



# Quality ChildCare

For Registered Home-Based Providers

LEARNING TO GROW ★ WINDWARD COMMUNITY COLLEGE

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## 10 Hallmarks of Quality Child Care

- ★ Build trusting relationships
- ★ Provide consistent care
- ★ Support children's health
- ★ Provide a safe environment
- ★ Provide positive guidance
- ★ **Provide a language-rich environment**
- ★ Foster curiosity and development through play
- ★ Individualize care and learning activities
- ★ Partner with parents
- ★ Pursue personal and professional growth

## This Month's Hallmark of Quality Child Care

Provide a Language-Rich Environment

### Building Literacy Through Dialogic Reading

Storytime in your child care program is one of the most important moments of the day. In fact, the National Association for Family Child Care (NAFCC) emphasizes the importance of reading to children by recommending that providers read for at least 15 minutes during each half of the day. Study after study has linked storybook reading with children's language and literacy development and their school readiness and success.

Reading specialists who focused their research on effective strategies for storybook reading 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 is 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, is documented in academic literature as having a significant impact on children's vocabulary and pre-literacy skills.

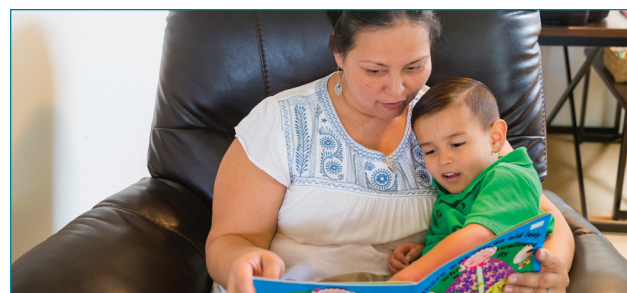


# Infants

Start book sharing as soon as the infant enters your program! Long before a child can understand the words or ideas in a book, he can learn that a book is an opportunity for pleasurable interactions with the adults in his life. Infants will hear the emotion and rhythm in your voice. While reading together, once he 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:

- Have fun together! Your enjoyment of books will nurture the same love of books with the children in your program.
- Follow the infant’s lead. It’s okay if he wants to skip pages or put the book down.
- Allow exploration by providing sturdy books. Infants love to touch, grasp, and mouth everything, even books!
- Point to pictures, repeat what you see, and expand on it. For example, say, “There is a kitty. A kitty says meow.”
- Ask “where” questions for older infants. For example, “Where is the dog? Yes, you see the dog. Let’s pat him.”



# Toddlers

Create opportunities for reading stories throughout your day, such as during indoor snack time, during an outdoor rest break, or while settling down for nap. Take turns letting children pick the books they want to read. If children are interested in a certain subject such as animals or trucks, visit the library and borrow picture books on that subject. Toddlers often want to hear the same books over and over again. Since language explodes during the toddler years, this is a good time to begin dialogic reading.

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

- The first time you read a book together, do most of the talking yourself by reading the words of the story and making sure that you point out the names of things toddlers may not know.
- The next time you read the same book, do the following for some of the pictures/objects you named in your first reading.
  - Ask “what” questions: “What is this?” Or “What is this called?”
  - Follow answers with another question: “What is the dog doing?”
  - Repeat what the child says. “Yes, the dog is eating.”
  - Expand upon what the child says: “The dog is chewing on a bone.”
- Encourage the 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...” Pause to have the child fill in the missing word.



# Preschoolers

As children enter the preschool years, you will be able to have longer and more complex conversations around a book. In dialogic reading, you become the active listener allowing the child to take the lead. You can start implementing dialogic reading by choosing a picture book containing rich illustrations. If possible, choose a physical book that encourages person to person interaction rather than an e-book in which the child is focused on the screen. Begin by reading through the book with the children using the PEER strategy:

- **Prompt** the child by asking a question that requires more than a “yes” or “no” response. For example, “What is that?”
- **Evaluate** the child’s response by affirming (or correcting) what he said. “That’s right, it’s a plant!”
- **Expand** on what the child said by rephrasing or adding more information. “This is called a Kalo plant. We saw Kalo growing by the stream yesterday.”
- **Repeat** the child’s response, encouraging him to use the new information. “Can you say Kalo plant?”

In addition, use C.R.O.W.D. prompts to help you remember different types of questions you can ask the children when book sharing.

