

A large, faded background image of a woman with dark hair smiling and reading to a baby. The woman is looking down at the baby, who is looking up at her with an open mouth, as if speaking or laughing.

# Small wonder! Learning to read begins at birth.

*Parents and caregivers:*

Help your children learn the six pre-reading skills they must know before they can learn to read.



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**Guide to  
ECRR Binders**

**ECRR Introduction Binder**

Tab 1: ECRR Basics

Tab 2: ECRR Introductory Information

- All ECRR Workshops: One, Two, and Three
- All ECRR Parent Education Sessions: #1- #10

Tab 3: Six Skills: I'm Ready for Reading!-Parent Education Session #1

Tab 4: Research

Tab 5: Resources

**ECRR Binder One:**

***Tab 1: Workshop One: Trainer***

***Tab 2: Workshop One: Participant***

***Tab 3: Print Motivation: I Love Words! - Parent Education Session #2***

***Tab 4: Vocabulary: I Know Words! - Parent Education Session #3***

***Tab 5: Reading Books: I Love Books! - Parent Education Session #4***

**ECRR Binder Two**

Tab 1: Workshop Two: Trainer

Tab 2: Workshop Two: Participant

Tab 3: Print Awareness: I See Words! - Parent Education Session #5

Tab 4: Narrative Skills: I Can Tell a Story! - Parent Education Session #6

Tab 5: Dialogic Reading: I Can Read! - Parent Education Session #7

**ECRR Binder Three**

Workshop Three

Tab 1: Workshop Three- Trainer

Tab 2: Workshop Three: Participant

Tab 3: Phonological Awareness: I Hear Words! - Parent Education Session #8

Tab 4: Letter Knowledge: I Know Letters! - Parent Education Session #9

Tab 5: Phonological Awareness Games: I Can Rhyme! - Parent Education Session #1

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# ECRR Workshop ONE Binder Trainer and Participant Table of Contents

## **ECRR Binder One:**

### **Tab 1: Workshop One: Trainer**

- Training Session Summary
- Script
- Supplemental Script
- SP Workshop Materials List
- SP Participant Sign-In Sheet
- SP Participant Agenda
- SP Handout: Reflection and Action
- SP Handout Chart
- SP Participant Evaluation
- SP Power Point Printout w space for notes
- SP Participant Certificate

### **Tab 2: Workshop One: Participant**

- Participant Agenda
- Handout: Reflection and Action
- Handout Chart
- Power Point with space for notes
- Participant Evaluation

Trainer will handout sign-in sheet and certificates

### **Tab 3: Print Motivation: I Love Words!- Parent Education Session #2**

- Script
- SP Print motivation
- SP Research Shows
- SP ET
- SP TK
- SP PR
- SP WYMS Print Motivation
- SP Parent Certificate

**Tab 4: Vocabulary: I Know Words! - Parent Education Session #3**

- Script
- SP Vocabulary
- SP Research Shows
- SP ET
- SP TK
- SP PR
- SP Research Shows
- SP WYMS Vocabulary
- SP Certificate

**Tab 5: Reading Books: I Love Books! - Parent Education Session #4**

- Script
- SP-Tips for Early Talkers
- SP-Books for Early Talkers
- SP-Tips for Talkers-
- SP-Books for Talkers
- SP-Tips for Pre-readers
- SP-Books for Pre-readers
- SP-Books can do it all!
- SP-Tips find books
- SP-5 Questions Select Book
- SP-Does and Don'ts
- SP-Certificate

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# EVERY CHILD READY TO READ

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**Workshop One: Early Literacy Skills  
Print Motivation and Vocabulary  
with Special Information on Reading Books**

## **Participant Agenda**

### **Introductory Segment (45 minutes)**

- **Welcome & Introduction**
- **Rhyme or a Song**
- **Background Information**
- **What You Will Learn**
- **The Importance of Parents and Caregivers**
- **Three Age Ranges and Three Early Literacy Names**
- **Activity**
- **Early Literacy**
- **Six Early Literacy Skills**

### **Print Motivation Segment (20 minutes)**

- **What is Print Motivation**
- **Why is Print Motivation Important**
- **What Parents and Caregivers Can Do**

### **Vocabulary Segment (25 minutes)**

- **What is Vocabulary**
- **Why is Vocabulary Important**
- **What Parents and Caregivers Can Do**
- **What Research Shows**

### **Reading Books Segment (90 minutes)**

- **Break**
- **Reflective Activity**
- **Video**
- **Tips for Sharing Books**
- **Selecting Books**
- **Sharing Books**
- **Professional Action**
- **Closing**
- **Evaluations**
- **Certificates**

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**Workshop One: Early Literacy Skills  
Print Motivation and Vocabulary  
with Special Information on Reading Books**

## **Reflective Activity**

**Before we learn some things about reading books, let's take a minute and think about what we already know.**

**Think about what you already know about reading books with children.**

**Write down two to five things that you know are good things to do while reading books –things that may help children develop their early literacy skills.**

**This is for your own personal review. We will not be asking you to share these things.**

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**Workshop One: Early Literacy Skills  
Print Motivation and Vocabulary  
with Special Information on Reading Books**

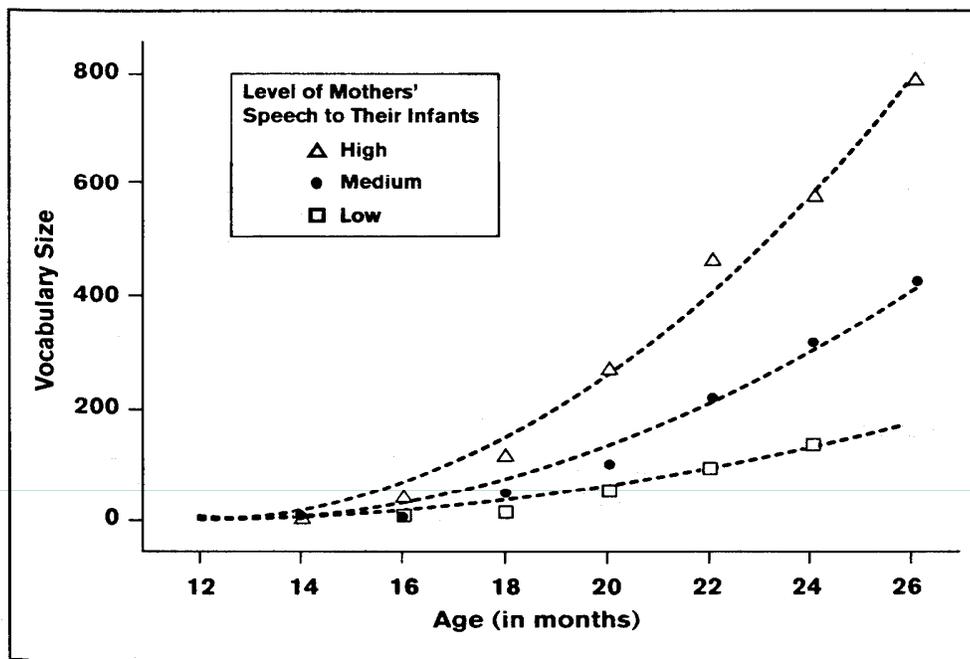
## **Professional Action**

**Before you leave today, we want you to take a few minutes to think about what you have learned and think about how you are going to put it to use.**

**Write down one or two things that you WILL DO while reading books – things that will help children develop their early literacy skills.**

**You may write down things that you already knew about reading books with children, and you may also write down things that you have learned in this workshop.**

### EFFECTS OF MOTHERS' SPEECH ON INFANT VOCABULARY



Janellen Huttenlocher, Wendy Haight, Anthony Bruk, Michael Seltzer, and Thomas Lyons (University of Chicago), "Early Vocabulary Growth: Relation to Language Input and Gender," *Developmental Psychology*, 1991, Vol. 27, No. 2.

