

Books, Books and More Books: How to Encourage Language and Literacy Skills through Shared- Reading

WHAT CAN I DO WITH ALL THESE BOOKS?

Welcome

Introductions

- ▶ Tell us who you are and what you like about working in early childhood.
- ▶ Discuss what you are hoping to learn today.

When do you read during your day?

Superhero Storytellers:

- ▶ Animated! Wearing your cape while reading is considered optional!
- ▶ Responsive to children's reactions
- ▶ Engaging

Sidekick named repetition

Story Books vs Expository Text

Story Books

- ▶ Tell a story that contains characters, a setting, a problem and solutions

Expository Text

- ▶ Informational and descriptive in nature

Building Language Through Shared-Reading

The child is an active conversational partner during book reading

- ▶ The adult asks questions that spark conversation
- ▶ The adult poses questions and makes statements that promote inferential thinking
- ▶ The adult focuses on tier 1 and tier 2 vocabulary words

Sparking Conversations

Avoid

- ▶ yes/no questions
- ▶ testing questions
- ▶ questions you already know the answers to

Instead try to

- ▶ Expand on the child's interests
- ▶ Help the child predict the future
- ▶ Make sense of the story

Give it a try with one of the books you brought!

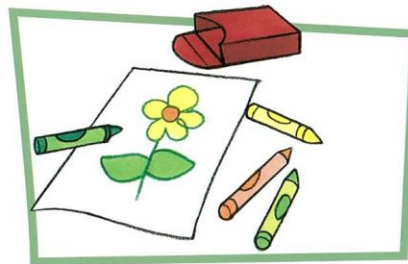
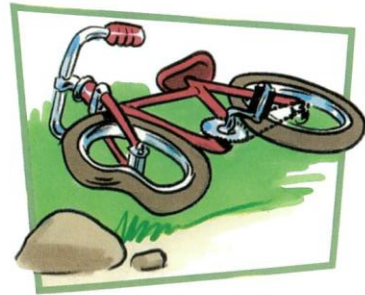
What is Inferential Thinking?

- ▶ To make inferences means to think beyond the facts that are stated and arrive at a conclusion with the hints that are given.
- ▶ We can help children do this by asking questions and making comments about what is happening in the story.

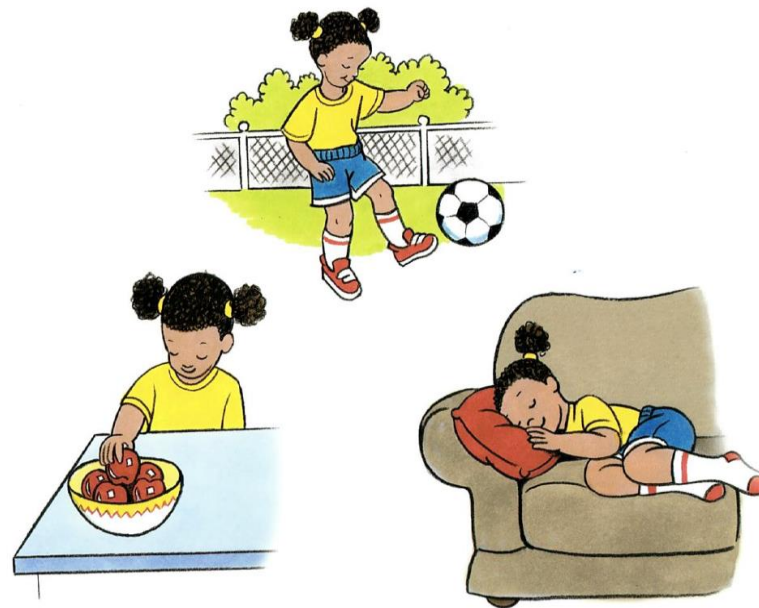
Why is Inferential Thinking so Important?

- ▶ Research shows that children who are given the opportunity to make inferences during book reading, make twice as much progress in language comprehension and vocabulary than children who are exposed to only literal language.
- ▶ Inferences help children learn about:
 - ▶ Attitudes and points of view
 - ▶ Similarities and differences
 - ▶ Prediction
 - ▶ Meanings of words
 - ▶ Connections between text and the world

