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Read with Me!

Nancy
McKinley
Lecture
Series

Engaging Parents as Partners in Early Literacy Development

Shari Robertson, Ph.D., CCC-SLP
Indiana University of PA

Disclosures

- I write, publish, teach and speak extensively on topics related to language and literacy development (and other areas).
- I own a publishing company, Dynamic Resources, which publishes resources related to literacy development. Some of these resources are referenced and/or shown in this presentation.
- I have received an honorarium for this presentation

After this seminar you will be able to:

- Summarize the key research related to shared reading and early language and literacy development
- Use, and train parents to use, interactive reading strategies that build language and pre-literacy skills for early learners.
- Select appropriate children's literature to support the use of interactive reading strategies.

Why Read to Children?

RESEARCH TELLS US THAT:

- Early experiences with language and literacy provide children with the foundation they need to become good readers when they reach school.
- Parent involvement is critical to providing quality early educational experiences for young learners.

BUT WHAT ABOUT:

What to Read to
Children

How to Read to
Children

Given their comprehensive knowledge of early language and pre-literacy development, speech/language pathologists are uniquely qualified to provide parents with quality training that supports development in both domains.

Read with Me!

TO THE RESCUE!

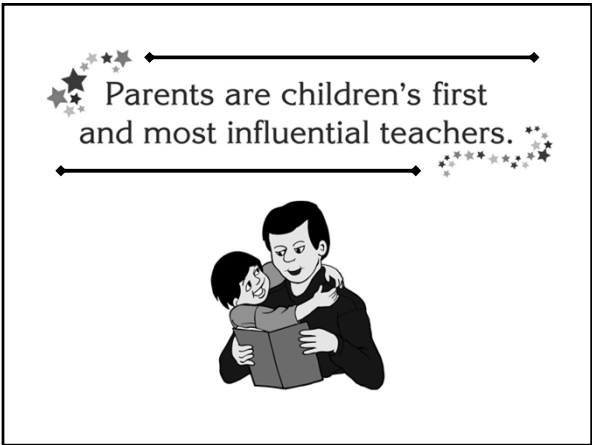
Children learn to read by
being read to. They
keep reading because
they learn to love to read.



- A comprehensive, cost-effective, easy-to-implement parent training program.
- Targets the development of children's most fundamental skills – talking and reading.
- Built on the current research in early reading and language learning.
- Extensively field tested and currently in use in numerous programs across the nation.
- Applicable for a wide range of ages, target groups, and populations.

- EASY TO IMPLEMENT
- FUN
- and STRESS-FREE!









Reading with children should be first and foremost a pleasurable experience for both participants.

Read with Me!

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, evidence-driven strategies that 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 skills necessary to facilitate success in learning to read and write once they enter school
- To help children learn to view reading as a pleasurable activity and help them grow into life-long readers.

Stages of Reading



Steven Bialstok,
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


Foundational
Reading Skills
No Formal
Instruction

7. Recognizing the words
8. Developing fluency
9. Reading independently

Formal Reading
Instruction

Read with Me! Strategies

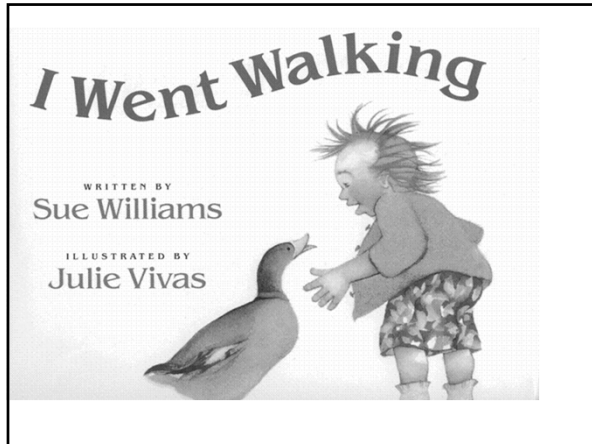
- Echo Reading
- Paired Reading
- Questioning Strategies
- Predicting
- Wordless Books
- Reader's Theatre



