

Every Child Ready to Read @ your library®

Early Literacy Workshop

For Two- and Three-Year Olds

Talkers

Introduction for Presenters

Current research has proven the critical role of parents and caregivers in developing language and early literacy skills in children beginning at birth.

Early childhood and early literacy research is not always easily accessible to parents and caregivers — or even to library staff. The Public Library Association and the Association for Library Service to Children, in cooperation with the National Institute of Child Health and Human Development of the National Institutes of Health, have partnered to bring important information about early literacy to library systems around the country. Libraries will play a key role in disseminating information about the importance of early literacy to parents, child care providers, early childhood educators, children’s advocates and political decision makers.

Making parents and others in your community aware that you are a resource for early literacy information and guidance will help position your library as a community partner in the common public goal of helping children become successful readers and learners.

Use the resources on this website to educate yourself and your community about the critical goal of libraries in making Every Child Ready To Read.

How to use the following script for presenting the workshop for *Early Literacy for Two- and Three-Year Olds*:

- Use this script as a guide when making presentations to parents and caregivers.
- Feel free to substitute books and rhymes that are more familiar to you or your audience.
- Scripts with additional, supplemental information to incorporate into your presentation are also here on the website. Use these if you feel they are appropriate for your audience. Supplemental materials are indicated in the script with this symbol: **S#**

- Instructions for presenters are within brackets: []
- Workshop activities to do with your audience are marked with this symbol: ☀
- Every Child Ready to Read brochures and posters can be ordered from PLA. The brochures are also downloadable.
- You can refer to the training DVD that is available for purchase for additional information and help. Counter timings from the DVD are indicated in a box:

0:01:01

Program Background

Learning to read and write is essential to school success. Children who are proficient readers are usually the most successful learners.

Studies point to a relationship between shared reading experiences, language development and reading achievement. Children who are read to from an early age have more advanced language skills at age four. They also have a greater interest in books and enjoy reading activities to a greater extent. A child's interest in reading is an important predictor of later reading achievement.

Goals of Early Literacy for Two- and Three-Year Olds

- Define early literacy and explain its importance.
- Present the six pre-reading skills that help children get ready to read.
- Introduce Dialogic Reading as a way parents and caregivers can help develop pre-reading skills in their children. Demonstrate how to use Dialogic Reading when reading picture books.
- Offer ideas to make book sharing an enjoyable experience so that parent and child read together more often
- Suggest books, rhymes and other resources that are age appropriate

Organizing sessions

PLA and ALSC suggest the following for workshop sessions:

- Register up to 35 participants per session. The sessions are intended for parents and caregivers only, although children may come. Have books and toys on hand for children who attend.
- Choose a self-contained room, if possible, for the sessions.
- Offer sessions during the day and the evening or weekend to make them available to stay-at-home and working parents.

You will need:

Every Child Ready To Read poster (In kit or order separately)

Handouts:

Every Child Ready To Read brochure for talkers (In kit or order separately from ALA or downloadable from this website.

Materials [SUBSTITUTE OTHERS if you wish]

New Road (Gibbons)

Jesse Bear What Will You Wear? (Carlstrom)

Jump, Frog, Jump (Kalan)

Chugga-Chugga Choo-Choo (Lewis)

Bam Bam Bam (Merriam)

Three Little Kittens (Galdone)

Flower Garden (Bunting)

Hush! A Thai Lullaby (Ho)

Mainly Mother Goose — Tape/CD (Sharon, Lois & Bram)

Head and Shoulders from *Wee Sing for Babies* (Beall)

Your choice of resources about how to choose books for two- and three-year olds

Video: *Hear & Say Reading* In kit or order separately at

www.ala.org/ala/alsc/ecrr/orderinginfoa/workshopvideos.cfm

Equipment:

A television and VCR

Flip chart or blackboard

Optional:

A laptop with projector or overhead projector (in case you use a Powerpoint presentation or overheads)

Dialogic Reading: "What" Questions flyer

Dialogic Reading: Open-ended Questions & Expansion flyer

Hear and Say Reading bookmark

Early Literacy Bibliography

Too Much Noise (McGovern) and flannel board

How Are You Peeling? (Freyman)

Farm Alphabet Book (Miller)

Kipper's A to Z (Inkpen)

Benny Bakes a Cake (Rice)

Every Child Ready to Read @ your library®

Early Literacy Workshop

For Two- and Three-Year Olds

Talkers

Program Outline and Script

0:36:38

Welcome & Introduction

[WELCOME PARENTS AND CAREGIVERS. Glad they came. Give brief introduction to library services and resources.]

