



Learning to Grow

MAKING A DIFFERENCE TOGETHER

UNIVERSITY OF HAWAII ♥ WINDWARD COMMUNITY COLLEGE

Building Language and Literacy with Book Sharing

Study after study has linked storybook reading with children's language and literacy development and their school readiness and success. Recently, reading specialists have focused their research on effective strategies for storybook reading and have discovered the powerful impact of book sharing. In book sharing, the reader actively involves the child in the story by giving him opportunities to respond to and talk about a story – before, during and after the story is read. Book sharing has been recognized as a valuable strategy for:

- ♥ building background knowledge;
- ♥ fostering language development;
- ♥ learning the meaning and function of print;
- ♥ developing a sense of the structure of a story; and
- ♥ building positive attitudes about books and reading.

In this newsletter, we will offer tips for book sharing with children at each age level – infants, toddlers and preschoolers. We will also introduce, “dialogic reading,” a book sharing technique especially suitable for toddlers and preschoolers.



Dialogic reading, developed by the Stony Brook Reading and Language Project and based on a strategy established by Dr. Grover J. Whitehurst, has been documented in academic literature as having a significant impact on children's vocabulary and pre-literacy skills.



This newsletter includes:

- ♥ **Age-specific information and suggestions** about activities to do with your infant, toddler, or preschooler,
- ♥ **Featured activities** for each age group,
- ♥ **How This Helps:** a summary of your child's development by doing these activities together,
- ♥ **Resources:** for more information about this topic, and
- ♥ **Suggested Books:** a list of books to read with your child.

4-6-4/18

Infants

Start book sharing as soon as your baby is born! Long before a child can understand the words or stories in a book, he can learn that a book is an opportunity for pleasurable interactions with the adults in his life. Your baby will hear the emotion and rhythm in your voice. Once baby starts smiling or cooing, make an immediate response such as “You think so?” or “Yes, it’s so colorful.”

Here are ideas for book sharing with infants:

- ♥ Announce “It’s story time!” and clap your hands and cheer.
- ♥ Point to pictures, repeat what you see, and expand on it. For example say, “There is a kitty. A kitty says meow.”
- ♥ When showing your baby the pictures, let him touch the book.
- ♥ When he makes any sounds or gestures, respond right away with words and smiles.

- ♥ Choose books that have sturdy pages and have bright colorful pictures.
- ♥ Use books as part of your routine and always have them in your diaper bag and in the car.



Activity for Infants: *Baby’s Own Book*

What You Need:

- Glue
- Cardboard (such as cereal boxes)
- Clear, adhesive contact paper (optional)
- Yarn or ribbon

What to Do:

1. Find photos of family members and close friends.
2. Cut the cardboard into equal size pages.
3. Glue a photo onto each cardboard page.
4. Make holes on one side of each page and thread yarn or ribbon through the holes; tie the pages together.
5. Hold your baby and show him the pictures. Point to each picture and talk about it. For example, “Who’s that? That’s sister! Sister is wearing a red shirt.” Whenever possible, relate the pictures to your child’s own life: “Look, you have on a red shirt, too.”
6. Read the book often. It is sure to be one of baby’s favorites!

Optional: Cover each page with clear contact paper to make the book last longer.

(See page 5 for information on how doing these kinds of activities with your child helps his development and school readiness.)



Toddlers

Continue to read and share lots of books with your toddler. Let him pick the books he wants read to him and follow his lead. If he is interested in a certain subject such as animals or trucks, visit the library and borrow picture books on that subject. He may want to look at the same ones over and over again.

Language explodes during the toddler years, with children learning and acquiring new words almost daily. You may begin to hear your toddler putting words together. Soon, he will be speaking in full sentences. This is a good time to begin “dialogic reading.”



