk—a long tooth growing from its head—  
to catch fish. Now that's amazing!

Nn



An octopus lives in the ocean too.  
It has eight tentacles, or arms, and three hearts. We  
have only one.

Oo

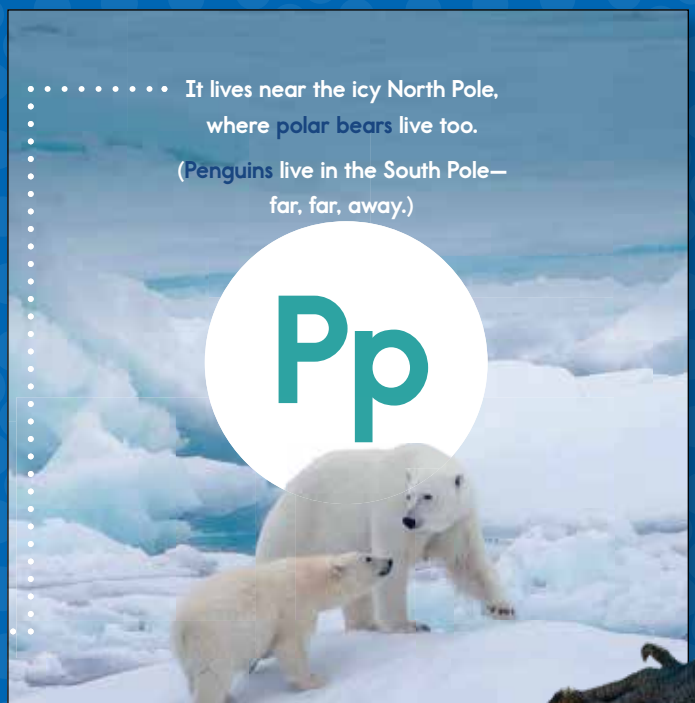


But where does a musk ox live? . . .

It lives near the icy North Pole,  
where polar bears live too.

(Penguins live in the South Pole—  
far, far, away.)

Pp







## Where Do Animals Live?

### Read #1: Read for Enjoyment

The first reading of *Where Do Animals Live?* is designed for enjoyment and to spark children's curiosity and natural wonderings. Provide a mostly uninterrupted reading, stopping only periodically to elicit children's responses. (Note: This book has a lot of content, so you might want to chunk it over the week, reading 4–6 pages per day.) Briefly revisit the book to address suggested instructional opportunities. Select one or more from the options below.



### Instructional Opportunities

#### Concepts of Print

- Point out the difference between uppercase (capital/big) and lowercase (small) letters. Guide children to match the uppercase and lowercase letters on the page (e.g., match g with geese, h with house, and I with insects).
- Emphasize the spaces between words as you read a sentence. Hold up one finger for each word you read. Choose shorter sentences (5 or fewer words) to model (e.g., Hh page: It lives in a house.). Guide children to orally repeat the sentence. Have them push one counter or block forward for each word they say. Count the number of words with them.

#### Phonological/Phonemic Awareness

- Read words on the page, and have children make an animal sound (e.g., honk like a goose) or perform a movement (e.g., flap their wings like a bird) when they hear a word with the target letter-sound in the page = gaggle, geese, grass, get, gobs, gulp, goldfish, and insect.
- Model and guide children to blend the syllables in names (e.g., gold-fish: goldfish, in-sect: insect).

#### Listening

- Ask questions to focus children's attention, such as:  
What is this animal's name?  
Where does this animal live?  
What other animals live there, too?

## TEACHER SUPPORT

Three-Reads Strategy  
online at  
[SadlierConnect.com](http://SadlierConnect.com)



### Speaking

- Ask questions to engage children's wonderings, such as:  
What would you like to learn about a \_\_\_\_?  
Which animal habitat, or home, would you like to see? Why?
- Use nonverbal cues to engage all children. For example, reinforce that we use "quiet hands" when we want to share something to the class. After a child responds, teach hand signals for agree (e.g., thumbs up), disagree (shake finger), and add on (the ASL signal for "more"). Children respond to other classmates' responses using these nonverbal signals, which also alert the teacher to questions and understandings/misunderstandings.

