

## **PLA's Preschool Literacy Initiative**

### **The Dialogic Reading Program**

#### **Implementing the Dialogic Reading Program in Your Library**

##### **Materials**

The Dialogic Reading Program requires a training video:

##### ***Hear and Say Reading: A video workshop***

Rotary International and the Rotary Club of Bainbridge Island, WA

[colleenh@u.washington.edu](mailto:colleenh@u.washington.edu)

Another video series covers similar material, but departs somewhat from the scripts provided below:

##### ***Language is the Key***

Washington Research Institute

<http://www.wri-edu.org/about.htm>

##### **Attracting Participants**

Below is a list of education programs that may be offered in your community. Federal contacts are included in case you need help locating your local counterpart. Your local chamber of commerce may also have a list of early childhood resources. In addition, your local school district may offer preschool programs in the summer or throughout the year through an Even Start Family Literacy program, Title 1, Special Education, or a locally or state funded program.

##### ***Head Start***

Phone: 202-205-8572

Web: <http://www.ed.gov/americanreads/resourcekit/HeadStart>

Website contains a state-by-state directory of Head Start Programs

##### ***Even Start***

Phone: 202-260-0991

Web: <http://www.ed.gov/americanreads/resourcekit/evenstart.html>

Website includes a list of Family Literacy Program Contacts, including State Coordinators

The Child Care Resource and Referral Agency in your city or state will have information about and relationships with a large number of public and private child care centers. If your community does not have a child care resource and referral agency you can find out

about local child care programs by contacting your state child care licensing office or the state office that administers child care subsidies.

*National Association of Child Care Resources and Referral Agencies*

Phone: 202-393-5501

Web: <http://www.naccrra.net/>

*National Child Care Information Center*

Phone: 1-800-616-2242

Web: <http://www.nccic.org/dirs.html>

Website includes State Child Care Home Pages and State Child Care and Development Fund Contacts

Other possible sites where you can attract parents of young children include local pediatrician's offices, supermarkets, and churches/temples. Contact these local sites, explain the program you are running, and ask them if they would agree to keep a stack of brochures on hand, for instance at the front desk or checkout line.

## Organizing Sessions

- A. Session planning:** We suggest running sessions of 6-10 parents. At the start, select a few dates on which you will offer the Dialogic Reading program. As interested parents contact the library, sign them up for one of the available sessions, being sure to cap the limit of any session at 10 parents. Take down the name of the parent, their home phone number, and the age of their child, making sure he or she is 2 or 3 years of age. It is also important to make sure the child is a “talker” (that is, can say at least 50 different words), as the Dialogic Program outlined here is for children who are talkers. Have pre-printed directions you can read if the parent is unfamiliar with the location of your library. As demand requires, add more sessions. At any given time, it is a good idea to have 3 possible session dates from which parents can choose. Select various times of the day to hold the program, to make it equally available for working and stay-at-home parents to attend. For instance, it would be helpful to offer sessions in the morning (i.e. 10AM), afternoon (i.e. 2PM) and early evening (i.e. 6PM). It is also important to vary the day of the week on which you hold the session. If fewer than 6 parents sign up for a session, it may be more efficient to try to move these parents to another open session date. In preparation for each session, photocopy Parent Handouts 1,2, & 3 for the group and have them ready to be passed out during the presentation.
- B. Space:** To prepare for an upcoming session, determine the space in which you will hold the session. A separate room of the library would be best, but if such a room is not available, select a quiet, isolated corner of the library. There should be enough room for 10 parents, plus the library staff who will be running the program. Also make sure there is a table with space for an overhead projector, as well as a screen or blank wall on which to project. In addition, you will need a television and VCR to show the Dialogic Reading videos. Be sure there is a nearby electrical outlet(s) to accommodate both the television and overhead projector.
- C. Accommodating children:** When speaking with interested parents over the telephone, encourage them to find a trusted adult (family member, neighbor, regular babysitter) with whom to leave their child while they attend the Dialogic Reading program. However, expect that many parents will be unable to find someone to watch their child and will probably bring their child with them to the library. Thus, it is important to choose an area that has adequate floor space and comfortable chairs. Parents should be encouraged to bring a favorite toy or book for their child to play with. As some parents may forget these items, having a few age-appropriate toys or books on hand would be beneficial.

