Talking|Singing|Reading|Writing|Playing

Early Literacy Specialists of Eastern Ontario

Story Stretchers!

PUPPETS AND APRON

FELT BOARD

STORY HATS

WIND-UP STORIES

LARGE PROPS

CLOTHESLINE STORIES

SHADOWS

RANDOM PICTURE DRAW

MAGNETIC STORIES

SAND STORIES

DRAWING STORIES

Created by Early Literacy Specialists of Eastern Ontario
www.parentresource.ca

Handout for “Reading” workshop

Reading Reflection

When I read a story….

Yes, No, Sometimes…	Y	N	S
I have fun			
I chose books adapted to the child's stage of development			
I chose books according to the children's interests			
Other than the book corner, there are books in other play areas			
I rotate the books on a regular basis			
Children have access to books at different times during the day			
The books I choose reflect inclusivity and diversity			
The reading corner is welcoming and comfortable			
I read stories at different times during the day ☺story time ☺snack time ☺lunch time ☺outdoor play ☺nap time ☺free play			
I have read the story prior to reading it to the children			
I position the children so I can see all of them and they can all see me			
I make sure that every child can see the pages of the book, including illustrations			
I memorize the onomatopoeia (sounds)			
I adapt the text to the child's level of understanding			
I use animation and expression			
I use gestures			
I use props when appropriate ☺ puppets ☺ inanimate objects ☺ magnets ☺ felts ☺ sequence cards ☺ shadow box ☺ sandy stories ☺ rolled-up stories			

Created by Early Literacy Specialists of Eastern Ontario
www.parentresource.ca

I sing songs, nursery rhymes and use finger play			
I follow some of the text with my finger or a pointer			
I engage the children by ☺ inviting them to ring the bell to signal page change ☺ inviting them to turn the pages ☺ using props ☺ repeating onomatopoeias (sounds) ☺ making gestures ☺ asking open-ended questions ☺ asking children to re-tell the story ☺ asking children to fill in the blanks			
I follow the children's lead and make comments or ask questions based on what they say			
I put emphasis on new words and explain them			
I pause frequently to observe the children's reactions			
I listen carefully to the children's comments and questions			
I set aside enough time so we can have a good discussion about the book			
I implement retelling activities in my curriculum			
I encourage parents to read to their child -book lending library -Scholastic membership -community resources are available at all times			

Following this reflection, I will work on these three mains strategies:

1._____

2._____

3._____

Early Literacy Developmental Skills

Early or emergent literacy refers to the set of skills that children will use to learn to read, write and communicate. Your child is growing and developing in many ways, physically, mentally and socially. REMEMBER, all children are unique and develop skills at different times.

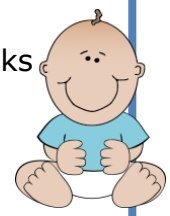
Age Group	Early Literacy Developmental Skills	What can you do to help
Baby	• Looks intensely at pictures for several minutes • Reaches for and explores books with hands and mouth • Uses both hands to manipulate the book to make the pages open and close • Holds book with help • Tries to turn several pages at a time • Looks at pictures, vocalizes and pats picture	• Offer your baby cloth books or rubber books. Let the baby touch, feel and chew! • Point out the pictures and name the objects • Babies like books with large photos of people's faces • Play social games with your baby (e.g., peek a boo)
Toddler	• Able to carry book and turn pages well • Labels a particular picture with a specific sound • Enjoys being read to and enjoys looking at books • Asks for favourite books to be read over and over again • Pretends to read • Names familiar pictures • Relates events in books to his/her own past experiences • Can join in and recite phrases	• Ask child to identify pictures in a book (e.g., Show me the baby) • Ask child to help you turn the pages • Share books about concepts such as up and down, in and out, big and little and so on… • Repeating favourite books, games and songs helps build literacy skills • Go to the library and pick books together
Preschooler	• Recognizes familiar logos and signs - (e.g., stop sign) • Remembers and understands familiar stories • Knows how to use a book (holds/turns pages one at a time, starts at beginning, points/talks about pictures) • Looks carefully and makes comments about books • Fills in missing words/phrases in familiar books • Talks about past events • Tells simple stories • Becomes conscious of the different sounds in words	• Look for books that appeal to their interest • Talk about what is happening and have your child tell you about the story • Ask questions about a book as you read it, "What will happen next? Why is the boy smiling? • Read regularly to your child. This is one of the best ways to ensure future reading and writing success.

Choosing books for your child

Children's reading interests and needs change as they grow.

Here are some basic things to look for as you help your child choose good books.

Choosing a book for a baby



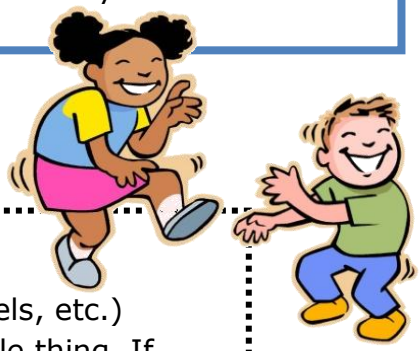
- ✓ Cloth, board or washable books
- ✓ Books with different textures
- ✓ Pictures of familiar objects
- ✓ Clear colourful pictures
- ✓ Bright colours
- ✓ No words or few large print words

Choosing a book for a toddler

- ✓ Interactive - encourages child to make a sound or act
- ✓ Multi-sensory (touch and feel books)
- ✓ Stories that review basic concepts such as letters, numbers, shapes, and colors
- ✓ Nursery rhyme books
- ✓ Books about everyday life such as getting dressed, playing, eating, etc.
- ✓ Books with few words or large print words
- ✓ Simple repetitive words or phrases
- ✓ Books with bright simple pictures
- ✓ Topics that interest your toddler

Choosing a book for a pre-schooler

- ✓ Favorite books
- ✓ Interactive books
- ✓ Stories with simple plot
- ✓ Topics that interest child
- ✓ Fairy tales
- ✓ Repetitive text
- ✓ Books with large text
- ✓ Books with interesting pictures
- ✓ Books about abstract ideas or new things (different cultures, animals, tools, etc.)



