

Every Child Ready to Read @ your library®
For Two- and Three-Year Olds
Talkers
Supplemental Script Suggestions

S1

Phonological Awareness:

For example: Five Little Monkeys rhyme/book--pass out instruments to emphasize rhythm, as you sing together

Other favorites include *Wheels on the Bus*, *Old Macdonald Had a Farm*, *If You're Happy and You Know It*

S2

Vocabulary:

Use specific vocabulary when you talk with children. Don't underestimate them. For example, for things that move, be specific—car, SUV, pickup truck, van, etc. For animals, use the name for the adult and the babies, like cow and calf.

Language addressed to young children needs to be simple, clear and positive in tone in order to be best understood. Use lots and lots of repetition. Children NEED repetition to learn. The quantity of language is critical. The more words a child hears, the larger his vocabulary will be, which will help with reading.

Naming feelings and talking about them will help children feel less frustrated. Happy and sad are common ones. Try embarrassed, shy, frustrated, angry, surprised, scared, worried.

Try to put into words what your child is feeling if he cannot express it himself. Talk about your own feelings.

Show *How Are You Peeling? Foods With Moods* by Saxton Freymann

What do you do if you are reading a book and you don't know what a word means?

Read on to see if you can understand

Look at the pictures for ideas

Ask a friend

Look it up in the dictionary

Call the library and ask!

This is an excellent opportunity for you to show children how we find out things when we don't know.

S3

Letter Knowledge

Alphabet books are of varying levels
Ask the library staff to help you choose some.

Show some examples:

Farm Alphabet Book by Jane Miller

Kipper's A to Z by Inkpen

S4

Narrative Skills

Listen patiently as child speaks

[Use **PET SCANS OF A BRAIN TRANSPARENCY** showing the parts of brain used in conversation.]

A PET scan, or positron emission tomography, measures brain activity by scanning the body's use of glucose. The greater the use of glucose (a sugar and brain nutrient), the higher the activity.

The illustration shows the parts of the brain that are used in conversation. You can see that responding and speaking is quite a complicated process and that different parts of the brain are used for different aspects of speech.

This series of images show how different parts of the brain are connected, becoming engaged and work together to develop language:

[Dr. Marc Raichle, Washington University in St. Louis]

Prefrontal cortex: Planning what to say, generating words, and sequential thought, as it connects to the temporal lobe.

Frontal lobe: Generating sounds and movement of the mouth and tongue

Temporal lobe: Hearing and attaching meaning to words

Occipital lobe: Seeing and visual procession

Young children are still making the pathways that will make thinking and speaking easier and quicker. The only way these pathways can be made is through repetition and practice.

S5

Narrative Skills

Retelling stories using props:

Benny Bakes a Cake—sequencing, then bake!

Read *Too Much Noise*; then demonstrate retelling it using the flannel board

Creative dramatics/acting out using *Mr. Gumpy's Outing*

Provide dress up clothes or props from around the house for pretend play. Play together!

At bedtime, have your child remember specific things during the day that made him happy and sad. As your child gets older, add other feelings like funny, angry, embarrassed, shy, surprised. Talk about your feelings too.

S5
Continued

From the *Kaiser Family Foundation Report: Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers* by Victoria Rideout, Elizabeth Vandewater and Ellen Wartella, Fall 2003.

Four- to six-year-olds who are “heavy” TV users spend less time reading or playing outside than other children their age.

The American Academy of Pediatrics has recommended that children two and under not watch television at all, and that those over two be limited to one to two hours a day of educational screen media.

Despite these recommendations, in a typical day, 68% of all children under two use screen media (59% watch TV, 42% watch a video or DVD, 5% use a computer and 3% play video games), and these youngsters will spend an average of two hours and five minutes in front of a screen. Indeed, according to their parents, 43% of all children under two watch TV every day, and one-quarter (26%) have a TV in their bedroom. Seventy-four percent of all infants and toddlers have watched TV before age two.

For parents who are concerned that their children spend too much time with electronic media, there is good news: there appear to be concrete steps parents can take that will impact the amount of time their children spend with media. Turning off the TV in their home when no one is watching, getting televisions out of children’s bedrooms, and setting rules about how much time their children can spend with media all appear to make a significant difference in the amount of time children spend in front of a screen.

S6

Let’s see how different people interact with toddlers, books and language. This is about children from about 1 ½ to 3 years old. See how much more children this age can do and understand than a baby.

[**Show video:** Ready to Learn (8:00 – 16:15) Toddler section (18-36 months)]

S7

Dialogic/Hear and Say Reading
What kinds of books work best?

Books that

- Have a simple story
 - Have clear pictures
 - Are not too long
 - Have pictures about things that are familiar to your child
 - Show action and detail in the pictures
 - Are interesting to your child
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S8

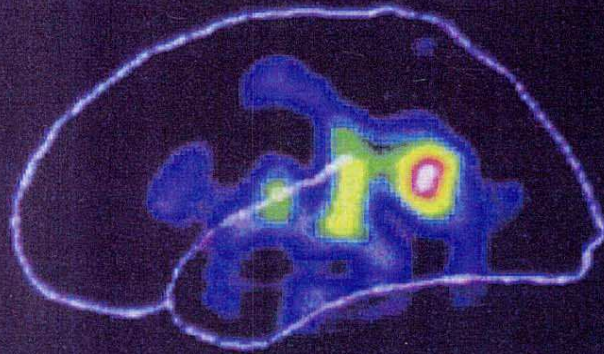
Choosing Books

Characteristics of good books for two- and three-year olds:

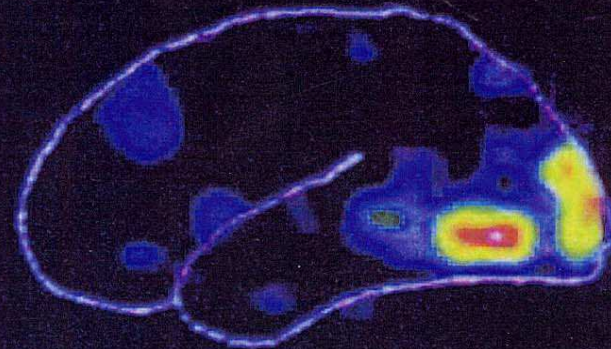
[GIVE EXAMPLES of each type]

- Board books for some of the books—easy to handle and pages won't tear
- Flap books; books that are fun to touch or smell
- Wordless picture books, make up stories to go with pictures
- Books that have rhythm and/or rhyme
- Books with repetition—children can memorize and pretend read
- Bright, bold, colorful pictures
- Simple texts about familiar situations
- Predictable stories
- Books about things that interest your child
- Simple alphabet books
- Choose books about what is real for two-year-olds. They have a hard time distinguishing fantasy and reality

PET Scans of a Brain



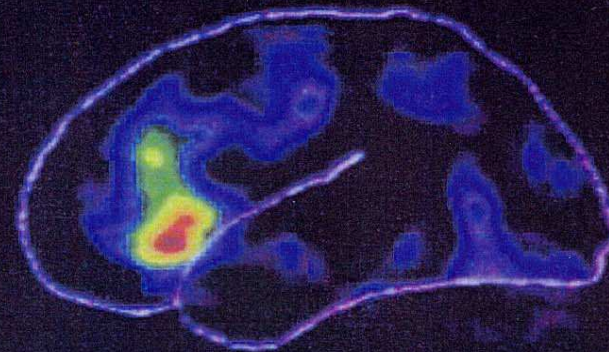
Hearing Words



Seeing Words



Speaking Words



Generating Words

Images courtesy of Marc Raichle, MD, Washington University in St. Louis