ALA granted permission from Janellen Huttenlocher.

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Public Library Association  
Association for Library Service to Children

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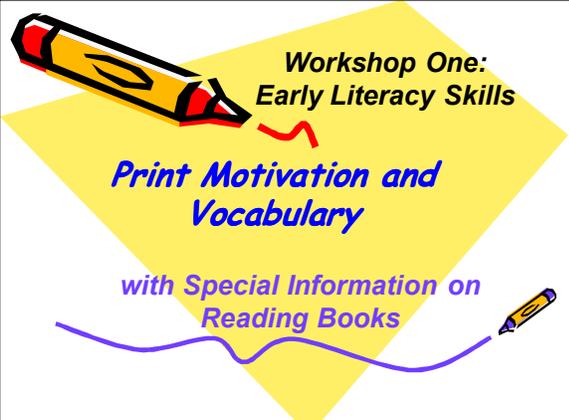
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**Workshop One:  
Early Literacy Skills**

***Print Motivation and  
Vocabulary***

***with Special Information on  
Reading Books***

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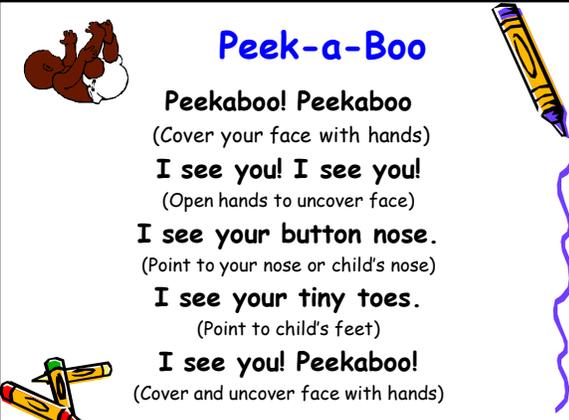
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**Peek-a-Boo**

**Peekaboo! Peekaboo**  
(Cover your face with hands)

**I see you! I see you!**  
(Open hands to uncover face)

**I see your button nose.**  
(Point to your nose or child's nose)

**I see your tiny toes.**  
(Point to child's feet)

**I see you! Peekaboo!**  
(Cover and uncover face with hands)

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Children get ready to read long before they start school.



Parents and Caregivers Can Help

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Every time you read, talk, rhyme and sing with a child, you are providing the early language experiences that lead to reading.



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## YOU Are Important



- **YOU know your children best**
- **Children learn by doing.**

- **Children model parents' behavior**
- **First five years set the stage**



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## Early Talkers

Newborns to Two-Year-Olds

## Talkers

Two- and Three-Year Olds

## Pre-Readers

Four- and Five-Year Olds



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## WHAT IS EARLY LITERACY?



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



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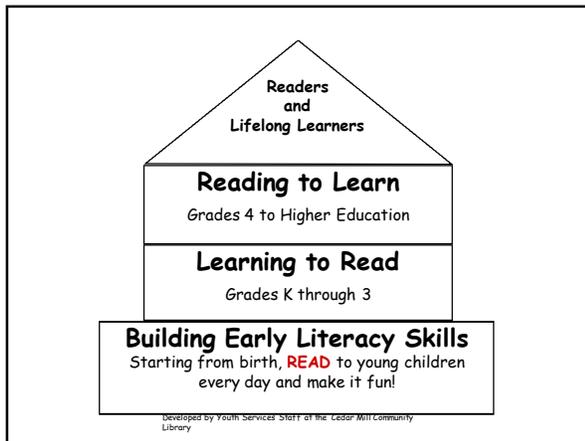
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**From birth, children begin learning six early literacy skills.**

Children who have these six early literacy skills when they enter school learn to read more easily.

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**EVERY CHILD READY TO READ**  
Six Pre-Reading Skills  
your child can start learning from birth!

**Narrative Skills**  
Being able to describe things and events and tell stories.

**Print Motivation**  
Being interested in and enjoying books.

**Vocabulary**  
Knowing the names of things.

**Phonological Awareness**  
Being able to hear and play with the sounds that make up words.

**Letter Knowledge**  
Knowing letters are different from other things, knowing their names and sounds and recognizing letters everywhere.

**Print Awareness**  
Noticing print, knowing how to handle a book and knowing how to follow the words on a page.

**What You Do Helps Your Child Get Ready To Read**

You can help your child be ready to read.  
Learn how @ your library or [www.pla.org/earlyliteracy.htm](http://www.pla.org/earlyliteracy.htm)

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### Help Your Child Get Ready to Read

- Narrative Skills**  
Tell stories together, encourage pretend play, and let your child be a storyteller.
- Letter Knowledge**  
Help your child identify the first letters of their name and familiar words, understand signs and logos, labels.
- Print Awareness**  
Help your child understand how to hold a book and turn the pages.
- Vocabulary**  
Teach your child the specific names of things, the vocabulary of the story they are reading.
- Print Motivation**  
Find books that appeal to your child's interests and make them fun.
- Phonological Awareness**  
Sing songs, play games and listen together to help your child develop the smaller sounds in words.

*Early literacy skills build the foundation for learning to read.*

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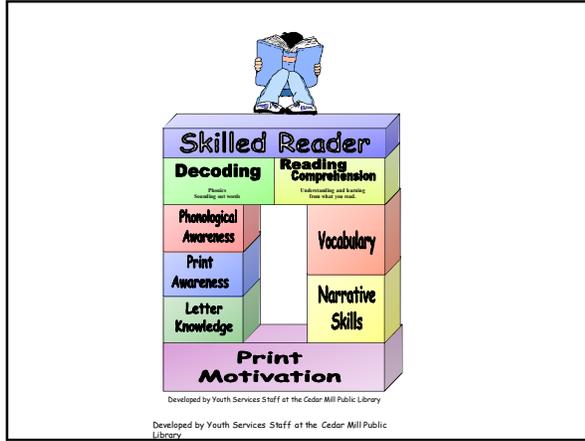
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### Six Skills To Get Ready to Read

- Print Motivation
- Vocabulary
- Print Awareness
- Narrative Skills
- Phonological Awareness
- Letter Knowledge

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## Print Motivation



Child's interest in and enjoyment of books



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## Research Shows

- Children who enjoy books and reading will be curious about how to read. They will read more.
- The more pleasurable the book sharing is, the more attentive and responsive the child will be.
- The more pleasurable the book sharing is, the more regular and frequent an activity it will become.