- **Completion** prompts are great for stories with repetitive text or rhymes. For example, “I do not like green eggs and ham, I do not like them...” Pause to let the child finish with, “Sam-I-Am.”
- **Recall** prompts asks the child about events in the story that were previously read. For example, “What happened when Sam-I-Am asked him to try the green eggs?”
- **Open-Ended** questions do not have a “yes” or “no” answer. Ask the child to describe what is happening in the picture. For example, “Tell me what Sam-I-Am is doing.”
- **Wh-Questions** (what, when, why, where, or how) are similar to open-ended prompts,



but may require deeper thinking. For example, “What can Sam-I-Am do to encourage him to try the green eggs and ham?”

- **Distancing** prompts help connect the story to the child’s life. For example, “Did you ever try something you didn’t want to eat, but ended up liking it?”

Remember, the goal of dialogic reading is to have a conversation about a book. It can be a fun and engaging experience as you follow the children’s interests. Have fun reading as you promote important language and pre-reading skills while bonding with the children in your care.

## Training Opportunity

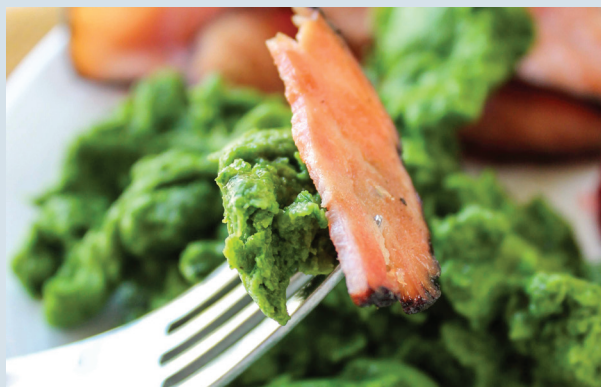
**Power Up Story Time by TALKING: Reading with Toddlers and Preschoolers in Small Groups**, by Betty Bardige

This 1.5 hour webinar focuses on making the most of book-sharing opportunities with mixed age groups.

<https://www.earlychildhoodwebinars.com/webinars/power-up-story-time-by-talking-reading-with-toddlers-and-preschoolers-in-small-groups-by-betty-bardige/>

## Kids in the Kitchen Green Eggs and Ham

Try this recipe after reading *Green Eggs and Ham* by Dr. Seuss.



### Ingredients:

- 2 eggs
- 2 cups baby spinach
- salt and pepper
- butter or nonstick spray
- 4 slices ham

### Directions:

1. Break the eggs into a blender.
2. Have children help add in the spinach.
3. Blend on high, then scrape down the sides and sprinkle salt and pepper. Pulse until the spinach is fully blended.
4. Coat a small non-stick pan with butter or oil and heat over medium low.
5. Pour in the egg mixture and ask the children, "Will you eat green eggs and ham?"
6. Stir the eggs with a spatula and remove from heat when fully cooked.
7. Heat the ham until it browns slightly.
8. Serve and read *Green Eggs and Ham* as the children enjoy their meal.



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## Suggested Books

Discover these books and more at the Hawai'i State Public Library [www.librarieshawaii.org](http://www.librarieshawaii.org)

### Infants and Toddlers

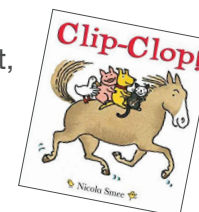
***Hands Can*** by Cheryl Hudson

Hands can do all kinds of things! The rhyming text with eye-catching color photos are perfect for a shared reading experience.



***Clip-Clop*** by Nicola Smee

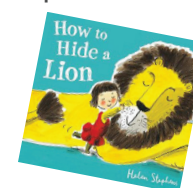
Bounce along as Mr. Horse gives a ride to his friends, Cat, Dog, Pig, and Duck. Faster, they beg...faster!



### Preschoolers

***How to Hide a Lion*** by Helen Stephens

Join Iris on her mission to hide her large furry friend in a variety of places—behind the shower curtain, in her bed, and even up a tree.



***We're Going on a Bear Hunt*** by Michael Rosen

Using repetitive text, this story encourages movement and participation. Cross a field of tall, wavy grass and wade through a deep, cold river. What's in the cave?



## Citations

Napoli, A. R., & Johnson, V. J. (2019, July 11). *Promoting Young Children's Early Language and Prereading Skills with Dialogic Reading* (G2317). Retrieved March 21, 2022, from <https://extensionpublications.unl.edu/assets/html/g2317/build/g2317.htm>

Whitehurst, G. J. (2020, August 27). *Dialogic reading: An effective way to read aloud with young children*. Reading Rockets. Retrieved March 24, 2022, from <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

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