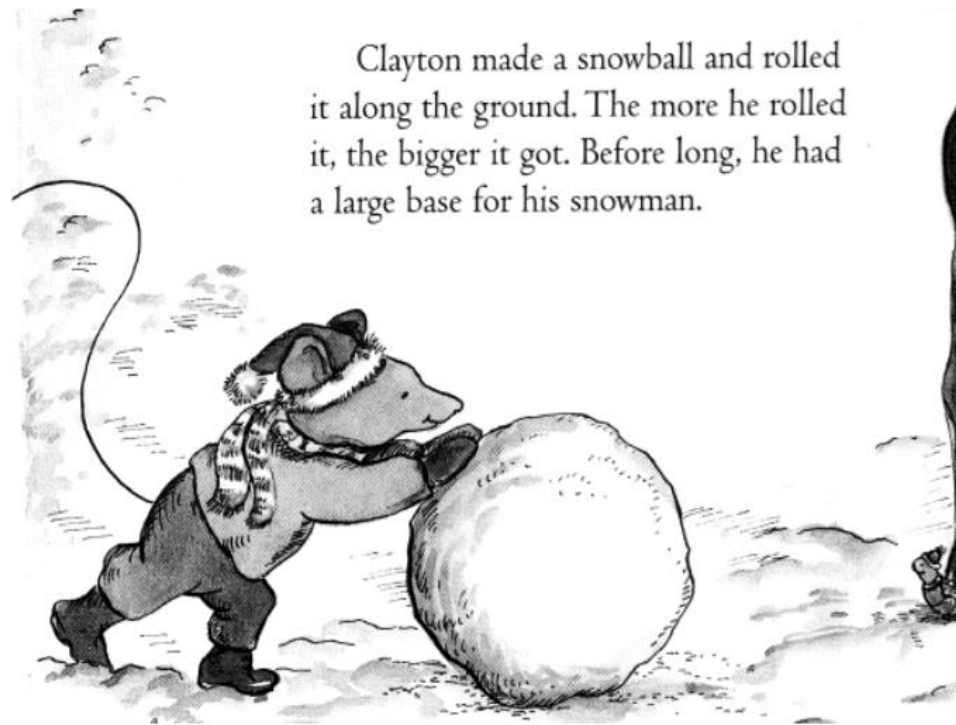
Example of Making an Inference



Example of Making an Inference



Book Example: What time of year is it?



Clayton made a snowball and rolled it along the ground. The more he rolled it, the bigger it got. Before long, he had a large base for his snowman.

Book Example: How do you think Michael felt about his mother not recognizing him?



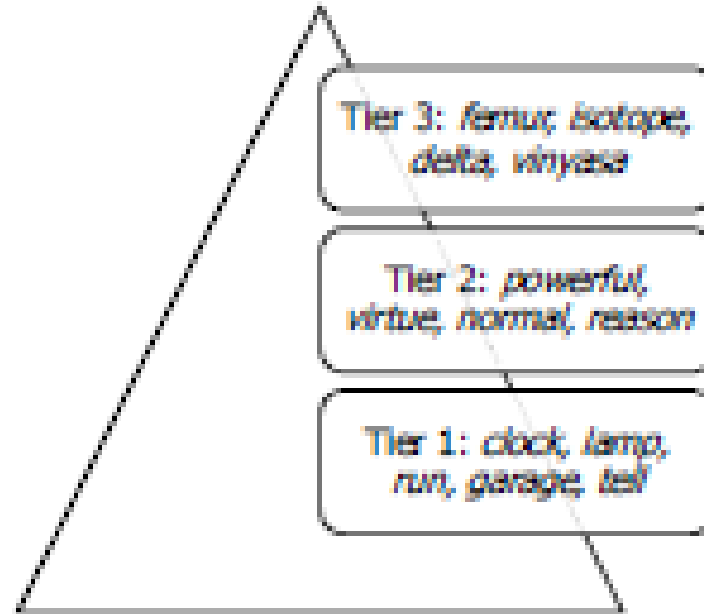
Practice Makes Perfect: Inferential Talk

- ▶ In your small groups choose a book and come up with an inferential question.

Share your example with the large group.

Vocabulary Development

'Tiers' of Words



How to Choose Tier 2 Words

- ▶ Ask yourself:
 - ▶ Is this word more likely to occur in written language than in spoken language?
 - ▶ Does this word appear across various and different topic areas?
 - ▶ Can the word be explained in simple, child-friendly terms?

Tier 1 vs Tier 2

Tier 1

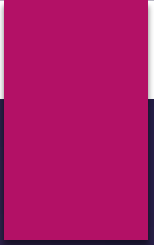
- ▶ Sad
- ▶ Run
- ▶ Sweater
- ▶ Family
- ▶ Feet
- ▶ Dog
- ▶ fly

Tier 2

- ▶ Explain
- ▶ Fortune
- ▶ Habitat
- ▶ Interesting
- ▶ Prepare
- ▶ Thorough
- ▶ Invisible

Activity: Practice Teaching Tier 2 Words

- ▶ Choose tier 2 vocabulary words to target from your book(s)
- ▶ Practice with a partner using the following steps:
 - ▶ Stress the word (emphasize & repeat)
 - ▶ Ask if they know what it means
 - ▶ Define it in kid-friendly terms
 - ▶ Relate it to the children's prior experiences
 - ▶ Re-read the page to get back to the storyline