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## Early Talkers



Read often

Make it fun

Good moods

Cuddle baby on lap

Stop when tired



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## Talkers

Read often

Make it fun

Good moods

Relate book to child's life

Stop when tired



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## Pre-Readers

Read often

Make it fun

Good moods

Follow child's interests

Stop when tired



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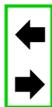
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## Vocabulary

Knowing the  
names of  
things



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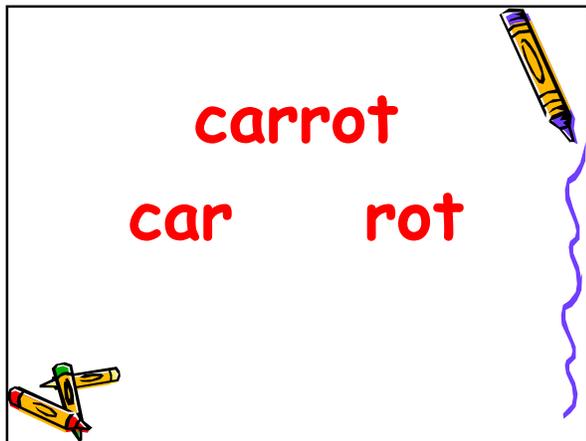
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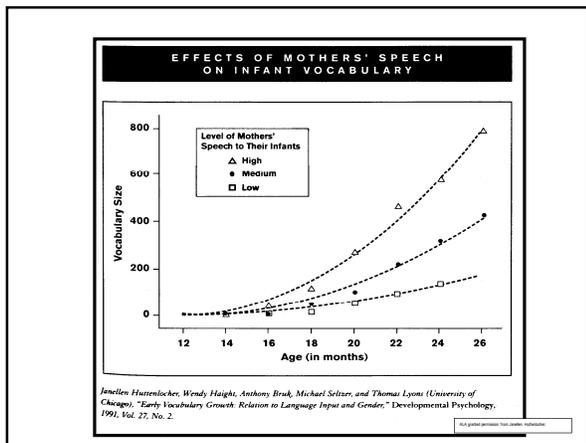
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**Research Shows**

- The more that parents talked with babies and toddlers, the more vocabulary the children had.
- Children whose parents had a high level of speech with their children had a vocabulary five times as high as those children whose parents had a low level of speech

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## Early Talkers



Talk  
Read  
Sing  
Rhyme



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## Talkers



Talk  
Read  
Sing  
Rhyme  
Label  
Feelings



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## Vocabulary

- Things
- Feelings
- Concepts



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## Pre-Readers

Talk

Read

Sing

Rhyme

Label feelings



Explain unfamiliar words

Expand on what you read

Talk about concepts

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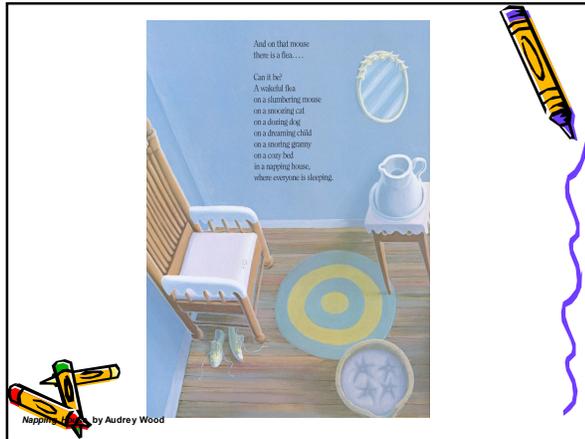
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And on that mouse  
there is a flea....  
Can it be?  
A waked flea  
on a slumbering mouse  
on a mooring cat  
on a dozing dog  
on a dreaming child  
on a snoring granny  
on a cozy bed  
in a napping house,  
where everyone is sleeping.

Napping House by Audrey Wood

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## Research Shows

- Research shows that it is best for parents to speak to their child in the language they know best.
- The child hears the primary language spoken fluently.
- Parents can explain many things to the child in their primary language.



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## Three Developmental Skills for Early Literacy

- Reading Books
- Dialogic Reading
- Phonological Awareness Games



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## Five Steps for Sharing Books With Your Baby

- Pick the best time
- Show baby the book
- Talk and enjoy
- Watch what baby does
- Share a book with your baby every day



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What books are good for this age?

How do I know what to choose?



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**Babies and Toddlers like books that have:**

- Thick sturdy pages
- Small size
- Bright colorful pictures
- Simple geometric shapes
- Pictures of human faces
- Few words
- Nursery Rhymes

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**Tips for Sharing Books With Your Toddler**



- Choose engaging books
- Get them involved
- Play to their favorites
- Read rhymes, sing songs, do fingerplays
- Keep reading!

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**What Books Are Good For Toddlers?**

**Books that have:**

- More involved stories
- Detailed pictures
- Every-day things they can relate to
- Rhyme and rhythm
- Repeated phrases or repeated happenings
- Predictable stories

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## Tips for Sharing Books with Your Pre-readers

- Child helps choose books
- Child practices retelling the story
- Talk about pictures, events and characters
- Encourage imagination and predictions
- Point out letters
- Choose books with repetition and rhyme
- Read aloud with pauses to allow child time to fill in the words



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## What Books Are Good For Pre-readers?

### Books that:

- Tell stories
- Make them laugh
- Have simple text they can memorize
- Have playful or rhyming language
- Are about kids that are like them
- Are about kids who are different from them
  - Are about going to school
  - Are about making friends
  - Are about the real world

Alphabet books, Counting books, Vocabulary books

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## Books can do it all!

Books can ...

- Build print motivation.
- Build narrative skill.
- Build vocabulary (word and world knowledge).
- Build phonological awareness.
- Build print awareness.
- Build letter knowledge.

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Promoting literacy does not mean creating a school-like setting in your home, but taking advantage of all the opportunities that are present in everyday life.



(Straight Talk About Reading by Hall and Moats)

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Talk + Sing + Read =  
**EARLY LITERACY**

It's that simple!

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**EVERY  
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**Workshop One: Early Literacy Skills  
Print Motivation and Vocabulary  
with Special Information on Reading  
Books**

Trainer: \_\_\_\_\_

Date: \_\_\_\_\_

City: \_\_\_\_\_

**Participant Evaluation-PAGE 1 of 2**

Thank you for taking the time to complete this evaluation. Your participation in this workshop is valued and appreciated. Your evaluation of this workshop will help us plan future workshops.

