

Creating Thematic Curricula Around Repeatable Line Books in Early Intervention

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Repeatable line books are a powerful tool for early literacy and can be used to encourage reading and language development starting at birth. Research shows that repeatable line books give babies the opportunity to listen for patterns. They expose them to correct language structures and help them improve memory and recall skills. Predictive text gives babies the confidence to participate in reading because they can anticipate what comes next and “read” the book independently. Repetition, patterns, memory recall, and participation play key roles as children with hearing loss learn to listen, talk, and read (Hearing First, 2025). Below is an example of the process we use at Sound Beginnings.

1 Language Targets

Select the language targets you want the toddlers you are working with to learn throughout the year. These can come from IFSPs, CASLLS, Integrated Scales, and state CORE Standards.

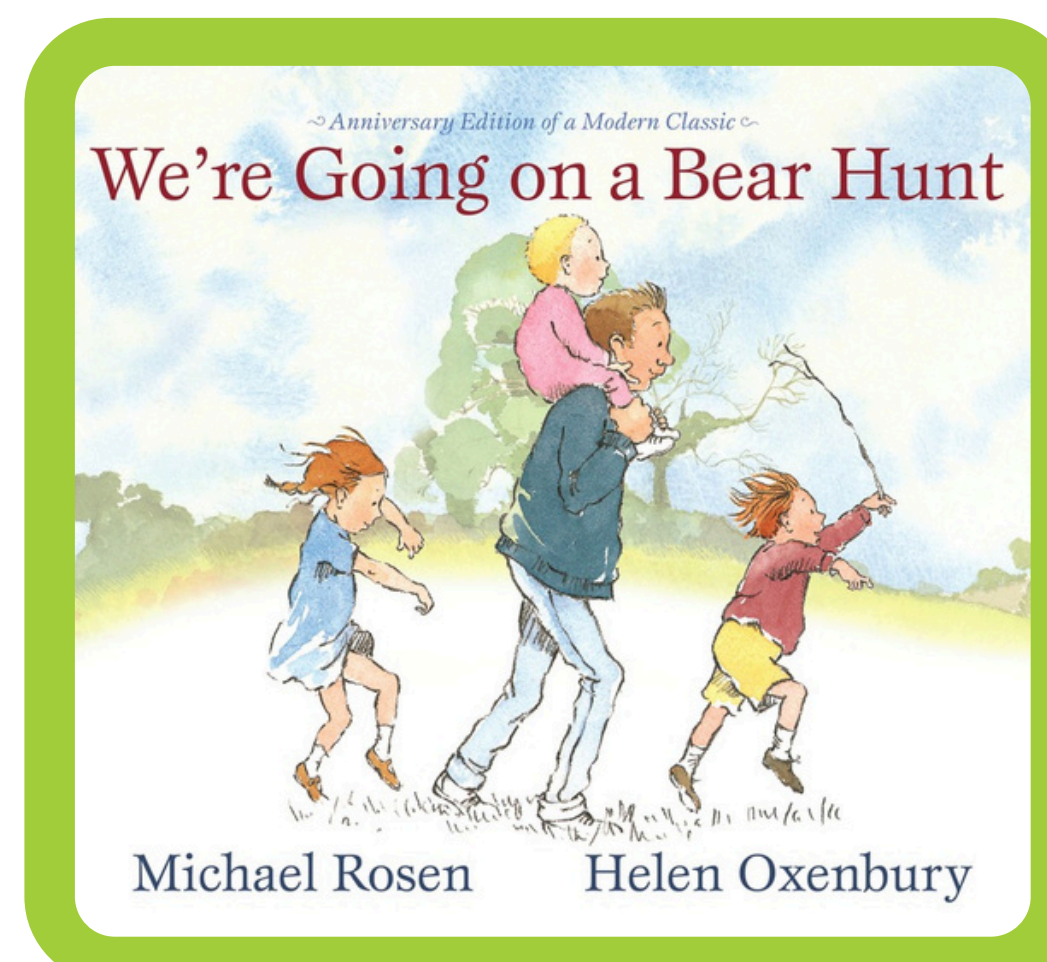
Learning to Listen sounds (9-12 months)
Locational words/prepositions (24-26 months)
Negation (25-30 months)
Adjectives
• big/little (24-30 months)
• sticky, cold, wet (36 months)
Sequencing and retelling (36 months)

Learning to Listen sounds (9-12 months)
Animal names and sounds (9-12 months)
Express Feelings (31-36 months)
Colors (31-36 months)
Wh- questions (25-30 months)

2 Choose Book and Theme

Choose a repeatable line book and a theme for the semester. Choose a book that captures as many of your language targets as possible.

Theme: BEARS



3 Add More Books

Decide what other books you will use throughout that year that support your theme. These books can help you target some of the language targets you weren't able to cover with your theme book.