## **Presenting the Dialogic Reading Program to Parents**

What follows is an outline describing how to present the Dialogic Reading program to parents. It is important to remember that the program presented here is for parents of children who are talkers, that is, children who have at least 50 words in their vocabularies. The Developing Hearts Book Sharing program may be more appropriate for parents of children who are not yet talking, despite being two-years-old or older.

This outline provides you with a sequence of steps, along with talking points. Included at the end of these materials are two book guides, which provide examples describing how to apply the Dialogic Reading techniques to specific books.

**Time required:** approximately 25 minutes

**Materials needed:**

- Dialogic Reading Training video
- TV/VCR
- Overhead projector
- Overheads: (1) “Picture Book Reading,” (2) “Dialogic Reading: “What” Questions” & (3) “Dialogic Reading: Open-Ended Questions and Expansion”
- Handouts for parents: (1) “Dialogic Reading: “What” Questions,” (2) “Dialogic Reading: Open-Ended Questions and Expansion” & (3) “Talkers’ Book List”
- Sample library books from the “Talkers’ Book List”

### **(1) Overview of the benefits of reading dialogically with young children**

Display Overhead #1 – Picture Book Reading

Begin the session by focusing the groups’ attention first on the importance of picture book reading for oral language and written language development and school success.

*Talking points:*

- Picture book reading provides children with many of the skills necessary for school readiness, such as vocabulary, sound structure, knowledge of the meaning of print, and knowledge of the structure of stories and language
- Picture book reading also helps children develop attentional skills, enjoyment of reading, and a motivation for learning
- It is important to read frequently with your child. Children who are read to 3x a week or more are better off in their later development than children who are read to less than 3x a week

You will also want to give parents an introduction to the Dialogic Reading program and how it can help.

*Talking points:*

- How we read to our young children is as important as how often we read to them

- When most adults share a book with a child, they read and the child listens
- In dialogic reading, the program we are going to present to you today, the adult helps the child become a teller of the story
- Children learn the most from books when they are actively involved in the story telling
- Children read to dialogically are substantially ahead of children read to in the traditional way on tests of language development

## (2) Show the Dialogic Reading video

Give parents a brief introduction to the video, and let them know you will be discussing the video as soon as it's over.

Elicit responses from parents during the interactive portions of the video.

## (3) Review Dialogic Reading with parents

Display Overhead #2 - Dialogic Reading: "What" Questions - and encourage parents to follow along on their own handout

### *Talking points:*

- Ask "what" questions: Point to the item in the book and say, "what's this?" or "what's this called." Avoid questions that your child can answer with a 'yes' or 'no,' or by pointing.
- Follow answers with questions: When your child names an object, ask a question about it. For example: "what color is the X?", "what is this part of the X called?", "what is the X doing?", or "what do we use X for?"
- Repeat what your child says: Let your child know his or her answer is correct by repeating it back: "yes, that's an X."
- Help your child as needed: If your child isn't able to answer your question, provide the correct answer and ask him or her to repeat what you have said.
- Praise and encourage: Tell your child when he or she is doing well by saying things like: "Good talking!" or "That's right. Good job!"
- Follow your child's interests: If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions.
- Have fun! Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. For example, you could read one page and then have your child tell you about the next page.

Display Overhead #3 - Dialogic Reading: "Open-Ended Questions and Expansion"- and encourage parents to follow along on their own handout

- **Ask open-ended questions:** Continue to use questions during storytime as a way to get your child talking about the pictures. Now though, instead of using specific "what" questions like "what is this?", ask more general open-ended questions that

require your child to answer with more than one word. For example, “What do you see on this page?” or, “What’s happening here?”