**For each item, circle the number that best reflects what you believe is true.**

**The Trainer was:**

a) 5	4	3	2	1
Well-organized and prepared				Not well-organized and not prepared

b) 5	4	3	2	1
Knowledgeable about the topic				Not knowledgeable about the topic

c) 5	4	3	2	1
Presented the information well				Did Not present the information well

d) 5	4	3	2	1
Respected me as a learner				Did Not respect me as a learner

**The Handouts are:**

a) 5	4	3	2	1
Easy to understand				Not easy to understand

b) 5	4	3	2	1
Something I will use again				Not something I will use again

**The workshop:**

<b>a) 5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Gave me new information				Did Not give me new information

<b>b) 5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is something I would recommend to others				Is Not something I would recommend to others

<b>c) This workshop helped me understand how children from newborns to five-year-olds are getting ready to read.</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Strongly agree				Strongly disagree

<b>d) This workshop helped me learn about at least one new song, nursery rhyme, or book.</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Strongly agree				Strongly disagree

<b>e) The things I learned in this workshop will help me to help children enjoy books and want to read more.</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Strongly agree				Strongly disagree

<b>f) The things I learned in this workshop will help me to help children learn words and the meaning of words.</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Strongly agree				Strongly disagree

<b>g) The things I learned in this workshop will help me read books to a child.</b>				
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Strongly agree				Strongly disagree

**h) One idea or activity from this workshop that I am going to try is:**

**OTHER COMMENTS:**

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# Reading for Healthy Families

## Parent Education Session Presentation Script

### Print Motivation: I Love Words!

**Rhyme, Story or Song**

**[Have some fun! Present a rhyme, story, or song.]**

**Parent Education  
Session #2**

**In this session:**

We will talk in detail about things you can do to help children learn one of the six early literacy skills: Print Motivation.

We are going to talk about things you can do with a baby, toddler, or preschooler to help him or her enjoy language, books and reading.

**What is Print  
Motivation**

**Print Motivation**

**[Show PowerPoint slide, or give Handout]**

**Print  
Motivation**



**Child's interest in and  
enjoyment of books**



Print Motivation is a child's interest in and enjoyment of books.

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.

### Research Shows

- Children who enjoy books and reading will be curious about how to read. They will read more.
- The more pleasurable the book sharing is, the more attentive and responsive the child will be.
- The more pleasurable the book sharing is, the more regular and frequent an activity it will become.



## What Parents and Caregivers Can Do

### Early Talkers



Read often

Make it fun

Good moods

Cuddle baby on lap

Stop when tired



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)]

### Early Talkers

#### [Show PowerPoint slide, or give Handout]

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

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

[**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 or *Something From Nothing* by Phoebe Gilman.]

[**Hand out** storybooks. **Ask** the participants to practice reading a fun book out loud to each other. Have the participants practice reading the book in a cheerful voice.]

### Talkers

#### Talkers

Read often

Make it fun

Good moods

Relate book to child's life

Stop when tired



### Talkers

#### [Show PowerPoint slide, or give Handout]

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

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

## Pre-Readers

### Pre-Readers

Read often

Make it fun

Good moods

Follow child's interests

Stop when tired



**[Ask** the participants to talk about how to make a book reading experience enjoyable.]

What are some things they can do?

Write their ideas up on a board or paper chart.

Some examples: cozy, comfy, quiet.....

## Pre-Readers

### **[Show PowerPoint slide, or give Handout]**

What can you do to help pre-schoolers enjoy books and want to read more?

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

**[Ask** the participants to talk about how they know when their child is tired or not interested.]

What are some things they notice?

Write their ideas up on a board or paper chart.

Some examples: wiggly, whiny ...

## What You Might See

### **Talk about What You Might See**

**[Give** the Handout to participants]

**Talk** through the Handout: What You Might See: Print Motivation]

Let us look at things you might see children doing in the area of print motivation.

Let us look at things you might see yourself, the adult, doing in the area of print motivation.

## Rhyme, Story or Song

Promoting literacy does not mean creating a school-like setting in your home, but taking advantage of all the opportunities that are present in everyday life.

(Share About Reading by Hill and Meath)



## Closing

Talk + Sing + Read  
**EARLY LITERACY**

It's that simple!



## Certificates

[Have some fun! Present a rhyme, story, or song.]

[Thank the participants for coming to the session.]

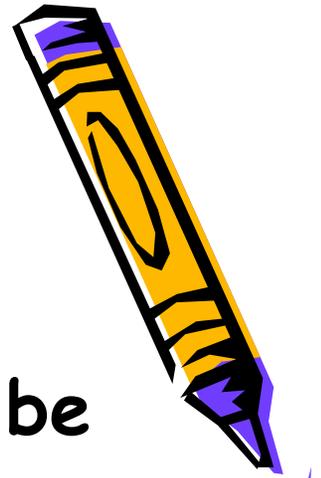
[Hand Out the completely-filled-in Parent Education Session Certificate to each participant]



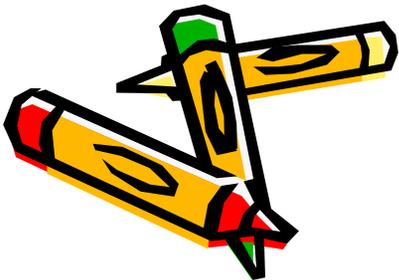
# Print Motivation

- ❖ child's interest in and enjoyment of books
- ❖ Children who enjoy books and reading will read more.  
Children become good readers by practicing.

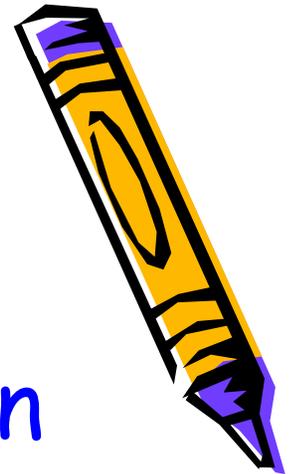
# Research Shows



- Children who enjoy books and reading will be curious about how to read. They will read more.
- The more pleasurable the book sharing is, the more attentive and responsive the child will be.
- The more pleasurable the book sharing is, the more regular and frequent an activity it will become.