### Reading

- Highlight the words *in* and *home*. Read each word. Have children echo. Then guide children to echo spell the word after you. An echo spell supports children as they learn new letter names. Then highlight the beginning letter and sound of each word (e.g., We write the letter *i* for the /i/ sound at the beginning of the word *in*. What letter is this? What is its sound? We write the letter *h* for the /h/ sound at the beginning of the word *home*. What letter is this? What is its sound?).
- Teach the high-frequency word *the*. Write the word, pronounce it, and have children repeat. Then say the letter names as you point to each one, and have children echo. Count the number of letters with children. Finally, give children magnetic or foam letters and guide them to build the word.

### Writing

- Use the alphabet book *Let's Make Letters* to teach letter formation for one or more focus letters. Focus on touch and pull down and touch and push over strokes. (*Handwriting*)
- Write the sentence frame on chart paper: *The \_\_\_\_ lives in the \_\_\_\_.* Conduct an interactive writing session in which you work with children to complete the frames with multiple animal names and their homes. Write one completed sentence on each child's paper and have them draw a picture to match the sentence.

### Grammar/Syntax

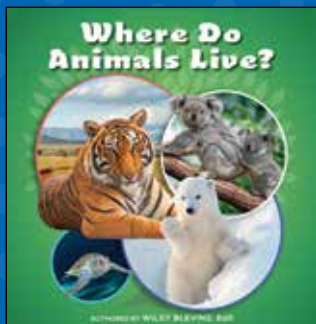
- Explain that naming words tell us the name of a person, animal, place, or thing. Model with "the geese" (animal) and "the house" (place). Prompt children to orally replace *geese* with another animal name and *house* with another place name. Record the words they say and reread them (e.g., the goldfish, the grass).

### Read #2: Read to Build Knowledge and Vocabulary

During the second reading of *Where Do Animals Live?*, focus on building children's content knowledge and academic vocabulary. This alphabet book focuses on a key science concept: animal habitats. Reread the entire book or use selected pages to highlight the new science knowledge.







## Where Do Animals Live? (continued)



### Movement/Physical Development

- Turn to selected pages in the book, and prompt children in its habitat, such as *waddle like a goose*, *hop like an insect*.
- Use the fun animal movements as you transition from the classroom, take a movement break during a less transitions.

### Social-Emotional Development

- Focus on "Emotions," such as identifying emotions, feelings, and managing big, bad feelings.
- Reinforce that we use "quiet hands" when we want to class (instead of blurting out or interrupting another responds, we use hand signals to show our response be called on by the teacher to respond. This will help during conversations.
- Connect emotions to animal behaviors. For example, *goose honking loudly at them, is the goose feeling something bad? Why do they think this? Why do we sometimes get loud when we feel sad or mad/angry?*
- Model how to manage big, bad feelings, such as going to a designated "Safe Place" in the classroom where a child can calm down, be alone, and receive positive affirmations from the teacher. Reinforce any coping strategies you have shared with the children.

### Visual/Performing Arts

- Have children select their favorite animal and finger picture of that animal in their habitat. Write a label picture that the child dictates. Use purposeful-play picture *this animal's name? Where does it live? What does the it needs to survive, or live?*

### Math

- Guide children to count the number of animals on each counting and numeracy by having children place a dot on each animal. Verbalize what they are doing (e.g., geese). Then have them point to each counter as the geese). Model as needed.

## TEACHER SUPPORT

Three-Reads Strategy  
online at  
**SadlierConnect.com**

### Instructional Opportunities

#### Science

- Focus on sorting the animals into where they live: in the water, in the air, or on land. Create a sorting chart, using animal figurines or pictures.
- Connect to children's knowledge of where they live and where animals in their neighborhood (or area) live. Discuss what things animals get where they live that helps them live (e.g., food, water).