This workshop is about early literacy and what you can do to help young children to become aware of and comfortable with books and with language.

Let's start with a rhyme that young children enjoy. Keeping books and language fun will keep them coming back for more. [

0:37:03



[DEMONSTRATE the following rhyme or song or one of your choice]

Five Little Ducks

1:15:03

Tip: What do I do if I can't sing?

Parents can help children grow up to be successful readers and learners beginning at birth. You can give your child a life-long advantage if you start now to develop a love for books and reading.

[PROVIDE background information to parents and caregivers.]

Learning to read and write is essential to school success.

Children who are good readers are usually the most successful learners.

Children get ready to read long before they start school.

You can help your two- or three-year old learn important pre-reading skills now. That will make it easier for your child to learn to read when he or she starts school.

Research shows that children who are read to from an early age have a larger vocabulary and better language skills when they start school.

They also have a greater interest in books. Children who want to have books read to them are more likely to want to learn to read. A child's interest in reading is an important predictor of later reading achievement.

[Source: Adam Payne, Grover Whitehurst, and Andrea Angell. "The Role of Home Literacy Environment in the Development of Language Ability in Preschool Children for Low-Income Families". *Early Childhood Research Quarterly* v. 9 issues 3-4 (1994) p.422-440.]

[EXPLAIN what parents will learn.]

- § We're going to talk why it's important to start reading to children from a very young age in order to develop early literacy skills.
- § We will tell you about six very important skills that you can begin teaching right **now** to help your child get ready to learn to read.
- § We will show you a way to read picture books with your two- and three-year old that can dramatically increase language development.
- § We'll suggest some great books, nursery rhymes and songs that you can use to help your child get ready to read.

Parents and other caregivers are in the best position to help young children get ready to read because:

You know your children best and can help them learn in the ways that are easiest for them.

Young children learn best by doing things, and love to do things with YOU.

Young children often have short attention spans and enjoy repeating favorite activities. You can read to your child and share early literacy activities for short bits of time throughout the day.

Parents are tremendous role models—If your children see that you value and enjoy reading, they will follow your lead.

Children learn best by doing things—and they love doing things with YOU. So read with your child every day.

The development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read. The earlier you begin to read to children, the better language and reading skills they will develop.

Source:

[Catherine Snow. "The Contacts of Literacy: What Children Learn from Learning to Read Books" in W. H. Teale *Emergent Literacy: Writing and Reading*, Norwood.]

Two- and three-year olds are already busy learning language and getting ready to read. What are some of the things your children do now during a typical day?

0:37:50

What Do Two and Three Year Olds Do?

Think of children who are two or three years old.

What are some of the things they do? What are some of the things you do with them?

[WRITE RESPONSES on flipchart or blackboard.]

Some responses might include:

They know how to talk

They can scribble

Colors

Shapes

Sing songs

Can turn pages of a book

Talk about pictures

Pretend to read

Ask lots of questions

1:17:11

Tip: How do I facilitate a response?

All of these are part of early literacy!

0:38:33

[DEFINE early literacy. Show definition on poster, flipchart or powerpoint (downloadable from website)]

You may have heard this term used. The definition we will use is this:

Early literacy is what children know about reading and writing before they can actually read or write.

[REPEAT definition.]

0:38:42

INTRODUCE the Six Skills to Get Ready to Read

[REFER TO THE POSTER Six Pre-Reading Skills Your Child Can Start Learning from Birth or use powerpoint]

HAND OUT the brochure, *Parents' Guide to Early Literacy: Talkers, Two- and Three-Year-Olds*

HAND OUT Bibliography on Early Literacy (optional)]

There are six skills that reading research has determined children must know before they can learn to read. Parents can help even very young children learn these skills, which are:

Print Motivation

Phonological Awareness

Vocabulary

Narrative Skills

Print Awareness

Letter Knowledge

[TALK ABOUT EACH SKILL]

0:38:46

PRINT MOTIVATION is a child's interest in and enjoyment of books.