# Early Talkers



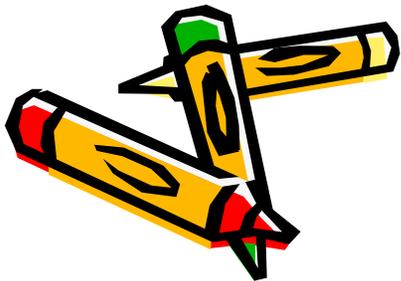
Read often

Make it fun

Good moods

Cuddle baby on lap

Stop when tired



# Talkers

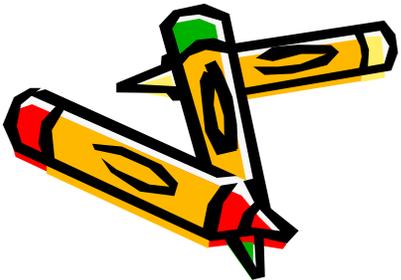
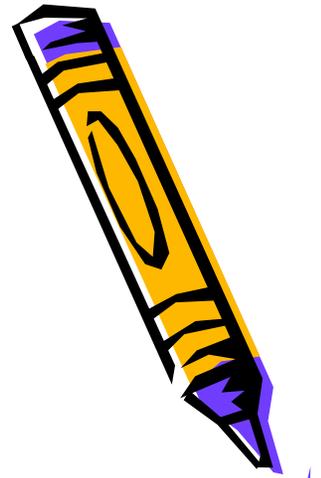
Read often

Make it fun

Good moods

Relate book to child's life

Stop when tired



# Pre-Readers

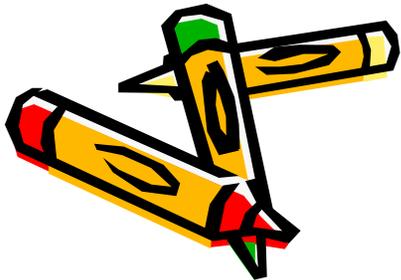
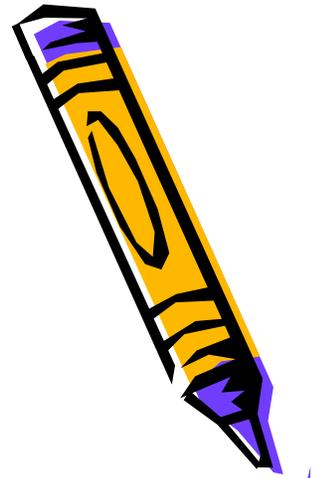
Read often

Make it fun

Good moods

Follow child's interests

Stop when tired



## PRINT MOTIVATION

### A Child's Interest in and Enjoyment of Books

#### What You Might See

- Children want to explore books, to read, and to learn to read.
- Children find books and reading fun, interesting, and fulfilling.
- Children are excited about learning to read.
- Children persist and succeed when they encounter difficulties or stumbling blocks.
- Children are motivated to seek out additional book and reading experiences.
- Children have access to books and explore books with adults on a regular basis
- Children want to hear more. They want to hear the story again (and again, and again, and again).
- Children want to check out more books from the library than you have room in the book bag.
- Children want to know how you read. They want to know how you write. They want to learn to write their own names. They want to see their words in print (whether you write them or they write them).
- You have fun with children with books, with writing, with words!
- You demonstrate your own enjoyment of reading.
- You create positive memories by reading special books at certain times of the year (at the holidays, after a snow storm, after a lost tooth, when the first flower emerges).
- You try not to get frustrated if children don't seem to get it (identifying letters, understanding rhyming sounds).
- You know that every positive experience with Early Literacy Skills is building an Early Literacy Foundation that will help children achieve in school.

# Reading for Healthy Families

## Certificate of Accomplishment

---

Name

**has successfully completed the  
early literacy parent education session**

**I Love Words!**

---

RFHF family support worker or children's library staff  
Signature and Date

Reading for Healthy Families (RFHF) Oregon: Building Communities of Learning

A partnership of Oregon State Library and Oregon Commission on Children and Families

With generous funding support from Oregon Community Foundation and Paul G. Allen Family Foundation

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# Reading for Healthy Families

## Parent Education Session Presentation Script

### Vocabulary: I Know Words!

**Rhyme, Story or Song**

[Have some fun! Present a rhyme, story, or song.]

**Parent Education  
Session #3**

**In this session:**

We will talk in detail about things you can do to help children learn one of the six early literacy skills: Vocabulary.

We are going to talk about things you can do with a baby, toddler, or preschooler to help him or her learn the names of things and increase their vocabulary.

**What is Vocabulary**

**Vocabulary**



[Show PowerPoint slide, or give Handout]

Vocabulary is knowing the names of things

**Why is Vocabulary  
Important**

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.

## Words

### ◇ *Supplemental Suggestions for Workshop One* **Vocabulary #1** Words

Use specific words when you talk with children. Don't underestimate what they will understand. For example, when you talk about vehicles, 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.

## Research Shows

### Research Shows

- The more that parents talked with babies and toddlers, the more vocabulary the children had.
- Children whose parents had a high level of speech with their children had a vocabulary five times as high as those children whose parents had a low level of speech



Research findings by Dr. Janellen Huttenlocher of the University of Chicago show that the growth in vocabulary in children under two years of age is clearly linked to the extent that the parents talk with them.

The more parents talked with the babies and toddlers, the more vocabulary the children had. By the time they were two years old, the children whose parents had a high level of speech with their children had a vocabulary five times as high as those children whose parents had a low level of speech.

[Source: Right From Birth: Building Your Child's Foundation for Life, Birth to 18 Months by Craig Ramey, pg. 88-94) and Janellen Huttenlocher et al. "Early Vocabulary Growth: Relation to Language Input and Gender." Developmental Psychology. v.27no.2 (March 1991) p.236-248.]

## What Parents and Caregivers Can Do

### Early Talkers



Talk  
Read  
Sing  
Rhyme



### Early Talkers

#### [Show PowerPoint slide, or give Handout]

What can you do to help babies and toddlers learn words and the meaning of words?

- The best way to help children learn new words is to talk and read to them.
- Singing and Rhyming are also important in building a larger vocabulary because children hear more new words.

## Talkers



Talk

Read

Sing

Rhyme

Label  
Feelings



## Talkers

### [Show PowerPoint slide, or give Handout]

What can you do to help two- and three- year olds learn words and the meaning of words?

- 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.
- Explain unfamiliar words rather than replacing them with familiar ones.
- 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.

#### ◇ *Supplemental Suggestions for Workshop One* **Vocabulary #1**

Words

### [Show PowerPoint slide]

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, or worried.

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

☀ **[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.

**OR**

**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.]

## Vocabulary

- Things
- Feelings
- Concepts



## Pre-Readers

Talk

Read

Sing

Rhyme

Label feelings



Explain unfamiliar words

Expand on what you read

Talk about concepts

## Pre-Readers

### [Show PowerPoint slide, or give Handout]

What can you do to help preschoolers learn words and the meaning of words?

- The best way to help children learn new words is to talk and read with them.
- Reading to children is especially important in building a larger vocabulary because children hear more new words when you read books.
- Label feelings, both yours and your child's. This will help your child express how he or she feels and become less frustrated.
- Talk about concepts like more/less/same; before/after; above/below; time and seasons; also ideas like fairness, friendship, and honesty. This helps children develop vocabulary about things that are real but cannot be seen.
- Explain unfamiliar words to your child rather than substituting familiar words; this exposes children to many more words.

### ◇ *Supplemental Suggestions for Workshop One* **Vocabulary #1**

#### Words

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.

☀ **[READ** an excerpt from *Napping House* as an example of this. **Point out** all the words that are used to convey sleeping.]