#### Key Vocabulary

- Introduce the animal names and homes throughout the book. If children speak a language other than English, have them share the animal names they know in their home language. Highlight any that are the same or similar, such as *insect/insecto* in English and Spanish.
- Use the **Animal Habitats** and **Animal Homes** pages at the end of the book to reinforce the names of places animals live and deepen children's understanding of what these places look like. Reinforce descriptive words (e.g., hot, cold, snowy, sandy). Connect the place names to places in or around the school, as applicable.
- Teach and reinforce the following words when discussing the book: *water, air, land, live, home, habitat, hot, cold, wet, dry*. Use the words frequently and prompt children to use them. Recast their sentences to model (e.g., If a child says: "The bugs live in the grass," you can say: "Yes, the *insects* live in the grass. That is their *habitat*.").

### Read #3: Read to Extend Learning

During the third reading of **Where Do Animals Live?**, focus on extending the learning to other areas of the curriculum, such as art, movement, social-emotional learning, and purposeful-play center activities. Reread the entire book or use selected pages to focus on targeted aspects of the book.

### Instructional Opportunities

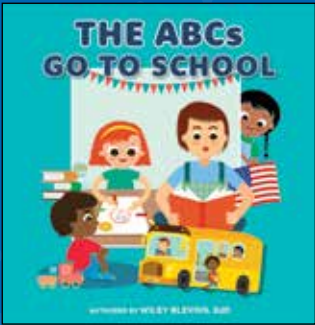
#### Approaches to Learning: Purposeful-Play Center

- Create a purposeful-play center using three sorting containers (water, air, land) and animal puppets, figurines, or photos to sort. Fill the center with animal books, especially those with clear, vivid photos of animal habitats and homes.
- Place a copy of **Where Do Animals Live?** in the center to spark further curiosity, interest, and engagement.
- As you visit the center, engage children in conversations using academic words related to animal homes and habitats, especially the main categories of water, land, and air. Recast children's utterings using the more academic and precise key vocabulary.

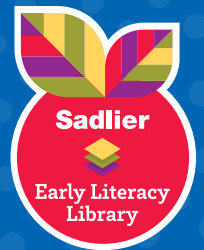
Where Do Animals Live? 3

### Scaffolds

- Chunk the book (e.g., 4-6 letters per day) and revisit that portion of the book with children each day during small group time.
- Provide speaking frames when discussing the book to reinforce proper grammar and sentence construction, such as: *I see a \_\_\_\_\_. It lives in the \_\_\_\_\_.*
- Many children are still developing their ability to form sounds up to the age of 7. Continue to reinforce proper articulation, acknowledging and appreciating children's regional dialects, accents, and sound development.
- Use a translation app or device to share with children how to say the names of animal homes and habitats in their home language that they might not be able to identify (e.g., air Spanish = *aire*; water Spanish = *agua*; land Spanish = *tierra*; desert Spanish = *desierta*; ocean Spanish = *océano*; forest Spanish = *bosque*).



# INSTRUCTIONAL FOCUS



## Home and School Community



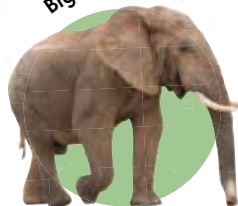


# INSTRUCTIONAL FOCUS

## Animal Parents and Their Babies

# Ee

Big elephant.



Little elephant.



We call  
a little  
elephant a  
**CALF.**

# Ff

Big fish.



Little fish.



We call  
a little  
fish a  
**FRY.**

# Gg

Big goat.



We call  
a little  
goat a  
**KID.**

Little goat.



# Hh

Big horse.

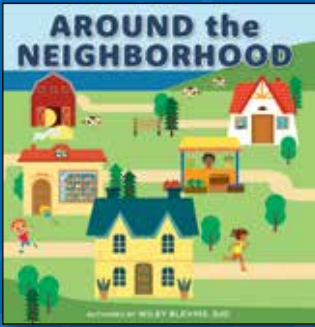


We call  
a little  
horse a  
**FOAL.**

Little horse.