ECHO READING

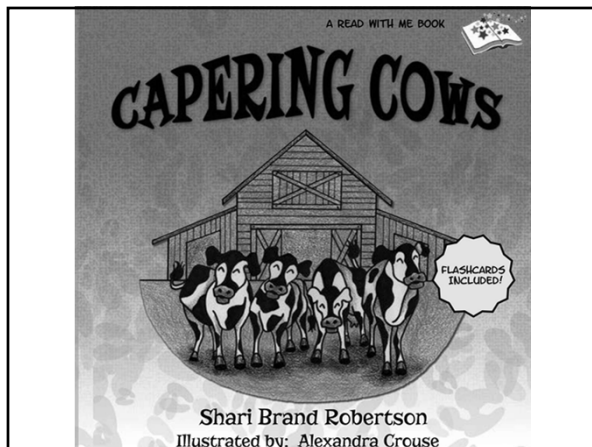
Read with Me! Strategies

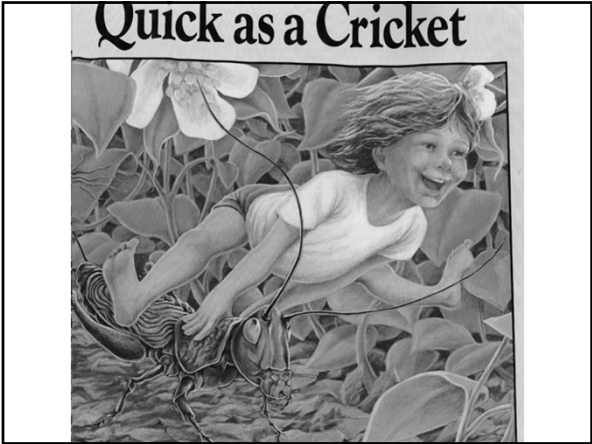
- Adult reads a short amount of text and cues the child to "Copy me!" or "Say what I say!"
- Helps children understand that what we say matches the words on the page.
- Highlights and facilitates vocabulary development (when paired with the correct kinds of books).
- Builds confidence and encourages interactions.
- Not a natural strategy, but very effective.
- Best for books with short phrases, bright pictures, and engaging story lines.

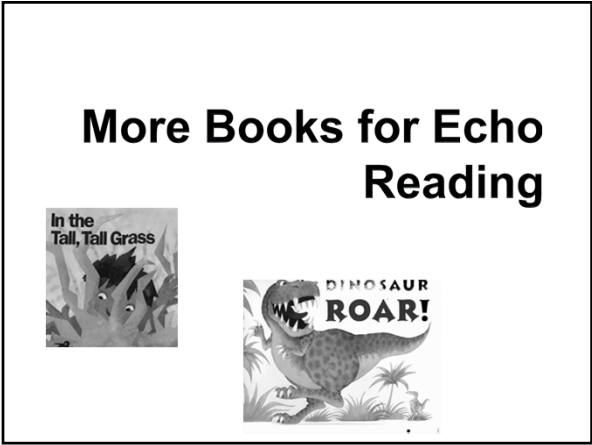


Important!

- Children should not be “forced” to participate in echo reading (or any other interactive reading strategy).
- Simply invite, pause, and move on.
- Errors are not an issue.
- Goal is participation, not perfection!