## What You Might See

## Research Shows

### Research Shows

- Research shows that it is best for parents to speak to their child in the language they know best.
- The child hears the primary language spoken fluently.
- Parents can explain many things to the child in their primary language.

## Rhyme, Story or Song

## Closing

## Certificates

## Talk about What You Might See

**[Give** the What You Might See: Vocabulary Handout to participants]

**Talk** through the Handout]

Let us look at things you might see children doing in the area of Vocabulary.

Let us look at things you might see yourself, the adult, doing in the area of Vocabulary.

## Research Shows

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.]

**[Have some fun! Present** a rhyme, story, or song.]

**[Thank** the participants for coming to the session.]

**[Hand Out** the completely-filled-in Parent Education Session Certificate to each participant]



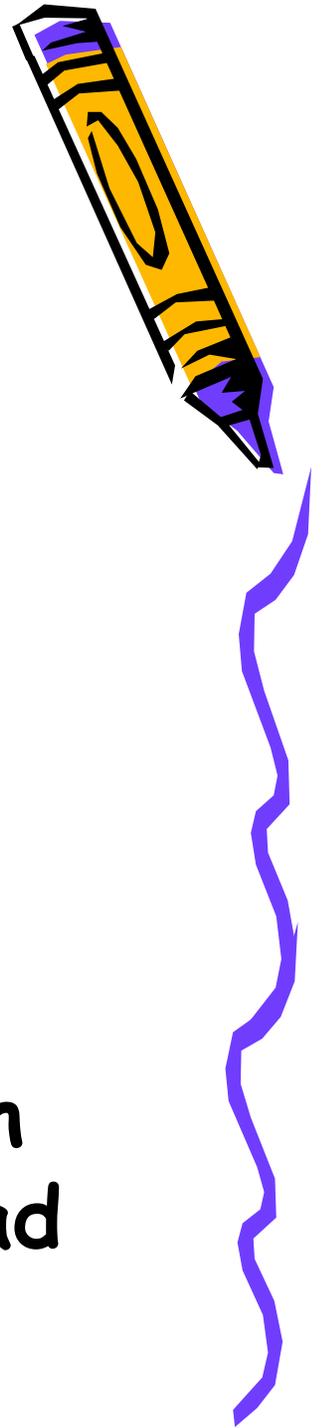
# Vocabulary



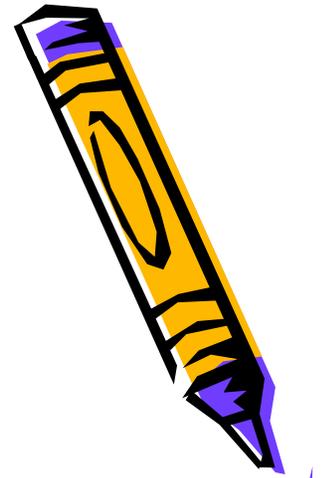
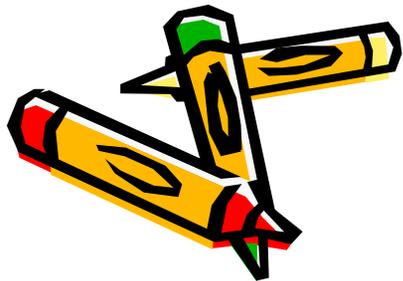
- ❖ knowing the names of things
- ❖ helps children understand what they read
- ❖ helps children recognize words when they try to sound them out

# Research Shows

- The more that parents talked with babies and toddlers, the more vocabulary the children had.
- Children whose parents had a high level of speech with their children had a vocabulary five times as high as those children whose parents had a low level of speech



# Early Talkers



Talk

Read

Sing

Rhyme



# Talkers



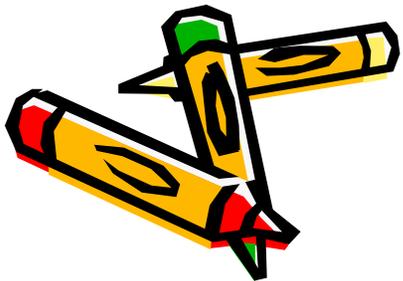
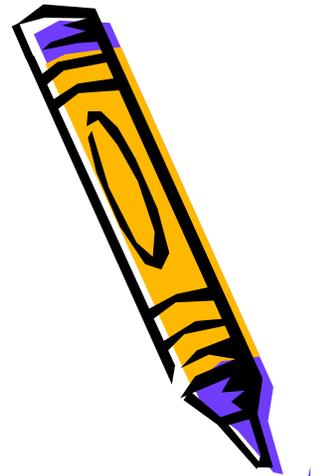
Talk

Read

Sing

Rhyme

Label  
Feelings



# Pre-Readers

Talk

Read

Sing

Rhyme

Label feelings



Explain unfamiliar words

Expand on what you read

Talk about concepts



# Research Shows

- **Research shows that it is best for parents to speak to their child in the language they know best.**
- **The child hears the primary language spoken fluently.**
- **Parents can explain many things to the child in their primary language.**

## VOCABULARY

### Knowing the Names of Things

#### What You Might See

- ❑ Children connect words to objects, events, or concepts in the world.
- ❑ Children understand the meaning of words, like the difference between a “whale” and to “wail”?
- ❑ Children learn the meaning of one word and that leads to learning the meanings of a number of other words and the relationships between those words. For example, when children learn about a whale (the animal), they also might learn about the ocean (or sea), mammals, krill (the tiny sea creatures that some whales eat), Killer Whales, Blue Whales, and so forth.
- ❑ Children develop Word Knowledge, and they also develop World Knowledge – an understanding of how the world works and, what is in the world.
- ❑ Young children may use a single word for all related objects. For instance, “truck” may be used for all vehicles (even bikes!).
- ❑ Children may replace a word for an object with a different word that sounds similar but has a completely different meaning (calling a cabin in the woods a “cabinet”).
- ❑ Children may combine two words together to create a word to describe a concept (saying “last day” for “yesterday”).
- ❑ You talk about the meaning of words with children as they come up in conversation.
- ❑ You talk about the meaning of a word when the word has come up in naturally occurring conversations or when the word relates to something of interest to the child (what kinds of “vocabulary” words can you think of that relate to dinosaurs or princesses).
- ❑ If you know that a word has two meanings, you mention the other meaning, e.g. “It’s funny, the word ‘booty’ means two things. It can mean your bottom (And you know how mama feels when you say that). Or it can mean treasure – like gold, jewels or other things pirates like to bury.”

- ❑ You model your own interest in words. You model where to go to find out more information about words, such as the dictionary and on-line.
- ❑ You help children learn about the world, you take children places, you talk about what you are seeing and what you are doing, you watch TV with children and talk about what is happening and why.
- ❑ You read both fiction and non-fiction books to children. Books contain words that children (and even adults) have never heard before. Books can “take” children (and even adults) to places or worlds they have never been before.
- ❑ You provide younger children (2 and 3 years old), active learners, lots of experiences and lots of words to describe those experiences.
- ❑ You provide older children (4 and 5 years old) with books and help them learn from talking about things and building on or extending words and concepts.