Here are some tips for supporting your toddler’s language development using dialogic reading:

- ♥ The first time you read a book together, 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 in your first reading.
 - ♥ Ask “what” questions: “What is this? Or “What is this called? (dog)
 - ♥ Follow answers with another question: “What is the dog doing?”
 - ♥ Repeat what your child says: “Yes, the dog is eating.”
 - ♥ Expand upon what your child says: “The dog is chewing on a bone.”
- ♥ Encourage your child to say more by asking, “What else do you see?”
- ♥ Let him start to fill in words as you are reading familiar books. For example, “The spider didn’t answer, she was very busy spinning her _____” (child fills in the missing word).

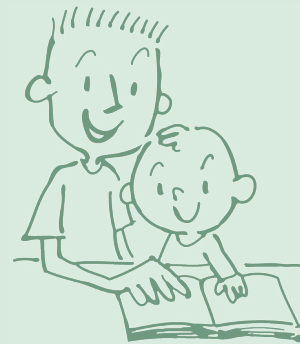
Activity for Toddlers: *Fun with Nursery Rhymes*

What You Need:

Book of Nursery Rhymes

What to Do:

1. Share nursery rhymes with your child. Show him how to do any hand and body motions that go with the rhymes.
2. As your child becomes more familiar with the nursery rhymes, ask him to answer questions by saying or pointing to pictures in the book, such as, “Which animal jumped over the moon?” or “What ran away with the spoon?” (*Hey Diddle Diddle*)
3. Point out objects in your home related to the nursery rhyme such as a teapot with a spout (*I’m a Little Teapot*).



(See page 5 for information on how doing these kinds of activities with your child helps his development and school readiness.)

Preschoolers

As your child enters the preschool years, you will be able to have longer and more complex conversations around a book. Expand book sharing by using the following dialogic reading strategies (P.E.E.R. strategies and C.R.O.W.D. questions) outlined in the tables below:

Strategy	What you do	Example
P Prompt the child to say something about the book	Ask a question to start the conversation. Avoid using questions that can be answered “yes” or “no.”	“What is this?” “What do you think the story is about?” (Use CROWD questions outlined in the next table)
E Evaluate the child’s response	Think about the child’s response. Respond with affirmation and make necessary corrections.	“You’re right. It is a caterpillar!” or “It does look like a worm, but it is a caterpillar.”
E Expand the child’s response	Rephrase or add more information to the child’s response. Introduce new vocabulary.	“It’s a green caterpillar. It made a chrysalis.”
R Repeat the prompt	Repeat and ask questions to make sure the child has learned from the expansion.	“The green caterpillar made a chrysalis. Can you say chrysalis? (pause) Can you curl up like the caterpillar and pretend you’re in a chrysalis?”

Type of Question	What you do	Example
C Completion Questions	Ask the child to complete a word or phrase.	“And – pop! – out of the egg came a very hungry(what?)”
R Recall (Memory Questions)	Ask the child about events in the story.	“Tell me what happened to the caterpillar in the story.”
O Open-Ended questions	Ask the child to describe what is happening in the picture.	“What do you think this story will be about?” (while looking at the front cover) “Tell me what’s happening in this picture.”
W Wh – Questions (who, what, where, when, why, how questions)	Point to something in the picture and ask the child to name it. Ask the child why something is happening.	“What is this called?” “When did the caterpillar eat the oranges?” “Why does the caterpillar have a stomach ache?” “How did the caterpillar get better?”
D Distancing Questions (Connecting the story to the child’s life)	Ask questions that relate to the child’s own life. (Helps to form a bridge between the book and the real world).	“Have you ever gotten a stomach ache?” “Remember when we saw a caterpillar on the tree in our backyard?”