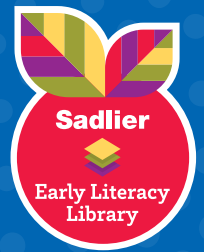


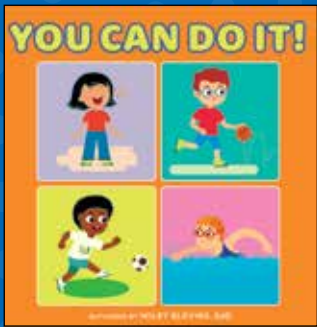




## INSTRUCTIONAL FOCUS

### Communities and Community Workers





## INSTRUCTIONAL FOCUS

Physical Development and Movement,  
The Arts

Ii



Isabella itches.

Jj



Jackson jumps.

Kk

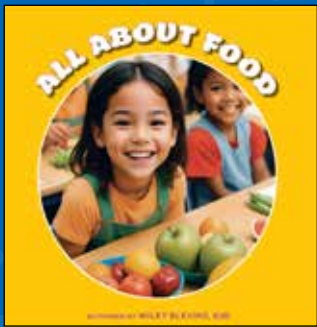


Kwame kicks carefully.

Pp

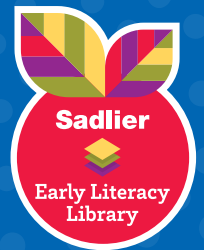


Penelope paints.



## INSTRUCTIONAL FOCUS

Food and Nutrition, Colors, Shapes,  
Numbers



Mm



6 glasses of milk

Oo



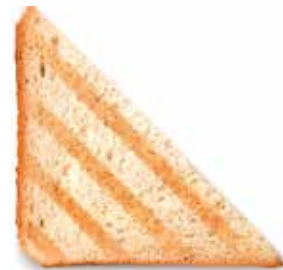
8 olives

Pp



9 pumpkins

Tt



triangle toast



## LET'S EXPLORE



ILLUSTRATION BY WILEY BURNING, PhD

## INSTRUCTIONAL FOCUS

Social Studies and Science Investigations,  
Engaging Curiosity



butterfly

**Bb**

### fun fact

We can use a magnifying glass to examine, or see, things like butterfly wings close-up. What would you like to see close-up?



dinosaur

**Dd**

### fun fact

Dinosaurs lived long ago and are now extinct. That means there are no more of them. We can go to a museum to see their bones and learn about them.



light

**Ll**

### fun fact

Look at the bright light. When an object, like a person or tree, blocks the light, it causes a shadow. A shadow is a dark shape.



Martin Luther  
King, Jr.

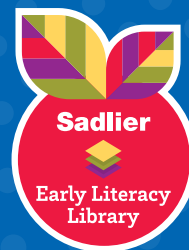
**Mm**

### fun fact

Martin Luther King, Jr. gave speeches and worked hard to make sure all people were treated equally, or the same. We celebrate his birthday every year to thank him.

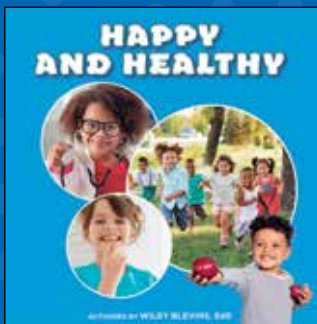


# INSTRUCTIONAL FOCUS



## Seasons and Weather





## INSTRUCTIONAL FOCUS

### Monitoring Healthy Habits

# Qq



Be **q**uick to clean up  
a spill or mess.

# Rr



**R**ide bikes with  
your family and friends.  
Don't forget your helmet!

# Ss



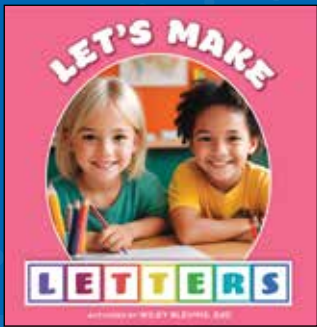
Get plenty of **s**leep.  
Goodnight and good rest!