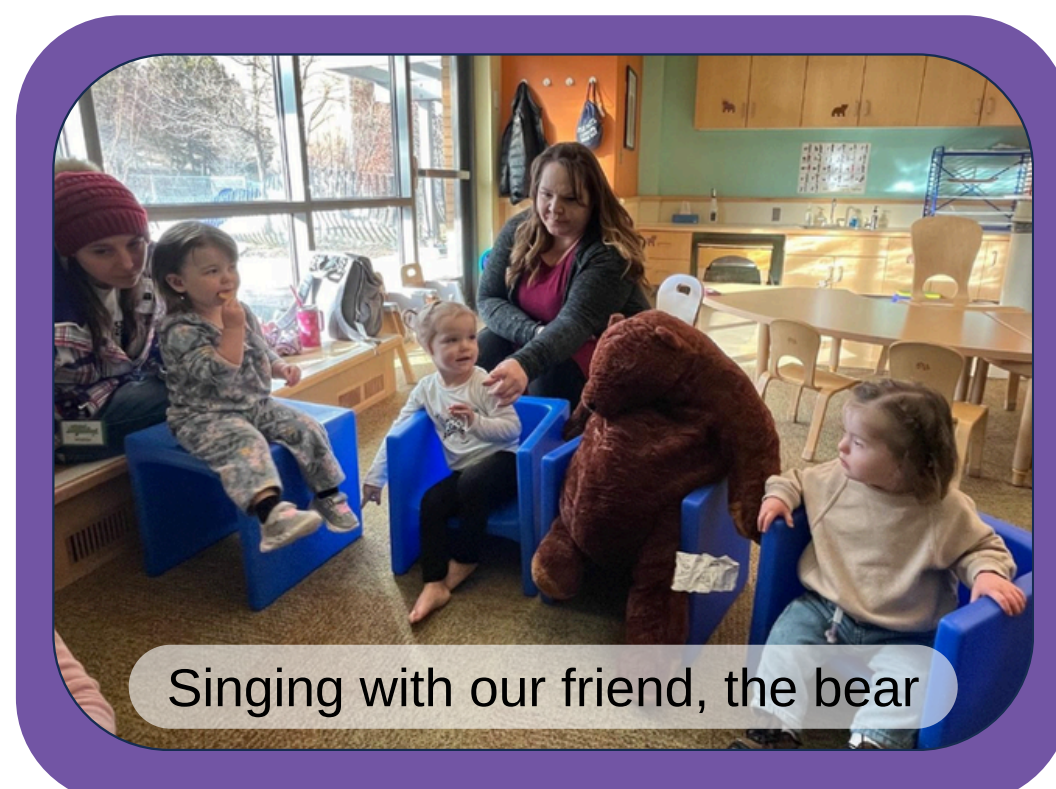
Bear Snores On *Karma Wilson & Jay Chapman*
Brown Bear, Brown Bear *Eric Carle*
Goldilocks and the Three Bears
The Mitten *Jan Brett*
The Big Hungry Bear *Don and Audrey Wood*
Where is Baby Bear? *Ashley Wolff*
Baby Bear Sees Blue *Ashley Wolff*
Blueberries For Sal *Robert McCloskey*
Big Bear, Small Mouse *Karma Wilson & Jay Chapman*
Teddy Bear's Picnic
Old Bear *Kevin Henkes*



4 Pick Music

Choose or write songs that will help toddlers learn the vocabulary and language targets that support your theme.

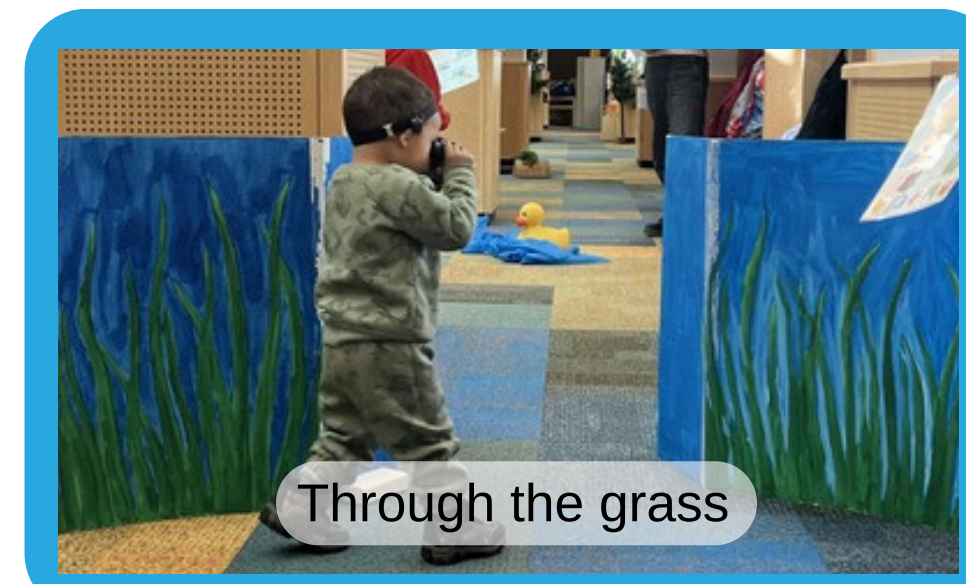
We're Going on a Bear Hunt *The Kiboomers*
The Bear Went Over the Mountain *Super Simple Songs*
Throw The Teddy Bear
Teddy Bear Teddy Bear Turn Around *Nursery Rhyme*
Grizzly Bear Song *Teaching Dynamics*
Time for Hibernation *Tune: Are You Sleeping?*



5 Create Carryover Activities

Create activities that you can do frequently throughout the year that will help the children meet their goals and learn. Activities should tie directly to the book and help with story retell.

Bear Hunt: The children went on a bear hunt frequently throughout the year. In the cave they found bears from different books.



Experience Book: A book was created using locational vocabulary of the places the children found bears.



Classroom Set up: The children created the mud, grass, trees, and snow. The bears in the cave are from different books used during the year.

6 Build Up

Tie it to your school's themes and future core standards.

Build a foundation for future skills:

Use dialogue, actions, objects, and acting to tell a story or perform a script (4-4.5 years)
Memorize lines of a song, poem, or play (4-4.5 years)



Story Retell: The children used props to retell the story during playtime.

Stretch Vocabulary: hibernation, den, snowstorm (weather), advanced locational concepts

Final Product: Scan QR code for the bear-themed Parent-Toddler Group End of Year Video.



Scan QR Code for a printable guide on using repeatable line books to create curricula and a list of repeatable line obooks and potential targets.