Activity for Preschoolers: *The Reading Puppet*

Adapted from Get Ready to Read

What You Need:

- Puppet or Stuffed animal
- Picture book

What to Do:

- Place the book upside-down where you and your child can see it.
- Bring out the puppet and introduce it to your child. Explain that the puppet is going to read the book, but will need some help. Encourage your child to interact with the puppet.
- Begin the activity by having the puppet look for the title, author and illustrator of the book. Since the book is upside-down, the puppet should ask for help from your child. For example, “I want to read this book, but first I need to tell you the title. I can’t find it! The book is upside-down. There’s the title. What does ‘title’ mean?”
- Continue the activity with the puppet asking for your child’s help reading the book. For example:
 - ♥ “What should I do first if I want to read the book?” ♥ “Help me turn the page.”
 - ♥ “Where should I start reading?” ♥ “Can you help me find the picture of _____?”

(See page 5 for information on how doing these kinds of activities with your child helps his development and school readiness.)



How This Helps

The activities suggested in this newsletter help promote many different aspects of development:

Physical Development

- ♥ Use and strengthen small muscles, e.g., fingers, hands and toes
- ♥ Learn to use his body with intention

Social and Emotional Development

- ♥ Develop a close bond with you
- ♥ Feel important and good about himself

Language and Literacy Development

- ♥ Develop early reading skills and a love for reading
- ♥ Learn the meaning and function of print

Cognitive Development

- ♥ Develop his creativity and imagination
- ♥ Develop his thinking and problem-solving skills



Kids in the Kitchen

Cooking teaches valuable lessons such as math and science concepts, fine motor skills, and language development. As you make this recipe with your child, ask questions throughout the process to encourage his thinking skills. Talk about kitchen safety. Show him how to handle items safely and allow him to do as much as he is capable of. Most of all, have fun!

Easy Spaghetti and Meatballs

Adapted from Genius Kitchen; make this meal after reading a story about spaghetti and meatballs such as “Cloudy with a Chance of Meatballs”

Ingredients:

2 (30 ounce) jars of spaghetti sauce	$\frac{3}{4}$ cup dry breadcrumbs	$\frac{1}{2}$ – 1 tsp. salt
2 lbs. lean ground beef	$\frac{1}{4}$ cup fresh parsley, chopped	$\frac{1}{4}$ cup Parmesan cheese
2 eggs	1 clove garlic, minced	1 lb spaghetti, cooked

Directions:

1. Place spaghetti sauce in a large saucepan and simmer over medium heat.
2. Have your child help mix beef, eggs, breadcrumbs, parsley, garlic, salt and Parmesan cheese in a large bowl. Talk about how all the ingredients blended together.
3. Together, shape the mixture into 18 meatballs. Make sure to wash hands well before and after touching the mixture.
4. Place meatballs in simmering sauce.
5. When sauce returns to a simmer, cover and cook 30–35 minutes until meatballs are cooked through.
6. Serve sauce and meatballs over warm spaghetti.

Resources

Dialogic Reading Video Series

<http://getreadytoread.org/early-learning-childhood-basics/early-literacy/dialogic-reading-video-series>

Click on the links listed on the web page to watch short videos featuring Dr. Grover J. Whitehurst discussing how dialogic reading can support language learning.

U.S. Department of Education

<http://www2.ed.gov/parents/academic/help/reader/part5.html>

Language-building activities for parents and care providers that you can do with your child to help her build the skills she needs to become a reader. Each activity is given an age span that suggests when children should try them.



Suggested Books

Discover these books and more at the **Hawai'i State Public Library** www.librarieshawaii.org.

Infants and Toddlers

Tap the Magic Tree by Christie Matheson

Interact with this book by having your child tap, shake, and jiggle the pages. Begin with a bare brown tree and watch nature grow and change before your eyes.

A Moment in Time by Jennifer Butenas

Follow a family of four as they use rhythm and rhyme to capture moments in time.

Preschoolers

Creature Features by Steve Jenkins and Robin Page

Learn a variety of facts about 25 animals and where they live. This book will explain why animals look the way they do.

Night Light by Nicholas Blechman

Explore this die cut book with different vehicles that have nighttime lights from fire trucks to helicopters. Count up to 10 with this rhyming story.



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