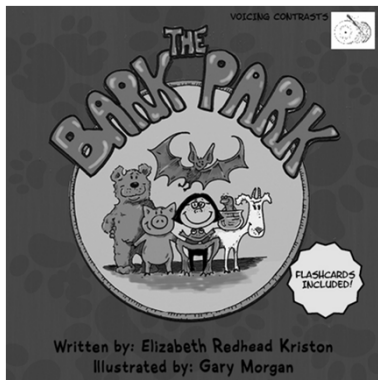


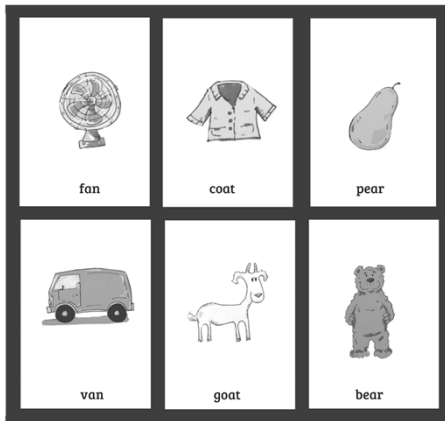


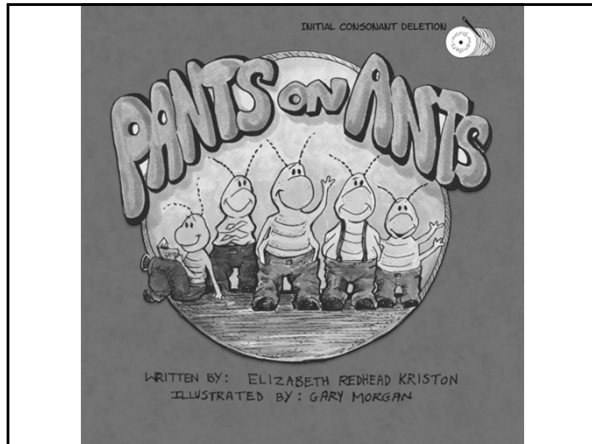


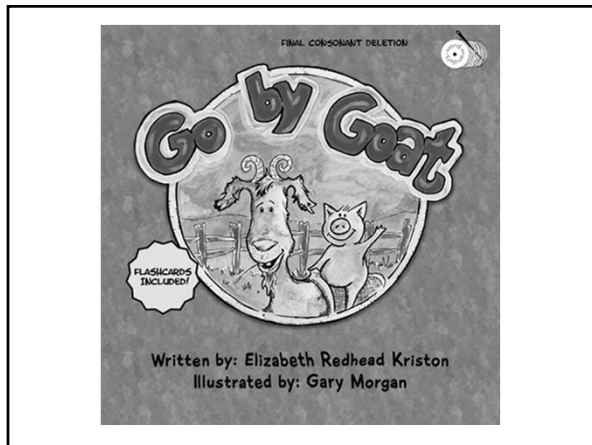


- This strategy is used naturally by most adults.
- Best for books that have strong rhythm & rhyme or a repetitive phrase.
- Be sure to read the book at least five times before asking child to pair read.
- Use pausing, stress, and intonation to cue child when it is his or her turn.
- Vary the amount of material you ask the child to read.







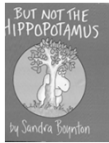


Important

- If child does not take a turn, pause, then fill in the words and move on.
- Continue to provide opportunities for the child to take a turn, but **NO PRESSURE**.
- Try using echo and paired reading in groups – attending skills often increase as children anticipate “their turn” to read.

More paired reading books

What are your favorites?



Read with Me! Strategies

QUESTIONING

How NOT to Ask a Question

- Many parents know that asking questions is a good way to involve children in the story.
- Unfortunately, most parents use close-ended questions almost exclusively and push children to provide the "right" answer.
- This is actually counterproductive to building early language and literacy skills!

Alexander's Terrible, Horrible, Very Bad Day!

How well did you LISTEN???

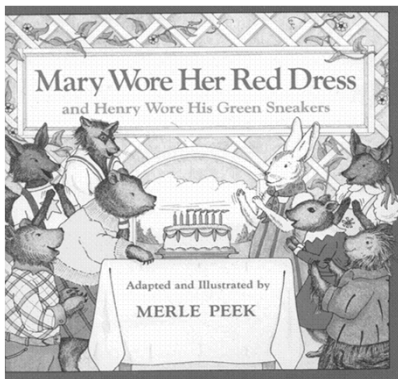
- What did Nick find in his breakfast cereal box?
 - Junior Undercover Agent Code Ring
- What did Albert get in his lunch bag?
 - Hershey bar with almonds
- What color shoes did Alex want?
 - Blue with red stripes

How to Ask Good Questions!

- Avoid "scary questions" (close-ended) that have only one right answer. This limits interactions and can interfere with comprehension.
- Use "friendly questions" (open-ended) to encourage participation, facilitate longer verbalizations, and help the child to think critically.
- Accept all answers!
- (P.S. This is good for us to remember, too!)

