

The
Early Years Count
Literacy
Connection



**Tomorrow I'll Be
Brave**

Written and illustrated by
Jessica Hische

Infant/Toddler edition

Overview of Book

So many challenges face young children! What does it look like to be adventurous or creative or strong or smart? What does it mean to be brave or curious or confident? In *Tomorrow I'll Be Brave*, children are gently reassured that through love, guidance and time, all these qualities will happen.

Genre: Picture book/poetry and verse

Vocabulary

Books are a rich source of words new to children. Here are some words from *Tomorrow I'll Be Brave* to introduce in your room:

descriptive words showcased
in the book: adventurous,
strong, smart, curious,
creative, confident, brave

fact explore
learn magic proud

Each time you read the book,
highlight 2 or 3 words.

Use age-appropriate definitions
and/or refer to the illustrations to
help children understand each
word's meaning.

Use the new words throughout
the day, reminding children,
"That's a word from our story!"

**Connecting with
HighScope
Curriculum**

COR Advantage 1.5

Approaches to
Learning

Item A (*Initiative and
planning*)

Social and Emotional
Development

Item D
(*Emotions*)

Language, Literacy
and Communication
Item N (*Phonological
awareness*)

Social Studies
Item FF (*Knowledge of
self*)

Reading Tips

Read with a steady tempo to capture the rhymes on each page or two-page section. Take the time to ask what the children think the descriptive words mean. "What does it mean to be confident?" Offer examples observed from the group. For example, "I saw Jeremy try the swings on the playground yesterday. That was brave and adventurous!"

Three readings are recommended to familiarize children with the story. During each reading the adult can introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Have lots of new puzzles available at **Choice Time**.

Encourage climbing, chase/race games and galloping at **Outside Time**.

Start a chart at **Greeting Time** and write children's definitions of terms in the book.

Bring in something for **Small Group Time** that the children can be curious about. Invite their questions and predictions, help them examine and explore.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Place magnifiers and various small items for inspection in the **Toy Area**.

Add new "treasures" to the **Art Area** to encourage children's creativity.

Have a variety of dress-up clothes, costumes and props in the **House Area** to enhance pretend play.

Display this book and others highlighting character traits, such as *The Wonderful Things You Will Be* by Emily Martin in the **Book Area**.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *Tomorrow I'll Be Brave*:

What have you done that was adventurous?

If you could ride a unicorn, where would you go?

What is something that might be hard now that you want to be able to do?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
574-237-9740

@ Home

Since many children in our county will have this book at home, use it to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Tomorrow I'll Be Brave* with their children. Here's a sample message you can send:

We have enjoyed reading *Tomorrow I'll Be Brave* and have been talking about all the descriptive words in this story and what they mean to us. As you read this book with your child, share what these words mean to you through your stories, for example, overcoming a fear (being brave, confident) or learning to make something. Ask your child, "How are you brave?" or, "How are you creative?" Notice when your child does an activity or tries something for the first time and offer, "Wow! Look how confident you are! You climbed to the first branch of the tree!"