# Tt

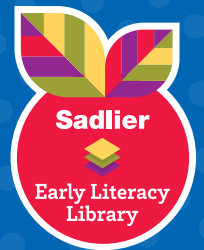


Brush your **t**eeth after every  
meal and visit  
the dentist for a check-up.





# INSTRUCTIONAL FOCUS



## Letter Formation (Handwriting)



**insect**



**I** 1. pull down, lift  
2. slide across at top, lift  
3. slide across at bottom

**i** 1. pull down, lift  
2. dot above the top



**jellyfish**



**J** 1. pull down and curve back, lift  
2. slide across at the top

**j** 1. pull down and curve back, lift  
2. dot above the top




**kite**

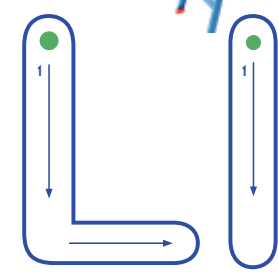


**K** 1. pull down, lift  
2. start at top, slant left to middle and then slant right to bottom

**k** 1. pull down, lift  
2. start at middle, slant left and then slant right to bottom line



**ladder**



**L** 1. pull down and slide right  
2. pull down

**l** 1. pull down

# Perfect Companion for Use with *From Phonics to Reading*, Kindergarten!

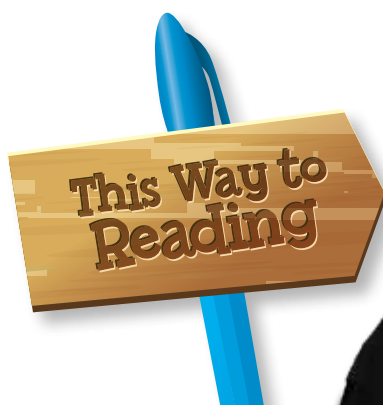
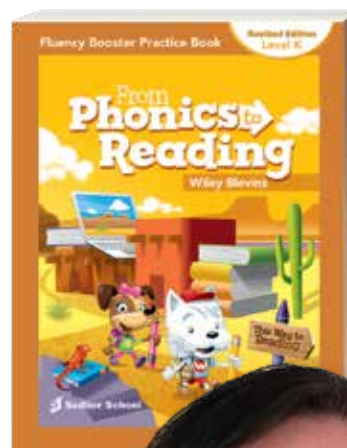
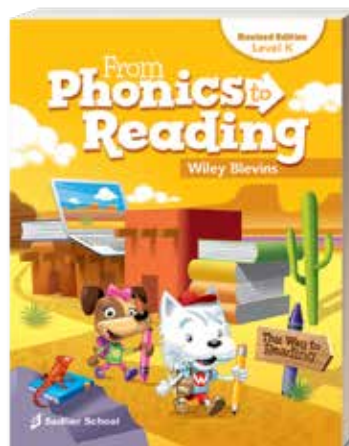


The Sadlier Early Literacy Library is the perfect companion to *From Phonics to Reading* for kindergarten, offering essential support at every stage of early reading development. With a carefully curated collection of books, young learners can explore letters, sounds, and words in meaningful contexts—reinforcing their phonics skills while building a love for reading.

## Examples of Use Cases

- **Introduce the alphabet** for kindergarten students without preschool literacy experiences.
- **Teach common letter sound relationships** for students needing additional support and reinforcement.
- **Review letter names and letter sounds** for students needing extended practice to stay on track for meeting kindergarten expectations.
- **Build oral language, vocabulary, and content knowledge** of science and social studies topics during read-aloud time throughout the year while reinforcing basic literacy skills.

With engaging texts that align with phonics instruction, an early literacy library helps ensure all students develop the confidence and skills they need to become successful readers.



