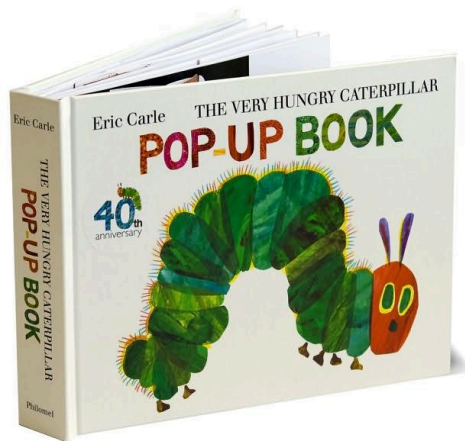


Toy Books



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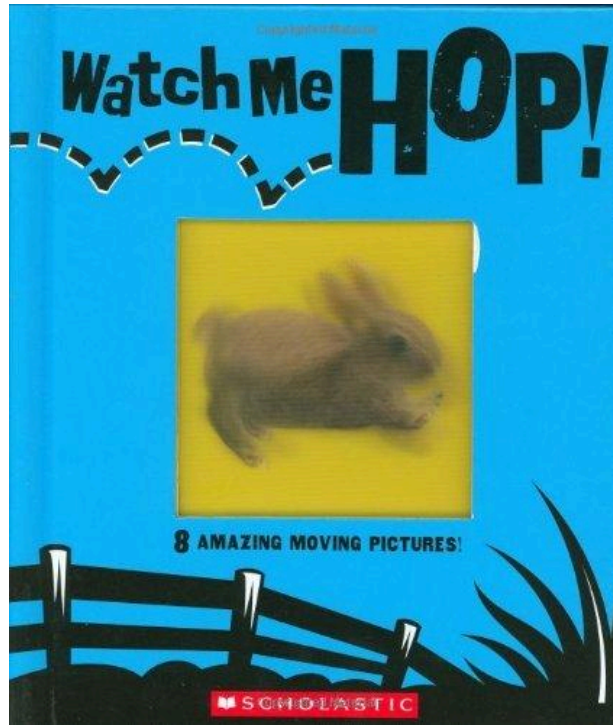
The very hungry caterpillar, written by Eric Carle, is one of the most famous books around all kids in United States. The story is redesigned as pop-up book, so readers can realistically see what the caterpillar eats and becomes. So this book could be categorized into toy books, because this book allows readers enjoy not only the story inside of it but also visual delight.

The very hungry caterpillar was not satisfied eating various kinds of fruits from Monday to Friday. Then the caterpillar indulged eating tons of food at Saturday, of course, his stomach became upset. After he had enough amounts of leaves, he felt much better. He built a cocoon, and stayed inside there for a while, and then metamorphosed to beautiful butterfly.

This book would be appropriate for readers below K-2 to make their own pop-up cards. I would teach them how to make pop-up cards just basically to prevent confusion and show them simple samples that I have made. The objective here is that kids would be able to draw what they want to be in the future, as the caterpillar became the butterfly. So that if they open their pop-up cards, the future they draw appears.

I hope this activity not only improves their artistic sense but also give an opportunity to think about their future and aptitude. Although the imagined future and their real future would not be congruent, it is at least worth thinking about it at young age of their lifetime. So if they would be able to discover their aptitude and likes in the age, the discovery would definitely be helpful the rest of their life to some extent.

Carle, Eric. *The Very Hungry caterpillar Pop-up Book*. New York: Philomel Books. 2009.



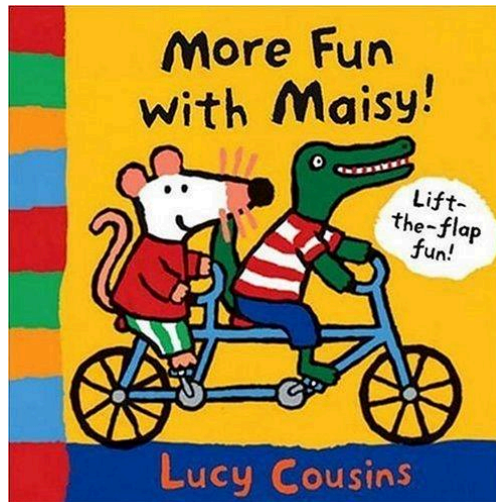
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Watch me hop, which includes eight moving pictures inside of this book, would be categorized into toy books. The main purpose of this book seems like teaching the appropriate action verbs and characteristics of each animal.

There are overall eight animals hopping, swaying, wriggling and swishing. At the left page, brief explanation of the animal is placed while moving picture and a short sentence are on right page. As kids sway this book back and forth, kids can see each animal hopping, swaying, and so on. I will use this book for pre-Kindergarteners in informal setting. I will read this book aloud to the kids, and let them watch the moving pictures inside of this book. I will mimic the animals' behavior as well. If I am reading about a grasshopper, I will hop as well as the grasshopper, saying "watch me hop!". Also I will have the kids hop too. As we turn over the pages, we will take the several actions that the animals do.

Through this activity, I expect them to learn the name of animals and the action verbs. People remember something they acted out better than just reading. So I hope they retain the verbs and names of animals longer.

Young, Rebecca. *Watch me hop!*. China: Scholastic. 2009.



<http://images.amazon.com/images/P/0763626325.01.LZZZZZZZ.jpg>

At a first glance, this book seems just a small book for children. However, if the readers lift the flap up, they would see another scene and text. This book has very simplified texts but fun stuff in it, therefore this book can be categorized into toy books.

There are several characters inside of this story. On the left page, every sentence ends with “but...”. For example, at the first page it says “Cyril likes riding his bike, but...”. On the right page, there is a picture of Cyril riding a bike but if readers lift the flap up, they see another sentence “it’s more fun with Maisy!” and the picture of Cyril and Maisy riding bikes together. Likewise, there are about 10 characters appear. At the last page, this book emphasize “the more, the funnier”.

This book uses simple colors and cute drawings which are not too specific, so that readers can grasp the message at a glance. Bold lines are used to draw the characters, which enable readers to see the characters more easily.

I will use this book for pre-k children, about age 2-4. I will read this book one-to-one setting, possibly in home or Head Start classrooms. I will let them lift the flaps up, not with my hands, because the kids would feel better if they lift them by themselves. After we finish reading this book, I will take the child to playground and let the child play with other children in the playground. And I will ask the child how he/she felt about playing with others later.

This activity will be especially valuable to some children who do not get along well with other friends. Reading this book together with me would enhance their self-esteem, and their belief that getting along with others can be fun. By doing so actively in the playground will establish their interpersonal ability to make friends better.

Cousins, Lucy. *More fun with Maisy!*. China: Candlewick Press. 2005.