Where did Alexander want to move?

Let's Build some Good Questions



Raincoats and Rainbows

By: Elizabeth Redhead Kriston
CCC-SLP
Illustrated By: Gary Morgan

Look-Alikes

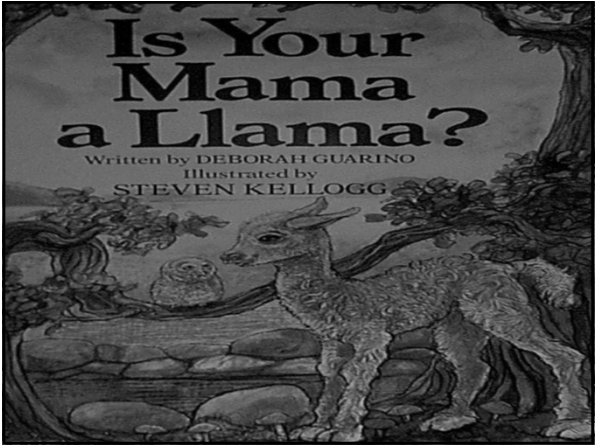
“Discover a World Where Things are Not as They Seem”

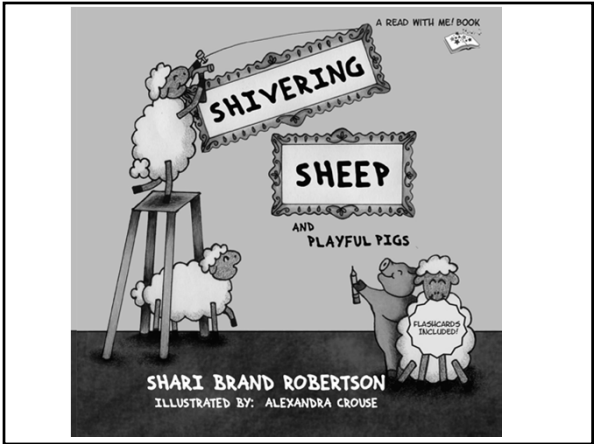


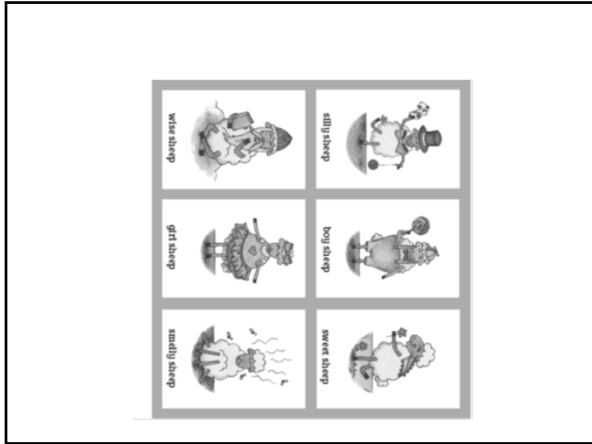
PREDICTION

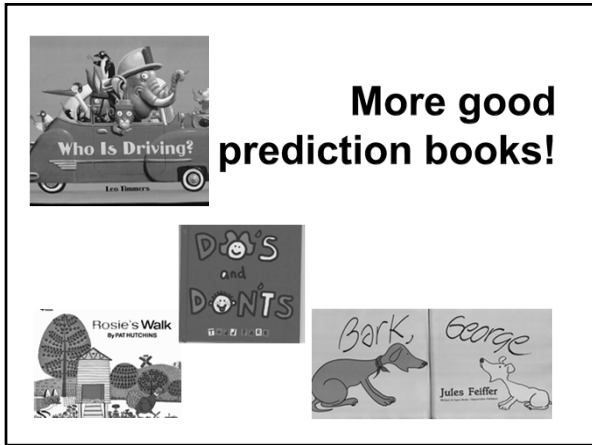
Prediction

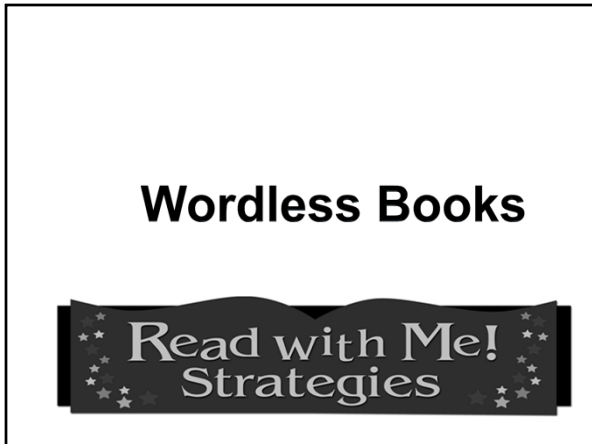
- Books can provide both auditory and visual prediction.
- Be sure to preview books before reading them to children (so you don't miss prediction cues).
- Accept all answers.









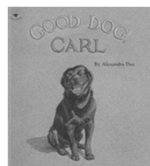
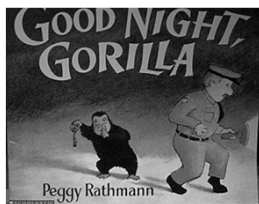


Wordless Books

- Provide for numerous opportunities to use questioning and predicting strategies.
- Build critical thinking and language skills by encouraging children to develop storylines on their own.

