



Read with Me:

Stress-Free Strategies for Building Language and Early Literacy

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AGENDA

- A. Key Concepts in Developing Early Literacy Skills
 - The Language-Literacy Hierarchy
 - The Stages of Reading
- B. Interactive Reading Strategies – the Foundation for Building Language and Early Literacy
 - Echo Reading
 - Paired Reading
 - Questions
 - Prediction
 - Wordless Books
 - Reader's Theatre
- C. Wrap up and Action Plan



**START
HERE!**

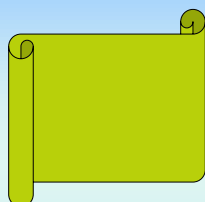
Language/Literacy Hierarchy



**You're
on the
Right
Track!**

Steven Bialstock, 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
7. Recognizing the words
8. Developing fluency
9. Reading independently



**This Way
to Better
Readers!**

BIG IDEA!

Children need strong oral language skills to have strong reading skills!

Children learn to talk by talking, they learn to read by talking AND reading.

Interactive Reading Strategies

- Are an excellent way to build the foundation language skills critical to reading success.
- Encourage children to participate actively in the reading process rather than merely being a passive listener.
- Build strong oral language skills
- Are easily incorporated into classroom lessons as well as small group instruction.
- Goal is **PARTICIPATION**, not **PERFECTION**!
- Accept and encourage all language attempts.



READING WITH YOUNG CHILDREN SHOULD BE....





How to Engage Children with Echo and Paired Reading

- Choose books that have a simple story sequence, engaging pictures, and one main idea on a page.
- You may need to read a book 5 times or more (especially for paired reading) before your child feels confident enough to take his or her turn.
- Don't correct. The goal is participation, not perfection!

For Echo Reading

- Cue your child by saying "Copy me" or "Say what I say" to help him or her know what to do.
- Don't force your child to echo. If he or she is not able or not willing to join in, just go on to the next page.
- Echo reading fosters vocabulary development, reading fluency, and many other important skills.
- Accept all attempts!

For Paired Reading

- Choose books that are predictable and contain strong rhyming components and/or fun, repetitive phrases.
- Pause and use voice inflection and facial expressions to signal to the child that it is his or her time to "read."
- Vary the amount of material that the child "reads" according to his or her level. Some children may be ready to recite an entire page and some only a single word.
- If your child is not willing or able to join in, just read the phrase yourself and keep going. Don't force your child to participate.
- Pair reading gives children a chance to be an active member of the reading process. This fosters confidence and important early language and literacy skills.
- Accept all attempts!

Remember!
Make reading together FUN!
and STRESS-FREE!





How to Engage Children with Friendly Questions and Prediction

Asking Friendly Questions

- Avoid scary questions that have only one specific “right” answer.
- Ask questions that develop the child’s ability to think beyond the facts.
- Use phrases and words such as:
 - ✧ *What do you think....?*
 - ✧ *How would you feel....?*
 - ✧ *I wonder who might be...?*
- Effective questioning techniques encourage critical thinking and more complex language.
- Accept all answers. Give praise for the child’s attempts and responses.

Helping Children Make Predictions

- Look for books that give the child an opportunity to make a prediction such as what might happen next, what might be hidden under a flap, or a set of clues to guess the answer to a riddle.
- Encourage children to create an alternate story line or to tell what might happen after the last page of the story.
- Do not demand that children’s predictions be exact. Children enjoy making silly predictions.
- Remember that books can contain both visual and auditory clues.
- Don’t force the child to participate.
- Accept all answers. Give lots of praise for attempts:
 - ✧ *That’s a great idea!*
 - ✧ *What a good guess!*
 - ✧ *I wish I had thought of that!*

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How to Engage Children with Wordless Books and Readers Theatre



Using Wordless Books

- Choose books that have a simple, sequential format. (Older children can benefit from books with more sophisticated themes.)
- Look through each book together, talking through the actions and how the characters might feel.
- Invite your child to tell you about at least one thing on each page.
- Allow your child to take the lead if he/she wishes.
- Ask friendly questions and encourage your child to make predictions.
- Try sticky notes to help your child become an “author.” (This helps children discover that what they say can be written and read again).
- Accept all attempts.

Engaging in Reader’s Theatre

- Use the child’s natural interest in dramatic play to re-enact familiar literature.
- Choose books that have sequential events, a familiar story line, or activities that can easily be acted out.
- Gather simple props or provide paper and craft sticks for making puppets and other props for dramatization.
- Remember that reader’s theatre can range from moving parts of the body, such as clapping or stomping, to full-scale dramatic productions with costumes and sets. (But most fall somewhere in between.)
- Be prepared to watch and listen to the child’s production over and over.
- Enjoy without a critical eye to perfection.

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JOINING THE LITERACY CLUB

Most children will learn how to read. Whether they will learn to value the ability and use it effectively to direct their lives depends on their experiences with literacy. Through the use of good literature, effective reading strategies, and a fun and stress-free approach to reading, children can learn to be attracted to reading a pleasurable experience. Parents who use this approach to literacy can help their children value reading as a desirable alternative to other activities, and a tool for becoming a successful person. The following suggestions will help you and your child "join the literacy" club for better language and literacy skills.

