

Literacy: Making the Most Out of Story Time

A Title I Training

Parents are children's first and most influential teachers.



First Rule of Reading

Make Reading FUN!!!



Reading with children should be first and foremost a pleasurable experience for both participants.

Second Rule of Reading

Choose Books That Will Hold Your Child's Attention

Random Fact

● According to NEA.org:

"The more types of reading materials there are in the home, the higher students are in reading proficiency, according to the Educational Testing Service."



Board Books

- My favorite books for toddlers.
- Durable
- Easy to turn pages
- Brief
- Usually rhyme
- Usually have good illustrations
- A few favorite authors include: Sandra Boynton, Eric Carle, Dr. Seuss.





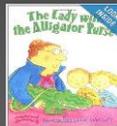
Plastic and Vinyl Books

- Good for babies and toddlers who like to mouth or eat books.
- Very brief.
- Easy to turn pages.
- Colorful
- Illustrations may not be the best.
- Don't always rhyme.
- Some favorites: Rainbow Fish, A Very Hungry Caterpillar, Barnyard bath, Playful Penguins.



Nursery rhymes and song books

- Lots of fun to read.
- Often in board book form.
- Usually good illustrations.
- Usually have rhyme and/or repetition.
- Can pair finger plays with many stories.
- Some favorites: Mother Goose, Five Little Monkeys, The Lady with the Alligator Purse, Ms. Mary Mack.



Lift the Flap and Touch and Feel Books



- Usually in board book form.
- Can engage children who are resistant to books.
- Can address some sensory or fine motor needs more directly.
- Often have good illustrations paired with rhyme, rhythm, & repetition.
- Can be ripped easily.
- Often cost a little more.
- Some favorites: Dear Zoo, Where's the Baby, Where's Spot.



Paper Books

- Can be short stories with good illustrations paired with rhyme, rhythm, and repetition.
- Larger size makes illustrations easy to see.
- Some are more durable than others.
- Can be too lengthy or wordy for younger children but can use the illustrations only.
- Pages can be hard for little hands to turn but will help develop fine motor skills.

Character Books

- Books that feature television or movie cartoon characters or toys like Barbie, Sponge Bob, or Lightening McQueen.
- The illustrations tend to be too busy and the text too long.
- The typically don't rhyme and use complicated words that are not a priority for young children
- Can be used with more advanced readers
- Can use the illustrations to highlight target words or sounds.
- Kids like to look at their favorite characters.

Character Book Examples



Avoid Books That Talk or Sing

- ◉ Marketed as "learning" books like Leap Frog brand or other books that make noises.
- ◉ Young children tend to just push the buttons off/on or over and over which distracts them from the actual illustrations and text.
- ◉ The voices and sounds can be distorted.
- ◉ The skills these books purport to teach usually have to be learned in real life before the child can use the books purposefully.
- ◉ If the book talks, why does the child need too?
- ◉ Reduces need for creative thinking.

Periodicals

- ◉ Catalogs, newspapers, circulars, and magazines can be found in most homes.
- ◉ Kids love to look at these.
- ◉ Focus on the pictures that depict familiar items or basic target words.
- ◉ Try to find matching items in the homes.
- ◉ Cut out pictures and paste them onto paper to make a book for the child to have.

Experience Books

- Great for all kids and especially those who do not like traditional books.
- Photograph an adventure like going to the zoo or a daily routine like bath time and use the photographs to make a personalized book for the child.
- Words can be added or not.
- Talk about the pictures using simple words and phrases.

Word Books

- Family made book.
- Start with 5 words that are important to the family and child, ANY word as long as it is motivating.
- Include 1-2 words the can already say or tries to say.
- It can be photographs, cut out pictures from periodicals or boxes, or two dimensional object—anything goes.
- Add words as the child masters the first ones.

Third Rule of Reading

Incorporate Play

Random Fact

- According to the University of Florida College of Journalism and Communications website, "Early literacy is a mix of experiences that involves all five senses."

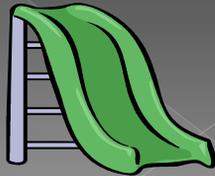
You Do Not Have to Read

Kids love to play with cars. Using books as a tunnel or ramp for cars to drive through and down gets kids touching books and having fun with them.



You Do Not Have to Read

- So does using books as a slide hurtling all sorts of toys and objects (even flashcards) down a book that is turned into a slide.



You Do Not Have To Read

- Try adding toys and props with books acting out the story.
- Use toys to act out favorite movies and shows and then incorporate the character books for new play ideas

You Do Not Have To Read

- Focus on the illustrations using lots of animation and silliness to engage the child with the book. Use simple words and phrases. Use lots of repetition.
- Lift the flap books can be brought in to get kids looking at the books, engaged, and excited about books.
- Turn the pages quickly after naming at least one item on each page. Choose short books for extra resistant children.
- I will demonstrate.

Fourth Rule of Reading

Read Daily

Random Facts From nea.org

- ◉ According to the NCES a division of the Department of Education: "Children who are read to frequently are more likely to identify alphabet letters, count to 20, write their name, and pretend to read."
- ◉ "According to NCES, only 53 percent of children ages three to five were read to daily by a family member (1999)."

A Quote

"Children are made readers on the laps of their parents." — Emilie Buchwald

Let's Start To Read

- ◉ Read to kids as they play quietly doing something like building blocks, putting a puzzle together, or manipulating Play-Doh.
- ◉ Read yourself. Modeling reading daily will teach children to read themselves.

Let's Start To Read



- Choose short books that have rhyme, rhythm, and/or repetition with simple, fun illustrations.
- Sing books that are based on a song.
- Use lots of animation and silliness when reading.
- Interact with the pictures and the kids while reading.
- Keep an eye on the child as you read. Take note of her body language and amp up your performance if she is losing interest.

Let's start to read



Position yourself so you are face to face whenever possible.

If the child is active and can't/won't sit for books, have one adult hold the child as the other reads.

If you are alone, put the child in your lap or in a position that reduces escape attempts.

Let's Start To Read

- At mealtime take advantage of the child in the highchair or booster seat. Read before, during, and/or after the meal. Try to do this only at snack time so we don't distract picky eaters from eating.



- Try books at bath time too. Use plastic/vinyl books when possible.



Now Your Reading

- Incorporate strategies to support literacy
- Choose books that hold the child's interest as well as challenge them without becoming overwhelming.

Read with Me! Strategies

- Echo Reading
- Paired Reading
- Questioning Strategies
- Predicting
- Wordless Books
- Reader's Theatre



Steven Bialostok,
Raising Readers

1. Learning to love books
2. Enjoying the meaning of books
3. Learning how books work
4. Discovering that print has meaning
5. Memorizing books
6. Rehearsing books

Foundational Reading Skills
No Formal Instruction

7. Recognizing the words
8. Developing fluency
9. Reading independently

Formal Reading Instruction

A Quote

- ◉ "So please, oh PLEASE, we beg, we pray, go throw your TV set away. And in its place you can install, a lovely bookshelf on the wall."
— Roald Dahl