- **Expand what your child says:** When your child says something about a picture, praise him or her and add a little to what’s been said. For example, if your child says “Doggy bark”, you might say, “Yes, the doggy’s barking at the kitty.” In this way, you fill in the little words and endings your child left out and provide a new piece of information. Later you might ask a question about this new information: “Who’s the doggy barking at?”

### **Making open-ended questions and expansion a part of the reading routine**

At this point, give parents some suggestions for incorporating these new techniques into their reading routine.

#### *Talking points:*

- Start using more general questions as a way of getting your child to say more than just one word at a time.
- Open-ended questions may be hard for your child at first. You may need to help your child by encouraging and repeating.
- Help your child when needed. When your child doesn’t know anything else to say about a picture, provide something for your child try to get him or her to repeat it. For example: “The duck is swimming. Now you say, “The duck is swimming.”
- When your child gets used to answering open-ended questions ask him or her to say something more by asking questions like “what else do you see?” Do this 2-3 times for each page.
- Keep expansions short and simple. Make sure you build upon your child’s phrases just a little so that your child is able to imitate what you’ve said.
- Have your child repeat what you’ve said. If you encourage your child to repeat your longer phrases, he or she will start using them more quickly. Try to read with your child once a day. Pick a time when your child is interested in sharing a book with you. Before bed is a good time for many children and parents.

#### **(4) Role play the Dialogic Reading technique**

To begin, demonstrate Dialogic Reading for parents by asking for a volunteer from the group. You play the child and have the volunteer play the parent. Sit up front with the parent volunteer and have the parent select a book from several age-appropriate books you have provided (see list below for books good to use with dialogic reading).

Essentially, the goal of this role-play segment is to set up situations in which the parent can “try out” the techniques presented in the video. Depending upon the number of parents in attendance, plan to spend 1-3 minutes with each member of the group getting a turn to play the “parent.” Below are example situations that demonstrate the use of each technique. In each case, encourage the parent to start reading with you and ask a “what” question when they feel it is appropriate, and then to watch to see how you as the child respond to decide what to do next. Once the parent demonstrates skill in asking “what” questions, encourage them to try an open-ended question.

- a. parent asks a “what” question and follows the child’s (= you the librarian) answer with a second “what” question about a relevant attribute, activity, etc.  
Parent: what’s this?  
Child: bunny  
Parent: that’s right.  
Parent: what’s the bunny doing?
- b. child (= you) doesn’t answer parent’s question; parent provides the answer and prompts the child (= you) to repeat by saying “now you say...”  
P: what’s this called?  
C: <no response>  
P: that’s a firetruck  
P: now you say firetruck  
C: firetruck
- c. child (= you) answers parent’s question incorrectly; parent provides correct answers and asks child (= you) to repeat it.  
P: what do you see here?  
C: spider  
P: a spider?  
P: sort of looks like a spider, but this is called an ant.  
P: try saying that... “ant.”  
C: ant.
- d. child (= you) interrupts parent’s focus with an interest of her own; parent follows child’s (= your) lead to a new topic.  
P: look at all these ducks.  
C: fishes <points to the next page>.  
P: wow, you found the fish!  
P: what are they doing?  
C: I don’t know.  
P: they’re swimming.  
P: you say that... swimming.  
C: swimming.  
P: that’s right, the fish are swimming.
- e. parent encourages child (= you) to participate in “telling the story” and praises her contributions.  
P: what’s this?  
C: alligator.  
P: very good!  
P: I didn’t know you knew that word. That’s a hard one!  
P: what’s this one?  
C: a whale.  
P: yeah, an alligator and a whale.  
P: it’s fun telling this story with you.