Why is this important for children to find books interesting and enjoyable?

Children who enjoy books and reading will be curious about how to read. They will read more.

Studies show that when the interaction around a book is negative (sit still; listen; harsh language) then the young child likes reading and books less. He associates the negative interaction with the book and reading. When the experience of sharing a book is pleasurable for both the parent and the child, the child will be more attentive and responsive. The more pleasurable book sharing is, the more regular and frequent an activity it will become.

[Source: Adriana Bus, Jay Belsky, Marinus H. van IJzendoorn, Keith Crnic. "Attachment and Bookreading Patterns: A Study of Mothers, Fathers, and Their Toddlers," *Early Childhood Research Quarterly* 12,81-98 (1997)]

[**READ** a book you enjoy, **MODELING** how to read it in a cheerful voice.

For example: Jesse Bear, What Will You Wear? by Nancy Carlstrom]

1:25:26

Tip: How do I demonstrate with a book?

What can parents do to help babies and toddlers enjoy books and want to read more?

- § Read often and make it enjoyable.
- § Make sure you and your child re in good moods, so the experience is a positive one.
- § Stop reading when your child becomes tired or loses interest.

0:39:31

PHONOLOGICAL AWARENESS is the ability to hear and play with the smaller sounds in words.

Young children are much better at hearing different sounds or phonemes than adults. This is why children are wired for learning multiple languages in the early years.

Why is it important for children to be able to hear the different sounds in words?

Being able to hear the beginning and ending sounds that make up words will help children sound out words when they begin to read

What can parents do to help two- and three-year olds hear and play with the smaller sounds in words?

One of the best, and most enjoyable, ways is to sing and to say nursery rhymes, and to sing songs.

- § Hearing words that rhyme helps your child learn that words are made up of smaller parts.
- § Songs have different note for each syllable, this helps children break down words. Sing throughout the day, as you do routines such as bathing, dressing, putting toys away, etc. Make up your own songs too.

S1

[USE ONE OF THE FOLLOWING OR A RHYME AND SONG of your choice to demonstrate how rhymes and songs can help children hear and play with the sounds in words.]

- § *Head and Shoulders* song from Wee Sing for Baby by Beall
- § *Miss Muffet* or *Eensy Weensy Spider* (from Mainly Mother Goose tape by Sharon, Lois and Bram)
- § Excerpt from rhyming book such as Flower Garden by Eve Bunting
- § Excerpt from book with sounds such as Hush! A Thai Lullaby by Ho (different animal sounds in different cultures)

[OPTIONAL: ASK PARTICIPANTS for a rhyme they like.]

0:39:58

VOCABULARY is knowing the names of things

S2

Why is it important for children to hear a wide range of vocabulary and to expose them to many words?

- § Children need to know the meaning of words to understand what they are reading.
- § When you think about it, you know if you are reading a word correctly if you have heard it before. You are sounding it out. The more words children hear, the more ready they will be to make connections when they read.

See
Early
Talker
0:16:36

[GIVE EXAMPLE OF SOUNDING OUT CARROT. Write "carrot" on a flipchart or blackboard. As you sound out the word, you don't know if you are saying it correctly unless you have heard it before.]

What can parents do to help two- and three- year olds learn vocabulary?

- § Talk and read with your children. Reading to children is especially important in building a larger vocabulary because children hear more new words when you read books.
- § Label more than just things; label feelings—yours and your child's. This will help your child express how he feels and become less frustrated.
- § Explain unfamiliar words rather than replacing them with familiar ones.

☀**[READ an excerpt from *Bam Bam Bam* by Merriam or a book of your choice to show that books offer words that parents and caregivers might not use in normal conversation with children.**

USE *New Road* by Gail Gibbons or a non-fiction book of your choice as an example of how non-fiction can also introduce new words and help increase a child's vocabulary.]

If you are more fluent in a language other than English, research shows that it is best for you to speak to your child in the language you know best. This allows your child to hear language spoken fluently and allows you to explain many things to the child that you might not be able to do in English. By learning concepts and discussing thoughts and ideas, the child is exercising his mind. Then he will be able to translate what he knows when he gets to school, rather than having to learn both the concept and the English word at the same time.