What if my child isn't interested in reading or can't sit still?

- ✓ Point out or talk about print in the environment (road signs, food labels, etc.)
- ✓ It's okay to look through a book and then decide not to read the whole thing. If your child doesn't like a book after reading a few pages, pick another one. Reading is supposed to be fun, not a chore
- ✓ Choose a comfortable area with little or no distractions (TV, tablets, toys, etc.)
- ✓ Read a page or two at a time. It's okay to leave the book and come back and finish it later
- ✓ Instead of reading the words in the book, make up your own story or talk about the pictures
- ✓ Make reading a routine (bedtime)

Created by Early Literacy Specialists of Eastern Ontario
www.parentresource.ca

PRC CRP

iReading

SSCAN

Keep every child engaged: You can if you SSCAN

Reading *with* children means that every child is involved and engaged. You can do this if you remember to "SSCAN." Each letter of SSCAN gives you a quick reminder of how to include every child.

S Small groups are best

There is much more opportunity for interaction during book reading with a small group of children. Even if you have story time in a large group every day, try to share books at other times with smaller groups of three to four children during free play, outdoor play or centre play, after naptime, or early or late in the day, when there are fewer children in the classroom.

S Select the "right" book and read the "right" way

The right book is developmentally appropriate and has both an interesting topic and appealing illustrations. Even children who are hard to engage will enjoy books they can follow easily, such as big books, predictable books and books they can manipulate, such as lift-the-flap books.

The "right" books come alive when they are read the "right" way. Be animated, add expression to your voice or change it for different characters. Use props to help the children understand the story. You can even have them act out parts of the story to make it come alive. For example, when reading about an adventure with a car or a train, every child can become the driver if given a steering wheel made from a paper plate.

If Ruth took the time to carefully observe, she would notice that Diego (on the couch) is paying attention but not participating or interacting.

C Carefully observe each child's level of involvement

When you observe how involved and engaged children are during book reading, you will notice some children are interacting well, with some of them interacting somewhat frequently and others very frequently. However, you may also notice that some children are not interacting well, specifically in these ways:

- not paying attention
- paying attention but not participating or interacting
- participating with actions but not interacting during discussions
- dominating and talking much of the time

Once you note each child's level of involvement, you can help the less engaged and interactive children join in the fun.

Margaret offers a prop to encourage interaction with Lindsay, who has been attending but not participating.

A Adapt your response to encourage the involvement of all the children

Children who are not paying attention need the most help. Call the child's name to gain his attention and then...

- Offer props and encourage the child to use them (but don't insist).
- Move the child so he is facing you.
- Do something interesting to attract the child's attention (e.g., change your voice, or comment on and point to an illustration).
- Ask a question or make a comment (either about the story or the child).
- Respond to anything the child communicates, verbally or non-verbally.
- Give the child a role, such as holding the book.
- In future try a different book that would be more interesting to this child.

Children who are paying attention but not participating can be encouraged to get involved. Call the child's name and then...

- Offer props and encourage the child to use them (but don't insist).
- Move the child so he is facing you.
- Give the child a task, such as holding the book.

Children who are participating with actions but not interacting can be encouraged to interact in these ways:

- Ask a question the child can easily answer — not a "testing" question, but one that shows your interest in what the child thinks, e.g., "Have you ever been to/seen/tried... ?"
- Wait — to give the child time to respond. When he responds, follow his lead and respond with interest and enthusiasm, building on what he has said.

Children who are dominating and talking much of the time during book reading need to understand that other children need an opportunity to talk as well. You can...

- Set a ground rule that everyone gets a chance to talk without being interrupted.
- Give a "wait" cue, which acts as a signal for the child to wait for his turn.
- Direct the child's questions to the other children — for example, "Raj thinks the little boy should ask someone to show him the way home. What do you think he should do?"

N Now keep it going

Once you have engaged all the children in the conversation about the book, continue to scan the group, making mental notes of how engaged each child is throughout the activity. In this way you can keep the turns going and ensure that every child is involved.

PRC CRP

Reading

Putting the E's and P's into practice with "The Paper Bag Princess"

Experiences
Have you ever wanted to do something that you weren't supposed to do, just like the dragon did?

Emotions
How do you think the princess felt when the prince criticized her clothes?

Explain
The dragon wants to eat the princess because he is very hungry.

Evaluate
Was it a good idea for the princess to go to the dragon's cave?

Predict
I think the dragon is going to be very surprised when he comes back the next time.

Pretend
Let's pretend to be the dragon and the princess and act out the story.

Project
If I saw a dragon sticking his head in my window, I think I would just run away as fast as I could.

Problem-solve
This dragon has kidnapped the prince. How could the princess get him back?

"The Paper Bag Princess" by Robert Munsch (illustrator, Michael Martchenko, Annick Press © 1980)

Created by Early Literacy Specialists of Eastern Ontario
www.parentresource.ca