- f. parent asks open-ended question and follows child's (= your) response by asking the child (=you) to say more about the picture.  
 Parent: what's happening here?  
 Child: bear.  
 P: yeah, there's a bear.  
 P: what else do you see.  
 C: girl.
- g. parent expands what the child (= you) says and asks the child (= you) to repeat it. Repetition isn't required in every turn. Often the child will spontaneously repeat part of all of the parent's expansion.  
 P: yeah, the girl's holding the bear.  
 P: can you say that?  
 C: her holding bear.  
 P: that's right.  
 C: bear right there.  
 P: the bear is right there.

**When parents have difficulty:** During the role-play, if you set up one of the scenes depicted above and the parent does not respond accordingly, stop the role play and explain to the group what the parent missed. Model an appropriate response and repeat the scene saying, "Let's try it again. If I, the child, did this, what could you say?"

**How many questions should parents ask?** Encourage 1-2 questions per page on average. This is an average: a natural exchange of several questions together followed by a page or two of straight reading is fine. The point is to keep up a natural dialog with the child, to keep it interesting, and fun. If the parent is doing too much straight reading in the role play, stop the parent and point out places in the story/in the pictures where it would be good to ask questions.

**Appropriateness of the questions:** Take notice of the level of the parent's questions: Do they seem too easy for the child? Too hard? Help the parent learn to adjust the level of difficulty to meet the child's needs.

**Praise and encourage:** Don't forget to tell parents what they are doing right! "Praise and encourage" is important for both parents AND children.

##### (5) Making dialogic reading a part of the reading routine

At this point, give parents some suggestions for incorporating these new techniques into their reading routine.

*Talking points:*

- Look through the book before you read it with your child for the 1<sup>st</sup> time
- The 1<sup>st</sup> time you read a book together, you should do most of the talking yourself, being sure to point out the names of things your child does not know
- At the same time, tell the story that goes along with the picture

- The next time you read the same book, use the Hear-Say techniques we discussed today
- Children enjoy looking at the same book over and over again. Move ahead to a new book only after your child can answer most of the questions about the pictures in the book you're working in.
- Try to read with your child once a day. Pick a time when your child is interested in sharing a book with you. Before bed is a good time for many children and parents.

#### **(6) Answer questions from parents**

At this point in the presentation you'll want to give parents time to ask any questions or express any concerns they may have about sharing books with their child. If the group is quiet, it may be useful to start them off throwing out a few questions of your own and seeing how they would answer them. Below are a few questions that you may be likely to encounter.

FAQ's:

- (a) What if my child does not seem to want to sit and look at a book with me?
  - Find another time of day that is better
  - Try another book
  - Do not force the child to read with you
- (b) What types of books are best for my young child?
  - Children who are talkers like books that have bright pictures and simple words that tell a story
  - They love pictures and stories about people, animals and things that make interesting or funny sounds, like ducks or trucks
  - Many children have favorite stories they enjoy hearing over and over. This is ok! Repetition helps children to learn new words.
- (c) Do we have to read every day?
  - It is a good idea to read everyday with your child. Try to find a time of day that works for you. Sometimes, however, things will come up- your child may be sick, there may be a family emergency. Just remember, even 5-10 minutes can make a difference.

#### **(7) Direct parents to the talkers' book collection in your library**

As the final segment of the presentation, give parents information regarding picture books that are good to share with their young children. Have parents turn to their 3<sup>rd</sup> handout – Talkers' Book List - which provides the titles of books that are great for dialogic reading. At this point, have the group follow you to the section of your library where you shelve books such as these. Give parents information on how to check these books out. For those parents in your group who do not yet have a library card, encourage them to stop at the front desk before leaving to obtain a library card. For those parents who may want to purchase their own copies of some books, publisher information and website contacts are provided on their handout.