[Source: Patton O. Tabors. *One Child, Two Languages*. Baltimore, MD: Paul H. Brookes, 1997.]

0:41:13

PRINT AWARENESS is noticing print everywhere; knowing how to handle a book; knowing how we follow the words on a page.

Why is print awareness important?

- § Children must be familiar with how books work: books have a cover, you begin reading at the top of the page and from left to right (in English), books have words and pictures to tell the story. We read the text/print on the page, not the pictures.
- § When children feel comfortable with books, they can concentrate on reading.

How can parents help children notice print and understand how books work?

- § Point to signs and other words around you and read what they say. Stop signs, etc. Talk about signs you see as you are driving, walking, at the grocery store.
- § Point to words from time to time as you read so your child learns that you are reading the text, not the pictures
- § Let your child turn the pages as you read a book
- § If a book has a word or phrase that repeats, point to it on the page and let the child say it.
- § Hold book up-side-down and see if the child knows it has to be turned around.

0:42:06

LETTER KNOWLEDGE is knowing that letters are different from each other and that they have different names and sounds.

Why is letter knowledge important?

To read written words, children must understand that the written word is made up of smaller parts, individual letters, and that each letter has its own name.

What can parents do to help children learn about letters?

Learning to tell one letter from another involves being able to see differences in letter shapes. Helping two-and three-year olds learn about different shapes and understand how things are alike and different will help prepare them to learn the alphabet.

- § Point out the shapes of toys and other objects This ball is round. (Help your child feel the rounded shape.) This block has corners.
- § Talk about how things are alike and different.
- § Use simple puzzles to help children see different shapes.
- § Read alphabet books and sing alphabet songs to introduce children to letters.
- § Play with magnetic letters or make letters from playdough
- § Talk about the letters that are most interesting to your child — like the first letter of his or her name. If your child's name begins with "T," help your child find the letter T on signs, food boxes, mail and on other objects. When you find a word that begins with the letter T, say the word and have your child repeat. Ask what else begins with T. Repeat this activity using the beginning letters of other things your child likes.
- § Use what we call environmental print—find the letters in signs all around us.

S3

0:42:39

Narrative skills the ability to describe things and events and tell stories.

S4

Why are narrative skills important to learning how to read?

Being able to talk about and explain what happens in a story helps a child understand the meaning of what he or she is reading. Good narrative skills lead to good reading comprehension.

What can parents do to help two- and three-year olds develop narrative skills?

- § Name things (both real and pictures in books) as you go through the day
- § Make sure your child has lots of opportunities to talk with you, not just listen to you talk. Some ways of talking are better at developing narrative skills. For example:
 - Ask your child to tell you about something that happened to him today; ask for more details so he can expand on his narrative.
Ask questions that cannot be answered with “yes” or “no.” This encourages your child to think and increases comprehension.
 - Tell your child stories to help her learn how a story is told.
 - As you go through your day, talk about some of the things you are doing.
 - Choose a book you’ve read a number of times. Read it again and at certain points in the story, let your child tell you what happens next.
 - Let your child tell a story using props or puppets.
 - Have your child draw and tell you what is happening in the picture.
 - As your child gets older, label not just things but also actions, feelings, and ideas. Happy, sad and angry are common feelings, but think of less common ones, too: embarrassed, quiet, sleepy, jealous, frustrated, and others. Talk about your own feelings. Use words to say what your child might be feeling.
- § Listen as child tries to talk, be patient

S5

S6

0:43:25

☀ **[NOW REFER** to the list of things that they say two- and three-year-olds do, or that they do with their children. For each activity they mentioned, see what early literacy skill it relates to. If you have the skills and their definitions written on posters on the wall, it helps them make the connections.]

1:17:11

Tip: How do I facilitate a response?

0:43:42

Introduce Dialogic Reading

How we read to children is as important as ***how often*** we read. A common way to read to children is for the adult to read and the child to listen.

☀ **[READ** *Chugga Chugga Choo Choo* by Kevin Lewis or *Jump, Frog, Jump* by Robert Kalan—or another book of your choice—to demonstrate how books are usually read.]

1:17:11

Tip: How do I demonstrate with a book?

There is another way to read a book that helps children develop narrative skills and vocabulary. It’s called Dialogic Reading or the “Hear and Say” method.

