



Read with Me!

Stress-Free Strategies for Developing Language and Early Literacy

Shari Robertson, Ph.D., CCC/SLP

**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!**

Dr. Shari Robertson
Nancy McKinley Series, 2014

Language and Literacy

- Children whose oral language skills are weak during the preschool years are at increased risk for developing reading problems (Snowling, 2005).
- Among children with an oral language delay in Kindergarten, 70% were identified with a reading disability in first or second grade (Catts et al., 2002).
- Children with weak oral language skills at 5 $\frac{1}{2}$ were found to have poor reading comprehension at 8 $\frac{1}{2}$ and 15 $\frac{1}{2}$ (Stothard et al., 1998)

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.

How to Include Children in Echo and Paired Reading

- Choose books that have a simple story sequence with one main idea on a page.
- You may need to read a book 5 times or more before your child feels confident enough to enter into the reading interaction (especially with paired reading)
- Move your finger under the words sometimes as you or your child read them.

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 the child to echo. If the child is not able or not willing to join in, just go on to the next page.
- Accept all attempts!
- Echo Reading facilitate in increases in all areas identified by National Literacy Council as essential to reading success.

For Paired Reading

- Choose books that are predictable and contain simple, 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 say whole pages and some only a single word)
- If the child is not willing or not able to join in, just read the phrase yourself and keep going. Don't force the child to join in.
- Pair reading gives children a change to be an active member of the reading "team." This fosters confidence and excellence.
- Accept all attempts!



Questioning and Predicting

Questions to Build Language and Thinking Skills

- Avoid scary questions such as those starting with who, what, where, and when.
- Ask friendly questions that have no one "right" answer (open-ended questions)
- Ask questions that develop the child's ability to think beyond the facts given in the story.
- Use phrases such as.....

What do you think.....?

How would you feel is....?

I wonder who might be.....?

- Effective Questioning techniques encourage longer and more complex utterances.
- Accept all answers. Give praise for the child's responses.

Helping Children to Make Predictions

- Look for books that give the child an opportunity to make a prediction (such as what might happen next, what be hidden under a flap, or what a set of clues might be describing)
- Build a new ending by asking children what might happen next after the last page of the story.
- Do not demand that children's prediction be exact. Children enjoy making silly predictions.
- Accept all answers. Give the child lots of praise for using his or her thinking skills. For example:

What a good idea!

That's a great guess!



Wordless Books and Reader's Theatre

Using Wordless Books to Build Language and Literacy

- Choose books that have a simple, sequential format (older children can use wordless books with more sophisticated themes)
- Look through each book together, talking about the actions and how the characters might feel.
- Invite the child to tell you about at least one event that happens on each page.
- Ask friendly questions and encourage the child to make predictions.
- Try Post-it notes to help the child be the "author." (This helps children discover that what they say can be written and read again. This also builds comprehension in older students by allowing them to be creators of meaning.)

Building Language and Literacy Skills with Reader's Theatre

- Use the child's natural interest in dramatic play to reenact familiar literature.
- Choose books that have sequential events or activities that can be easily 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 using body parts (like clapping or stomping) to full scale dramatic productions with costumes and sets!
- Be prepared to watch and listen to the child's production over and over again!

Remember - keep reading Fun! and Stress-Free!



Dr. Shari Robertson
Nancy McKinley Series, 2014

READ WITH ME PARENT TRAINING PROGRAM

Program Goals

For Parents

- ◇To facilitate parents' understanding of the importance of reading with their children to develop critical foundation skills for language and literacy.
- ◇To teach parents six specific, and proven, strategies to promote interactive reading in the home environment.
- ◇To introduce parents to a wide variety of children's literature that supports the use of these interactive reading strategies.

For Children

- ◇To provide young children with the pre-literacy and language skill that facilitate success in learning to read and write once they enter school (formal reading instruction).
- ◇To help children learn to view reading as a pleasurable activity and help them grow into life-long readers.

Why does RWM Work?

- The strategies are based in extensive research, but are also easy to implement and make reading Fun! and Stress-Free! for all participants.
- The training sessions are interactive and motivating.
- The suggested books are highly engaging, full of humor, vocabulary, and great pictures.

Secrets to Success

- ◇ Poll parents for preferred meeting times
- ◇ Employ multiple reminders (especially for first session)
- ◇ Secure funds for free books if possible
- ◇ Provide babysitting and transportation if possible.
- ◇ Train in multiple sessions - but not too far apart (to keep the momentum going)
- ◇ Try to provide at least some books that families can take home and keep each session.
- ◇ Provide incentives for those attending all sessions (special books, gift certificates to book store, etc)
- ◇ Keep the atmosphere as informal and non-threatening as possible.
- ◇ Maintain your sense of humor at all times...