# *Picture Book Reading*

**Picture book reading provides children with many of the skills necessary for school readiness.**

**How we read to children is as important as how often we read to them.**

**Children learn more from books when they are actively involved.**

**Dialogic Reading is a method that helps young children become involved in the story.**

**The goal of today's program is to teach you how to help your child become an active partner in reading picture books together.**

# *Dialogic Reading: “What” Questions*

**Ask “what” questions**

**Follow answers with questions**

**Repeat what your child says**

**Help your child as needed**

**Praise and encourage**

**Follow your child’s interests**

***Dialogic Reading:  
Open Ended Questions & Expansion***

**(1) Ask open-ended questions about  
the pictures**

**If your child doesn't know what to say  
about a picture, provide something and  
have your child repeat it**

**As your child gets used to open-ended  
questions, ask your child to say more**

**(2) Expand what your child says**

**Keep the expansions short and simple**

**Have your child repeat your longer  
phrases**

# *Dialogic Reading: “What” Questions*

Reading picture books with your child is a great way to teach vocabulary and help your child tell more complete descriptions about what they see. Look through a book before you read it with our child for the first time. The first time you read a book together, you should do most of the talking yourself, making sure that you point out the names of things your child may not know. The next time you read the same book, do the following for each of the pictures/objects you named when you and your child read the book the first time:

- Ask “what” questions: **Point to the item in the book and say, “what’s this?” or “what’s this called.” Avoid questions that your child can answer with a ‘yes’ or ‘no,’ or by pointing.**
- Follow answers with questions: **When your child names an object, ask a question about it. For example: “what color is the X?”, “what is this part of the X called?”, “what is the X doing?”, or “what do we use X for?”**
- Repeat what your child says: **Let your child know his or her answer is correct by repeating it back: “yes, that’s an X.”**
- Help your child as needed: **If your child isn’t able to answer your question, provide the correct answer and ask him or her to repeat what you have said.**
- Praise and encourage: **Tell your child when he or she is doing well by saying things like: “Good talking!” or “That’s right. Good job!”**
- Follow your child’s interests: **If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions.**
- Have fun! **Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. For example, you could read one page and then have your child tell you about the next page.**
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## *Dialogic Reading: Open-Ended Questions & Expansion*

Now that you've had some practice using "what" questions, we want you to start using more general questions as a way of getting your child to say more than just one word at a time. We also want you to build upon what your child says to help your child learn how to tell even longer descriptions of what he or she sees in the pictures.

- **Ask open-ended questions:** Continue to use questions during storytime as a way to get your child talking about the pictures. Now though, instead of using specific "what" questions like "what is this?", ask more general open-ended questions that require your child to answer with more than one word. For example, "What do you see on this page?" or, "What's happening here?"
  - **Help when needed:** When your child doesn't know anything else to say about a picture, provide something for your child and try to get him or her to repeat it. For example: "The duck is swimming. Now you say, 'The duck is swimming.'"
  - **Ask your child to say more:** When your child gets used to answering open-ended questions, ask your child to say something more by asking another question, like "what else do you see?"
- **Expand what your child says:** When your child says something about a picture, praise him or her and add a little to what's been said. For example, if your child says "Doggy bark", you might say "Yes, the doggy's barking at the kitty." In this way, you fill in the little words and endings your child left out and provide a new piece of information. Later you might ask a question about this new information: "Who's the doggy barking at?"
  - **Keep your expansions short and simple:** Make sure you build upon your child's phrases just a little so that your child is able to imitate what you've said.
  - **Have your child repeat:** If you encourage your child to repeat your longer phrases, he or she will start using them more quickly.