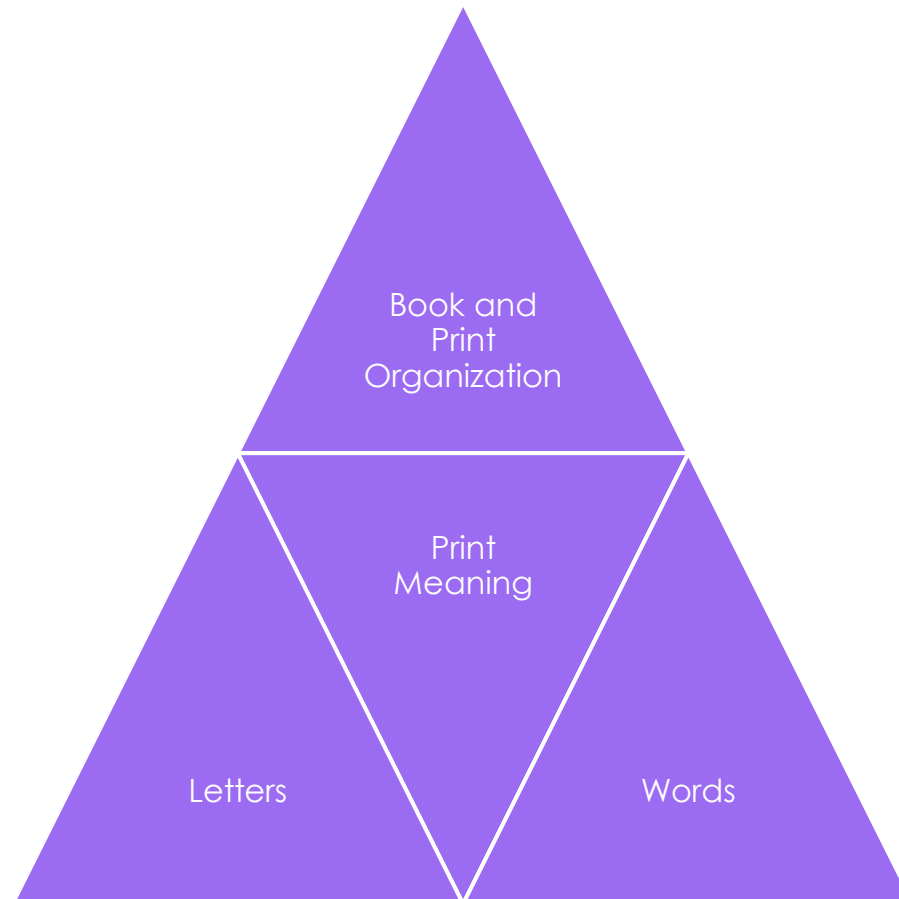


Thoughts, questions,
concerns?

Print Referencing

- ▶ Helps children pay attention to print and understand a number of important features about print
- ▶ When children are younger, they pay attention to pictures more than print. It is our job to guide their attention to print as they get older.

The Print Knowledge Triangle



Print and Book Organization

- ▶ Print runs left to right, top to bottom
- ▶ Books have organization:
 - ▶ Title page (author, illustrator, title of book)
 - ▶ Table of contents, index
 - ▶ Glossary

Print Meaning

- ▶ Print carries meaning (these words tell us what is happening in the picture)
- ▶ Print is different than pictures
- ▶ Punctuation carries meaning
- ▶ Print has specific rules (e.g. Names start with a capital letter, beginning of a sentence has a capital letter, end of sentence has a punctuation mark)
- ▶ We use a big voice to say words in large print and we whisper or use a small voice when we see tiny print

Words

- ▶ Concept of word in print (e.g. There is a space between words)
- ▶ Words are made up of letters
- ▶ Written words represent spoken words (putting labels on items in your childcare centre helps children to understand that written words represent spoken words)

Letters

- ▶ Letters make up words
- ▶ Point out distinguishing features of letters eg. Pointing out the curly tail on a small “g”
- ▶ Letters represent sounds e.g. “s” says “sssss”

Choosing Good Books for Print Referencing

In small groups, choose one or two books that are good for print referencing. Share them with the larger group and tell which specific print knowledge skill you would highlight while reading this book to your children.

Take-Home Messages

- ▶ Be animated & engaging
- ▶ Read books that are interesting to the child
- ▶ Make inferences
- ▶ Use Tier 2 words
- ▶ Point out text in books (print referencing)
- ▶ Don't lose the sense of the story.
- ▶ Above all, make it a fun and enjoyable experience for all!