Program Delivery

- ◇ Total Training Time is Approximately 4 hours. This may be split up in a variety of ways:
 - Single training session - all 6 strategies (1/2 day)
 - 2 sessions - 3 strategies each (2 hours)
 - 3 sessions - 2 strategies each (90 minutes) (RECOMMENDED)
 - 6 sessions - 1 strategy each (45 minutes)
- ◇ Timing of sessions is also flexible.
 - Multiple sessions should not be spread too far apart.
 - Weekly sessions are recommended, but bi-weekly or monthly sessions are possible.

But, does it work?

- ◆ Original parents contact goal - 50. Actual parent contacts - 183
- ◆ Rate of attrition by parents attending workshops was less than 2%
- ◆ Parent participation increased substantially from week to week as participants encouraged other parents to attend.
- ◆ 100% of parent surveys indicated a positive response to the workshops.

EARLY LEARNERS BOOK LIST

Title	Author
<i>Echo Reading</i>	
I Went Walking	Sue Williams
Bears in Pairs	Nike Yekai
Dinosaur Roar	Paul and Henrietta Strickland
In the Small, Small Pond	Denis Fleming
Capering Cows, Shivering Sheep*	Shari Robertson
Where is the Green Sheep?	Pat Hutchins
Down By the Bay	Raffi
Quick as a Cricket	Audrey Woods
One Fish, Two Fish, Red Fish, Blue Fish	Dr. Suess
Green	Lara Vaccaro Seeger
This Train	Paul Collicut
Animal Kisses	Barney Saltzberg
Down by the Bay	Raffi
<i>Paired Reading</i>	
Time For Bed	Mem Fox
Silly Sally	Audrey Wood
One Duck Stuck	Phyllis Root
Go By Goat, Pants on Ants, The Bark Park*	Elizabeth Redhead Kriston
Splash	Ann Jonas
Jump Frog Jump	Robert Kalan

Hilda Must be Dancing	Karma Wilson
Duck in the Truck	Jez Alborough
But Not the Hippopotamus	Sandra Boynton
Where is the Green Sheep	Mem Fox
Each Peach Pear Plum	Janet Ahlberg
The Very Quiet Cricket, The Lonely Firefly and others	Eric Carle

Asking Questions and Prediction

Raincoats and Rainbows**	Elizabeth Redhead Kriston**
The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear	Don Wood
Mary Wore her Red Dress	Merle Peek
Is your Mama a Llama?	Deborah Guarino
Look, Look, Look	Tana Hoban
Bark, George	Jules Feiffer
Shivering Sheep	Shari Robertson
Says Who?	David Carter
Spot Series	David Hill
Rosie's Walk	Pat Hutchins
Dear Zoo	Rod Campbell
Look Alikes	Joan Steiner
Who is Driving?	Leo Timmers

Wordless Books

Good Dog, Carl	Alexandra Day
Good Night, Gorilla	Emily Arnold McCully

Hug	Jez Alborough
A Boy, A Dog, and a Frog Series	Mercer Mayer
Tuesday	David Weisner
A Ball for Daisy	Chris Raschka
Pancakes for Breakfast	Tomie DePaola
Changes, Changes	Pat Hutchins
Picnic	Emily Arnold McCully
The Red Book (and others by this author)	Barbara Lehman
Spotless Spot**	Alexandra Crouse**

Reader's Theatre

From Head to Toe	Eric Carle
Clap Your Hands	Pat Hutchins
I Can Do That!*	Suzy Lederer*
Five Little Monkeys Jumping...	Eileen Christelow
The Seals on the Bus	Lenny Hort
The Wide Mouthed Frog	Kevin Faulkner
Hand Rhymes	Marc Brown
The Very Busy Spider	Eric Carle
Run, Turkey!**	Peggy Agee
Over in the Meadow	Olive Wadsworth
Going on a Bear Hunt	Michael Rosin
You're Just what I Need!	Ruth Kraus
Something from Nothing	Phoebe Gilman

Press Here	Herve Tullet
Tacky the Penguin	Helen Lester
Look Alikes	Joan Steiner
I Ain't Gonna Paint No More	Karen Beaumont

* AVAILABLE NOW from Dynamic Resources

** COMING SOON from Dynamic Resources

Dynamic Resources website www.dynamic-resources.org

Read with Me Website www.readwme.com