# Talkers' Book List

<b>Title</b>	<b>Publisher</b>	<b>Web page</b>
Just Shopping with Mom (paperback)	Golden Books	<a href="http://www.goldenbooks.com">www.goldenbooks.com</a>
Before I Go to Sleep	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
Caps for Sale(paperback)	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
Chicken Soup with Rice (paperback)	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
Donna O'Neeshuck was Chased by Some Cows (paperback)	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
I Need a Lunchbox	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
If You Give a Mouse a Cookie	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
No Roses for Harry (paperback)	Harper Collins	<a href="http://www.harperchildrens.com">www.harperchildrens.com</a>
3 Billy Goats Gruff (paperback)	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
5 Little Monkeys Jumping on the Bed (paperback)	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
A Bag Full of Pups (paperback)	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
Curious George Goes to a Costume Party (paperback)	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
Eek! There's a Mouse in the House	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
Rotten Ralph's Show and Tell (paperback)	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
Sheep in a Shop	Houghton Mifflin	<a href="http://www.hmco.com">www.hmco.com</a>
A Pocket for Corduroy (paperback)	Puffin/Penguin	<a href="http://www.penguin.com">www.penguin.com</a>
Paddington's ABC	Puffin/Penguin	<a href="http://www.penguin.com">www.penguin.com</a>
The Little Engine That Could (60 <sup>th</sup> anniversary)	Puffin/Penguin	<a href="http://www.penguin.com">www.penguin.com</a>
The Snowy Day	Puffin/Penguin	<a href="http://www.penguin.com">www.penguin.com</a>
Hop on Pop	Random House	<a href="http://www.randomhouse.com">www.randomhouse.com</a>
The Snowman	Random House	<a href="http://www.randomhouse.com">www.randomhouse.com</a>
Clifford Takes a Trip (paperback)	Scholastic, Inc.	<a href="http://www.scholastic.com">www.scholastic.com</a>
Is Your Momma a Llama? (paperback)	Scholastic, Inc.	<a href="http://www.scholastic.com">www.scholastic.com</a>
We're Going on a Bear Hunt (large version)	Simon and Schuster	<a href="http://www.simonandschuster.com">www.simonandschuster.com</a>

## IV. Two Examples of How to Apply Dialogic Reading Techniques to Books

### Example #1

#### Chicken Soup With Rice by Maurice Sendak

➤ **Summary of the story**

A boy describes what he will do each month with his favorite soup: chicken soup with rice.

➤ **Reading the story for the first time**

1) Read the words to the story on each page, moving your finger under the words as you read.

2) Have the child name the month you're reading about.

3) On the first page, have your child repeat with you, "Sipping once, sipping twice, sipping chicken soup with rice." Encourage the child to repeat the chorus with you on each page.

4) Tell your child, "Listen how the words rhyme. They sound the same at the end." Show some examples, e.g. twice...rice, door...floor...more, best...dressed...nest.

➤ **Recalling the story**

At the end of the book, get the child to recall the story using questions such as:

1) What is the name of this story? (Chicken Soup with Rice)

2) What are some of the things the boy did in winter when he was eating his chicken soup with rice? (Ice skating, party with snowman, Christmas tree of soup bowls)

3) What are the names of some months when the weather is hot? (July, August)

4) What is your favorite time of year to eat soup? Why?

➤ **Reading the book again and again**

1) Ask **what** questions about objects or activities in the pictures (e.g. "What is the boy sitting on?" "What is the bird doing?"). Evaluate the child's response. Expand if incorrect by giving the correct name for the object or activity. Ask the child to repeat the name. If the child needs help answering a **what** question, ask that question again the next time you read the book.

2) Give **open-ended prompts** on each page (e.g. "What's happening here?" "What is the boy pretending to be?") Do less reading of the words to the story each time you read it. Leave more to the child.

3) Have your child tell the story to you. The goal is for our child to tell all of the boy's activities in order.

## Example #2

### **EEK! There's a Mouse in the House** by Wong Herbert Yee

➤ **Summary of the story**

A girl sees a mouse in her house and say, “EEK! There’s a mouse in the house.” She sends in a cat to chase the mouse, and when the cat starts causing trouble has to send in a dog to chase out the cat. Then she sends in a hog to chase the naughty dog, but the hog gets into trouble too. The girl finally gets an elephant to chase out all the animals she has sent into the house, but the elephant says, “EEK! There’s a mouse in the house.”