1. **Talk, talk, talk.** Children who have good language skills and large vocabularies have a better foundation for reading. Discuss everyday and extraordinary events at length. Point out fun things you notice while driving to school (or daycare, or town, etc.). Talk about what you see in the grocery store. Talk about how bananas, cherries and apples are fruits, and beans, corn, and onions are vegetables. Play the "I Wonder" game. "I wonder where that fire engine is going?" "I wonder why that woman is looking so happy?"
2. **Read, Read, Read.** Reading to your child is the single most important literacy building activity that you can provide. Children are never too young or too old to be read to. Choose good books and keep reading FUN and STRESS FREE!
3. **Demonstrate Literacy.** To attract children to reading and writing, we must show them what literate adults do. Children must see parents reading, just as they listened to their parents talk, if they are to learn the importance of reading. Newspapers, magazines, and books should literally overflow in a home that is growing a crop of young readers.
4. **Support, Not Correct.** Nobody is as good a reader as they could possibly be. Avoid needlessly correcting students as they read with you. Celebrate their attempts to get things right.
5. **Build responsibility.** Provide opportunities for your child to choose his or her own books. Get a library card. Talk to them about the books they select and later, about whether they liked the book.

6. Set Reasonable Expectations. Don't expect your child to learn to read overnight, or at the same pace as another child, or to love every book you read. Remember that each child is an individual. We want to encourage reading, not force it upon our children.

YOU DO NOT NEED

- 1. Phonic Books, Phonic Tapes, or Other Workbooks.** Would you want to join a club that was having as much fun as a phonics worksheet? Your child will learn phonics once they reach school age. Better to leave this to their classroom teacher.
- 2. Specialized Reading Materials or Programs that Promise "your baby can read!:"** Parents who read with their children on a regular basis - using books from the library or other sources - facilitate reading at an appropriate developmental age.
- 3. A Critical Eye to Hunt for Errors.** If you are looking for errors, you will surely find them - and that is what your child will focus upon. It is more difficult, yet more beneficial, to focus upon the successes. Then you become partners in the Literacy Club!





RWM Book Characteristics

Here's What to Look for When Selecting Books to Use with Read With Me Strategies

STRATEGY	LOOK FOR:
Echo Reading	• only a few words on a page • vocabulary that is reinforced by the illustrations • bright, engaging pictures
Paired Reading	• predictable text • engaging storylines • strong rhythm and rhyme AND/OR • a phrase that repeats throughout the story
Friendly Questions	• details that invite friendly questions • storylines that encourage critical thinking
Predicting	• stories that provide opportunities to predict what might happen next • visual details that give clues to what might be on the next page
Wordless Books	• books in which the story is told through the pictures rather than through the words (some wordless books have a few words in them)
Reader's Theatre	• stories that encourage movement and action • stories that can be acted out or work well with props (such as puppets, simple costumes, or manipulatives)



Read with Me! Family Book List

ECHO READING

Bears in Pairs	Niki Yekai
Brown Bear, Brown Bear	Bill Martin, Jr
Capering Cows (also paired reading) ^{DR}	Shari Robertson
Dinosaur Roar!	Paul & Henrietta Langdon
Down By The Bay	Raffi
Goodnight, Moon	Margaret Wise Brown
I Went Walking	Sue Williams
In the Small, Small Pond	Denise Fleming
Quick as a Cricket	Audrey Wood
Where is the Green Sheep?	Mem Fox

PAIRED READING

But Not the Hippopotamus	Sandra Boynton
Each Peach, Pear, Plum	Janet Alhberg
I Love My White Shoes	Eric Litwin and James Dean
Jump, Frog, Jump! (also predicting)	Robert Kaplan
My Cow Can Bow ^{DR}	Shari Robertson
One Duck Stuck	Phyllis Root
Pants on Ants, Go By Goat, The Bark Park, Sail by a Tail ^{DR}	Elizabeth Redhead Kriston
Silly Sally	Audrey Wood
Time for Bed	Mem Fox

FRIENDLY QUESTIONS AND PREDICTING

Bark, George!	Jules Feiffer
Dear Zoo	Rod Campbell
A Peanut Sat on a Railroad Track	Elizabeth Redhead Kriston
Is Your Mama a Llama? (also Reader' Theatre)	Deborah Guarino
Little Mouse, Red, Ripe Strawberry...Bear	Don Wood
Look! Look! Look!	Tana Hoban

FRIENDLY QUESTIONS AND PREDICTING (CONT)

Mary Wore Her Red Dress	Merle Peek
Raincoats and Rainbows ^{DR}	Elizabeth Kriston
Rosie's Walk	Pat Hutchins
Shivering Sheep ^{DR}	Shari Robertson
Who is Driving?	Leo Timmers

WORDLESS BOOKS

A Boy, A Dog, and a Frog	Mercer Mayer
Changes, Changes	Pat Hutchins
Good Dog, Carl	Alexandra Day
Goodnight, Gorilla	Emily Arnold McCully
Hug	Jez Alborough
The Red Book (and others by this author)	Barbara Lehman
Spotless Spot ^{DR} Firefly Fox	Alexandra Crouse
Tuesday	David Weisner

READER'S THEATRE

Clap Your Hands	Pat Hutchings
Five Little Monkeys Jumping on the Bed	Eileen Christelow
From Head to Toe	Eric Carle
I Can Do That! ^{DR} , I Can Say That! ^{DR}	Suzie Lederer
I Love My White Shoes (Pete the Cat series)	Eric Litwin
The Napping House	Audrey Wood
Run, Turkey, Run! (also Paired Reading) ^{DR}	Peggy Agee
Shake My Sillies Out	Raffi
The Seals on the Bus	Lenny Hort
We're Going on a Bear Hunt	Helen Oxbury
The Very Busy Spider & The Very Hungry Caterpillar	Eric Carle
The Wide Mouthed Frog	Kevin Faulkner
You're Just What I Need	Ruth Kraus

^{DR} AVAILABLE FROM DYNAMIC RESOURCESwww.dynamic-resources.org