# **Reading for Healthy Families**

## **Certificate of Accomplishment**

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Name

**has successfully completed the  
early literacy parent education session**

**I Know Words!**

---

RFHF family support worker or children's library staff  
Signature and Date

Reading for Healthy Families (RFHF) Oregon: Building Communities of Learning

A partnership of Oregon State Library and Oregon Commission on Children and Families

With generous funding support from Oregon Community Foundation and Paul G. Allen Family Foundation

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# Reading for Healthy Families

## Parent Education Session Presentation Script

### Reading Books: I Love Books!

#### Parent Education Session #4

In this session we are going to:

- Provide special information on reading books
- HAVE FUN READING BOOKS!

#### Developmental Skills

There are **three developmental skills** which translate into activities that parents can engage in to promote early literacy skill development:

- **Provide special information on Reading Books**
- **Provide special information on Dialogic Reading**
- **Provide special information on Phonological Awareness Games**

#### Special information on Reading Books

**Provide special information on Reading Books:**

- Tips for Selecting Books with babies, toddlers, and preschoolers
- Tips for Sharing Books with babies, toddlers, and preschoolers
- How to HAVE FUN READING BOOKS!

#### Tips for Sharing Books With Early Talkers

**[Show PowerPoint slide, or give Handout]**

#### Early Talkers

First I'd like to go over this handout "*Five Easy Steps for Sharing Books with Your Baby*".

**Five Steps for Sharing Books  
With Your Baby**

- Pick the best time
- Show baby the book
- Talk and enjoy
- Watch what baby does
- Share a book with your baby every day



**TIP 1**

Pick a time when you and your child are in a good mood, ready to enjoy each other.

Try to pick a time when your child is quietly alert, not too tired and not too active. Each child is different.

What are some times of the day that may be good for you and your baby to share a book?

**[Ask for RESPONSES from participants. Optional.]**

**TIP 2**

Point to the pictures and talk in your most natural and cheerful voice.

Watch what your child points to or looks at and talk about those pictures. After you name the item in the picture, talk about it: "Apple. A red apple. Hmmmm, I love apples. You can only eat apples when they are mashed up into apple sauce."

**TIP 3**

Talk and have fun.

If your baby likes to be held, snuggle up and read a book together. Some babies like to lie on a blanket. You can lie beside your baby and look at a book together. Find a spot in your home where you and your baby are comfortable reading together—a chair, on a bed, or on the floor.

What is your favorite spot to spend time with your baby?

**[Ask for RESPONSES from participants. Optional.]**

**TIP 4**

Watch what baby does.

Babies like to play with books. That means they like to chew on them, throw them down and play with them like a toy. That is how children get to know books at this age. It's natural. If your baby just wants to play with the book, that's fine.

Slowly take the book away from her mouth, turning the pages, and say, "Let's see what's in this book." It is natural for us to protect books. They are special! But for babies they are toys.

## Books for Babies

What books are good for this age?

How do I know what to choose?



Babies and Toddlers like books that have:

- Thick sturdy pages
- Small size
- Bright colorful pictures
- Simple geometric shapes
- Pictures of human faces
- Few words
- Nursery Rhymes

## Tips for Sharing Books With Talkers

### Tip 5

Read with your baby EVERY DAY! Read every day, even if it's just for a few minutes.

Watch what your baby does. Let your baby play with the book. If your baby gets upset or cranky, stop for a while. Keep a book in the diaper bag, too.

Even a few minutes a day is important! Try to find some time every day to share books with your baby.

## What books are good for babies?

[Show PowerPoint slide ]

Babies like:

- Thick sturdy cover and pages
- Small size, for little hands
- Bright colorful pictures
- Simple geometric shapes
- Clear pictures
- Pictures of human faces
- Few words
- Nursery rhymes

**Show book** *Black on White* or *White on Black* by Tana Hoban

All board books are NOT appropriate for babies.

Board books with easy to see pictures are excellent for a baby, with high contrast between the object and the background.

[**DEMONSTRATE** reading a favorite board book.

[**Ask** the participants to take turns reading a board book to each other. If you have the props, participants could also read their story to a stuffed animal, baby doll, etc.]

## Talkers

[**Give Handout:** Tips for Sharing Books with Talkers]

### Tips for Sharing Books With Your Toddler



- Choose engaging books
- Get them involved
- Play to their favorites
- Read rhymes, sing songs, do fingerplays
- Keep reading!

#### **TIP 1**

Choose engaging books.

Books featuring animals or machines invite movement and making sounds. Books with flaps or different textures to touch keep hands busy. Books with detailed illustrations or recurring items hidden in the pictures are great for exploring and discussing.

#### **TIP 2**

Get them involved.

Ask questions and take time to listen to toddler's answers. Pause to let your toddler finish a phrase or chant a refrain: "run, run, as fast as you can..." Talk about the pictures and ask questions that invite more than a yes or no answer - "What is this thing called?" "Oh, I wonder what she is doing?"

#### **TIP 3**

Play to their favorites.

Read favorite stories again and again. Toddlers enjoy repetition and it helps them become familiar with the way stories are organized. Find books about things your toddler especially likes — trucks, dogs, insects. These books will keep your toddler interested in reading longer.

#### **TIP 4**

Read rhyming books, sing songs, and do fingerplays, such as *Eensy Weensy Spider*. Children love rhyme and rhymes help children hear the different sounds that make up words, which is critical to learning to read.

#### **TIP 5**

Keep reading!

Toddlers love to move—so let them. Keep reading while they play nearby; they are still listening. Read many times a day for shorter times and make it fun! Trying to read to a toddler who wants to play outside or with newly discovered toys would frustrate both of you. Your toddler will be most interested when she's not hungry, wet, or tired.

**[Give Handout: Tips for Sharing Books with Pre-Readers]**

## Books for Two- and Three-year olds

### What Books Are Good For Toddlers?

Books that have:

- More involved stories
- Detailed pictures
- Every-day things they can relate to
- Rhyme and rhythm
- Repeated phrases or repeated happenings
- Predictable stories

## Tips for Sharing Books with Pre-Readers

## ◇ *Supplemental Suggestions for Workshop One* Reading Books

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

- 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

☀ **[DEMONSTRATE]** reading a favorite rhyming book.

**[Ask]** the participants to take turns reading a rhyming book to each other. If you have the props, participants could also read their story to a stuffed animal, baby doll, etc.]

## Tips for Sharing Books with Pre-Readers

### TIP 1

Let your child be involved in choosing books and let her practice retelling the story in her own words.