➤ **Reading the story for the first time**

1) On the first page, read “EEK! There’s a mouse in the house.” In the drawing, point to the picture on the wall and ask your child, “What do you think the cat would do with the mouse?” After your child has given an answer, read the rest of the words, “Send in the Cat to chase that rat!”

2) On the second page, read, “Uh-oh! The cat knocked over a lamp.” Then say, “Now who will the girl send in?” (The answer is given in the picture on the wall.) After the child has answered, finish reading the page. Repeat this pattern for the rest of the book.

3) Read the words to the story on each page, moving your finger under the words as you read.

➤ **Recalling the story**

At the end of the book, get the child to recall the story using the following questions:

1) What is the name of the book? (EEK! There’s a Mouse in the House)

2) Who do they send in to chase the mouse? (the cat)

3) Who do they send in to chase the dog? (a hog/pig)

4) Who do they send in to chase the hog? (a cow)

[and so on for the other animals]

5) What happens at the end of the book? (the elephant shouts, “EEK! There’s a mouse in the house!”)

➤ **Reading the book again and again**

1) Ask **what** questions about objects and activities in the pictures (e.g. What’s that animal called? What is the cow doing now?). Use your finger to point to what you’re asking about. Evaluate the child’s response. Expand if incorrect by giving the correct name. Ask the child to repeat the name. If the child needs help in answering a **what** question, ask that question again the next time you read the book.

2) This book is good for learning rhyme. Give **completion prompts**, such as “The cat has knocked over a lamp. Send in the dog to catch that \_\_\_\_\_ (scamp).”

3) Have your child tell the story to you. The goal is for your child to tell all of the activities in the order in which they occur in the book.

## **V. Additional Resources**

Listed below are a number of additional resources related to promoting reading in young children that may be useful for your library.

### **LEARNING ENVIRONMENTS FOR YOUNG CHILDREN: RETHINKING LIBRARY SPACES AND SERVICES**

by Feinberg, S., Kuchner J., and Feldman, S.; published by the American Library Association

This book is directed to practicing librarians, library staff, and administrators and provides information about implementing quality library-based early childhood services. Includes information on planning programs and activities, from arranging space to staffing, as well as important developmental considerations for infants and toddlers, preschoolers, and elementary-school age children.

### **READ TO ME WEBSITE**

Developed by the Cooperative Children's Book Center at the University of Wisconsin-Madison. The online video has some useful information for librarians about how to approach some of the issues that may come up when working with low-income parents. The website also includes a recommended book list for infants and toddlers, as well as answers to a number of questions and concerns that low-income parents may have about reading with their young child.

<http://www.education.wisc.edu/ccbc/readtome.htm>

### **STARTING OUT RIGHT: A GUIDE TO PROMOTING CHILDREN'S READING SUCCESS**

This guide, developed by the National Research Council, explains how children learn to read and how adults can help them. Based on the 1998 National Research Council report, Preventing Reading Difficulties in Young Children, it provides ideas that parents, educators, policy-makers, and others can use to prevent reading difficulties in early childhood and the primary grades. Copies are available from the National Academy Press by calling 1-800-624-6242. Each book costs \$14.95 plus shipping and handling.

### **REPORT OF THE NATIONAL READING PANEL: TEACHING CHILDREN TO READ**

The National Reading Panel Report outlines the most effective approaches to teaching children to read, the status of the research on reading, and reading instruction practices that are ready to be used by teachers in classrooms. Both the report and the congressional testimony are available on-line in PDF format and in hard copy with an accompanying video. <http://www.nichd.nih.gov/publications/nrppubskey.cfm>

### **CENTER FOR THE IMPROVEMENT OF EARLY READING ACHIEVEMENT (CIERA)**

CIERA's mission is to improve the reading achievement of America's children by generating and disseminating theoretical, empirical, and practical solutions to persistent problems in the learning and teaching of beginning reading. <http://www.ciera.org>

## **START EARLY, FINISH STRONG: HOW TO HELP EVERY CHILD BECOME A READER**

This new book provides the latest research, resources, referrals, and recommendations on how to help all children succeed in reading. It focuses on the vital roles of families, child caregivers, schools, and communities, and provides innovative examples of research-based principles in practice. Contacts are provided for a diverse range of projects.