SPOTLESS SPOT

By Alexandra Crouse

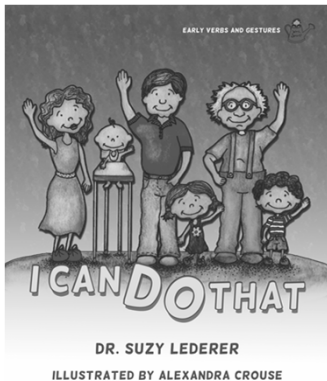


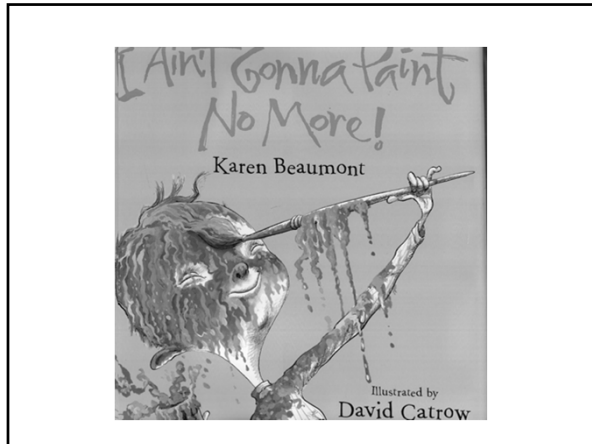


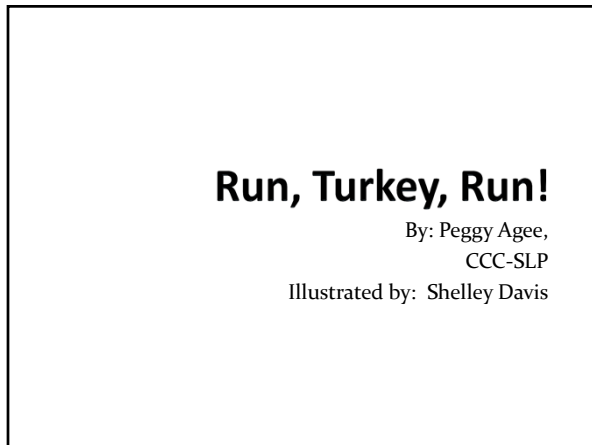
READER'S THEATRE

Reader's Theater

- Encourages children to engage more than just their eyes and ears in reading.
- Can be as simple as choosing books that encourage movement, to acting out the complete story line with commercial props (and anything in between!)











Secrets to Success

- Poll parents for preferred meeting times
- Employ multiple reminders (especially for first session)
- Secure funds for free books if possible (but not required)
- 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)

THANKS FOR LISTENING!



Read
with Me!

Booklists available at www.dynamic-resources.org

- <http://www.youtube.com/watch?v=HpZ9mQQ6iSU>
- <http://www.youtube.com/watch?v=FtX8nswNlUKU>