Learn more and request a sample at  
[www.SadlierSchool.com/FPR](http://www.SadlierSchool.com/FPR)

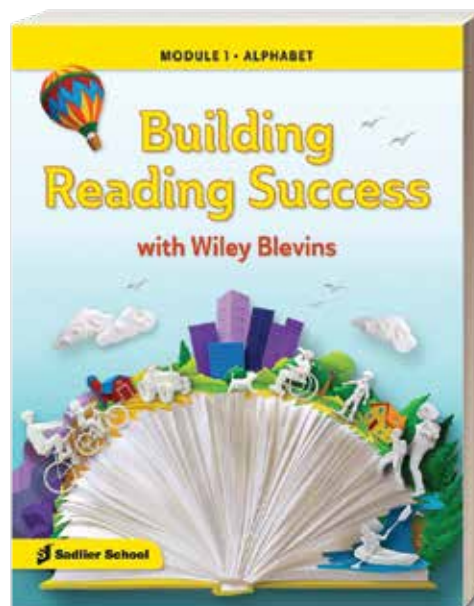
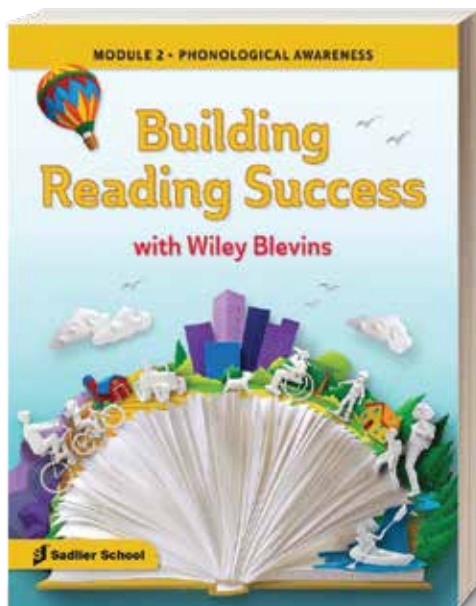
# Perfect Companion for Use with *Building Reading Success*!

The Sadlier Early Literacy Library is the perfect companion to *Building Reading Success with Wiley Blevins*, providing targeted support for students who need extra practice with key early reading concepts.

## Examples of Use Cases

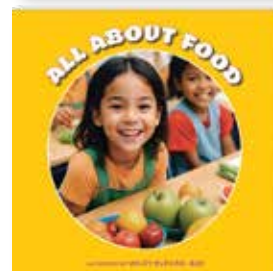
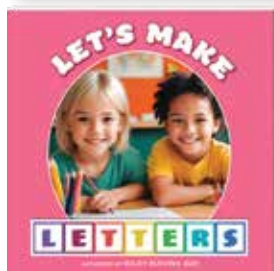
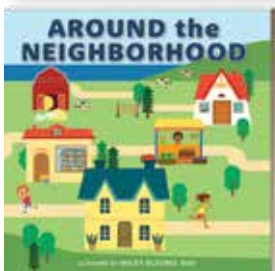
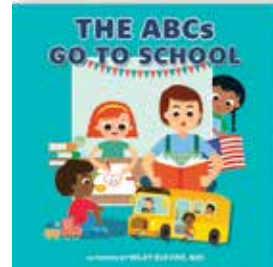
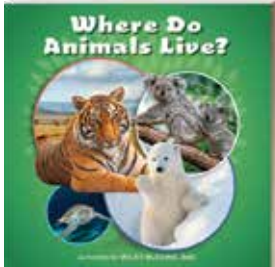
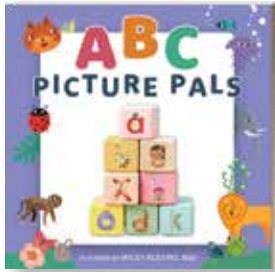
- **Support for Module 1: Alphabet Recognition and Module 2: Phonemic Awareness** helps students master early literacy fundamentals.
- **Reinforce common letter-sound relationships**, such as *a* for /a/ and *b* for /b/.
- **Review letter names and letter sounds** to promote letter-sound fluency.
- **Build oral language, vocabulary, and content knowledge** of science and social studies topics while reinforcing basic literacy skills.

By integrating these carefully selected books into foundational literacy skills intervention instruction, educators can provide students with the repetition, reinforcement, and engagement they need to make meaningful progress in their reading journey.



Learn more and request a sample at  
**[www.SadlierSchool.com/BRS](http://www.SadlierSchool.com/BRS)**





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