<http://www.ed.gov/pubs/startearly/>

## **IDEAS AT WORK: HOW TO HELP EVERY CHILD BECOME A READER**

This directory, a companion to Start Early, Finish Strong, provides innovative examples of literacy activities at the national, state, local, and community levels, with special sections on business leadership and the nonprofit sector. All entries have contact information to expand your network of ideas and resources. Single copies are available for free by calling 1-877-4ED-PUBS.

## **READ\*WRITE\*NOW!**

The Read\*Write\*Now! Basic Kit, developed by reading experts to develop and build language and literacy skills from birth through grade six, includes fun reading and writing activities, a vocabulary log, and a certificate of accomplishment.

<http://www.ed.gov/Family/RWN/Activ97/>

## **READY\*SET\*READ**

The READY\*SET\*READ Activity Guides for Families and Caregivers provide ideas you can use to help young children learn about language through age-appropriate activities. <http://www.ed.gov/Family/RSRforFamily/>

<http://www.ed.gov/Family/RSRforCaregvr/>

Spanish versions of the Activity Guides for Familias and Cuidadores de Niños Pequeños are also available.

<http://www.ed.gov/Family/Familias/>

<http://www.ed.gov/Family/Cuidadores/>

## **SIMPLE THINGS YOU CAN DO TO HELP ALL CHILDREN READ WELL AND INDEPENDENTLY BY THE END OF THIRD GRADE**

This booklet provides a guide that all community members can use to help children learn to read and become better readers. It includes a general outline for starting a literacy program, with suggestions for families, schools, child care providers, businesses, senior citizens, and others. Available by calling 1-877-4ED-PUBS or on the website.

<http://www.ed.gov/pubs/SimpleThings/>

## **IDENTIFYING LOCAL RESOURCES FOR YOUR LITERACY PROGRAM: A GUIDE FOR NATIONAL SERVICE PROGRAMS**

This booklet helps you identify partners and stakeholders in your community to further your efforts to help children become readers. It focuses on what local program coordinators typically need, such as books, volunteers, training, and funding, and

offers ideas and examples of how others have succeeded in locating these resources within their communities.

<http://www.nwrel.org/learns/>

### **RAISING A READER, RAISING A WRITER**

This brochure for parents lays out simple ways to nurture a child into becoming a successful reader. It includes characteristics of good child care and what to ask your child's teacher. Available for 50¢ each (100 copies for \$10) by calling 1-800-424-2460 or by email: [resource\\_sales@naeyc.org](mailto:resource_sales@naeyc.org).

### **CHECKPOINTS FOR PROGRESS IN READING AND WRITING FOR FAMILIES AND COMMUNITIES, OR IN READING AND WRITING FOR TEACHERS AND LEARNING PARTNERS**

These two booklets provide developmental milestones for children from birth through grade 12 and explain what most children are able to read and write within these periods. Directed toward parents and community members, or teachers and tutors, the booklets outline necessary skills, suggest books for each age group to read, and offer strategies and resources to assist children. Available for free by calling 1-877-4ED-PUBS.

### **HELPING YOUR CHILD SERIES**

If you are interested in fun learning activities to do with children, you'll find more than 150 of them in the very popular "Helping Your Child" Series. To order "Helping Your Child Become a Reader" call 1-888-878-3256.

### **RECURSOS EN ESPANOL**

U.S. Department of Education educational resources for Spanish speakers.  
<http://www.ed.gov/offices/OIIA/spanishresources/>

### **PLAY ON PAPER**

Play on Paper is a short booklet that introduces pre-kindergarten and entering kindergarten children to a number of reading readiness concepts.

<http://www.udel.edu/ETL/RWN/POPindex.html>