With Dialogic Reading, the adult helps the child tell the story. The adult becomes the questioner, the listener and the audience.

Research has shown that Dialogic Reading is very powerful. On tests of language development, children who were actively involved in the reading process with hear and say reading had more advanced language and pre-reading skills. Children can jump ahead several months in learning after only a few weeks of Dialogic Reading.

[Grover Whitehurst, et al. "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families." *Developmental Psychology* v.30 no.5 (1994) p.679-689.]

Research has confirmed how important expressive vocabulary is as children learn to read. Good readers **do** sound out words they don't know in order to figure them out.

[National Research Council. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press, 1998.]

0:44:41

☀ Let's see how Dialogic Reading works. [**SHOW PART ONE** of the video, *Hear and Say*. Start at 2:27.]

0:45:24

Now let's try Dialogic Reading (**USE THE BOOK** you read earlier.)

[**REFER** participants to one or all three of the following:

The Hear and Say bookmark

"The Hear and Say" column in the *Parent Guide to Early Literacy* brochure

The handout, *Dialogic Reading: What Questions*

1:27:01

Tip: How do I facilitate an activity?

0:45:48

HOLD UP A BOOK and have participants think of questions to ask, respond to a child's reply, add description.]

[Parent Handout #1 use for yourself and/or as parent handout if useful to your group]

What questions

Not questions that can be answered yes/no

Not questions where child can just point

Acknowledge child's reply

Add some description to it

Let child repeat

[Let participants ask and answer questions as you hold up the book. Practice in pairs, optional.]

0:46:13

☀ The second part of Dialogic Reading uses open-ended questions. Let's see how that works.

[**SHOW PART TWO** of the video, refer participants to the handouts provided earlier and/or pass out handout: *Dialogic Reading: Open-Ended Questions and Expansion*.]

0:46:34

Now let's try reading [**USE THE BOOK YOU READ EARLIER**] and ask open-ended questions.

[**HOLD UP A BOOK** and have participants think of open-ended questions to ask, a child's reply, and adult follow-up question.]

[Use Parent Handout #2 for yourself and/or as parent handout if useful to your group.]

☀ Now it's your turn! Pair up with someone. Choose a book to read and practice Dialogic Reading. One of you be the child and one the adult. The child gets to choose the page. After one minute or so, I'll have you switch roles. Make sure to start with the what questions, acknowledge the child's response, add information, then up to open-ended questions and making sure to relate what is going on to the child's experience.

☀ **[ONCE PARTICIPANTS ARE DONE, ASK:]**

What do you think about Dialogic Reading?

What did you find easiest to do?

What did you find hardest?

S7

Dialogic Reading is a great way to help your child learn pre-reading skills.

You can still read a book all the way through without stopping to ask questions so that your child gets the continuity of the story. Children this age will ask you to read the same book again and again — you will have plenty of opportunities to use Dialogic Reading!

Some books work better for Dialogic Reading. Here are some tips for how to choose books.

[REFER TO THE HEAR AND SAY BOOKMARK.]

Try talking this way with your child even when you are not reading a book.

Asking questions and listening to them when you're doing things together: driving places, watching television, playing together.

S8

Closing

We have talked about:

How important early literacy is to your child's future reading success. We discussed each of the six pre-reading skills that you can begin teaching your children now.

We learned about and practiced Dialogic Reading, which is an easy, but powerful way to help your child develop language and reading skills.

Are there any questions about any of this?

[DISTRIBUTE INFORMATION about materials and programs at your library that are of particular interest to parents of two- and three- year olds.]

Questions?

Enjoy sharing books with your children!

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 give more complete descriptions about what they see. Look through a book before you read it with your 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 truck?”, “What is this part of the truck called?”, “What is the dog doing?”, or “What do we use the bowl for?”

- Repeat what your child says:

Let your child know his or her answer is correct by repeating it back: “Yes, that’s a cow. ”

- Help your child as needed:

If your child isn’t able to answer your question, give 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 to let your child talk.

- 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. Keep your child’s mood and attention span in mind. Keep it fun.

Dialogic Reading: Open-Ended Questions & Expansion

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

- Ask open-ended questions:

Continue to use questions when you read books together 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 what else to say about a picture, you say 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.'"

- 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 is 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 is 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.