### Tips for Sharing Books with Your Pre-readers

- Child helps choose books
- Child practices retelling the story
- Talk about pictures, events and characters
- Encourage imagination and predictions
- Point out letters
- Choose books with repetition and rhyme
- Read aloud with pauses to allow child time to fill in the words



## Books for Pre-readers

### What Books Are Good For Pre-readers?

- Books that:**
- Tell stories
  - Make them laugh
  - Have simple text they can memorize
  - Have playful or rhyming language
  - Are about kids that are like them
  - Are about kids who are different from them
    - Are about going to school
    - Are about making friends
    - Are about the real world
- Alphabet books, Counting books, Vocabulary books

## Reading Books

### Books can do it all!

Books can ...

- Build print motivation.
- Build narrative skill.
- Build vocabulary (word and world knowledge).
- Build phonological awareness.
- Build print awareness.
- Build letter knowledge.

## TIP 2

Talk about the pictures, characters and events in the story as you are reading.

## TIP 3

Encourage your child to use his imagination or to make predictions about what will happen in a story.

## TIP 4

Casually point out some of the letters in the book. "There is a 'j.' Your name starts with a 'j,' too." At times, run your finger below the text as you read aloud.

## TIP 5

Choose some books with repetition and rhyme and read aloud with pauses to allow your child time to fill in the words.

## Pre-readers like:

- Books that tell stories
- Books that make them laugh
- Books with simple text they can memorize
- Books about kids that are like them - also books that introduce children who are different from them
- Books about going to school and books about making friends
- Books that have playful or rhyming language
- Alphabet books, counting books and vocabulary books
- Books about the real world - trucks, dinosaurs, insects

**[Give Handout: READING BOOKS WITH CHILDREN CAN DO IT ALL!] [Talk through the key points of this handout.]**

**[Give Handout: TIPS FOR FINDING GREAT BOOKS TO READ WITH CHILDREN] [Talk through the key points of this handout.]**

**[Give Handout: FIVE QUESTIONS TO HELP YOU SELECT A GREAT BOOK] [Talk through the key points of this handout.]**

**[Give Handout: DO'S AND DON'TS FOR GREAT BOOK TIMES WITH CHILDREN] [Talk through the key points of this handout.]**

## Closing

Promoting literacy does not mean creating a school-like setting in your home, but taking advantage of all the opportunities that are present in everyday life.



(Straight Talk About Reading by Hill and Moats)

## Certificates



**THANK YOU!**

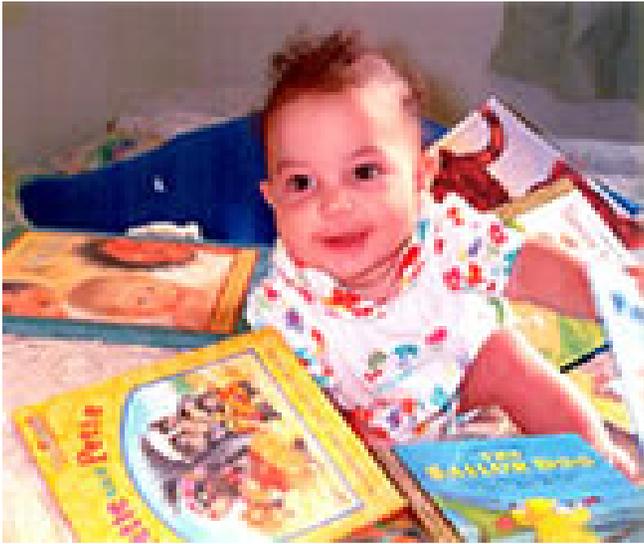
**[Thank the participants for coming to the session.]**

**[Hand Out** the completely-filled-in Parent Education Session Certificate to each participant.]

# Five Steps for Sharing Books With Your Baby

- Pick the best time
- Show baby the book
- Talk and enjoy
- Watch what baby does
- Share a book with your baby every day





## Babies and Toddlers like books that have:

- Thick sturdy pages
  - Small size
- Bright colorful pictures
- Simple geometric shapes
- Pictures of human faces
  - Few words
- Nursery Rhymes

# Tips for Sharing Books With Your Toddler



- **Choose engaging books**
- **Get them involved**
- **Play to their favorites**
- **Read rhymes, sing songs, do fingerplays**
- **Keep reading!**

# What Books Are Good For Toddlers?

## Books that have:

- **More involved stories**
- **Detailed pictures**
- **Every-day things they can relate to**
- **Rhyme and rhythm**
- **Repeated phrases or repeated happenings**
- **Predictable stories**

# Tips for Sharing Books with Your Pre-readers

- Child helps choose books
- Child practices retelling the story
- Talk about pictures, events and characters
- Encourage imagination and predictions
- Point out letters
- Choose books with repetition and rhyme
- Read aloud with pauses to allow child time to fill in the words



# What Books Are Good For Pre-readers?

## Books that:

- Tell stories
- Make them laugh
- Have simple text they can memorize
- Have playful or rhyming language
- Are about kids that are like them
- Are about kids who are different from them
  - Are about going to school
  - Are about making friends
  - Are about the real world

Alphabet books, Counting books, Vocabulary books

# Books can do it all!

Books can ...

- Build print motivation.
- Build vocabulary (word and world knowledge).
- Build print awareness.
- Build narrative skill.
- Build phonological awareness.
- Build letter knowledge.

## **TIPS FOR FINDING GREAT BOOKS TO READ WITH CHILDREN**

### **TALK to a children’s librarian at your local library.**

Children’s librarians are extremely knowledgeable about books for children.

A children’s librarian can help you find books that will match a child’s age, characteristics, and interests.

### **ATTEND a story time at your local library.**

You may be able to get a schedule of story times online or by calling your local library.

Check out the books the children have enjoyed at story time.

### **GO to the library with children!**

Allow children to select a limited number of books (if you know you always check out five books, it will be easier to know how many books you still have to pull from under the couch when the due date rolls around).

You may be able to do some pre-selecting while at the library (“Are you sure you want this book? It has lots of words and almost no pictures.”).

If you have time, you can read the books together while at the library as part of the selection process.

Bring the books home and try to read them together. It’s likely there will be some hits and some misses. Happily, the hits can be renewed and the misses can be returned to the library for different books.

### **FIND book lists created by other people or organizations.**

Newspapers and magazines occasionally publish reviews of good books for children or lists of books about a particular topic.

Remember, just because an “expert” has selected a particular book doesn’t mean that it will be a good book for you and the child to read together. Use the lists as a resource and then read the books that work for you.

There are many book lists developed by libraries. Libraries across the country often post their booklists on the Internet.

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## **FIVE QUESTIONS TO HELP YOU SELECT A GREAT BOOK**

### **Question #1: Do you want to read this book?**

When you do read it, does it reach out and grab you? Would you want to listen to it if you were a child?

You should not feel that you have to read a specific book (even if others say it is a great book) if you don't like it.

Keep in mind that children may want to hear the same book over and over again or may become obsessed with a particular topic (princesses, trucks, etc.). Although it can be hard to stand at times, reading the same books or reading about the same topic is a normal and important way that children interact with books.

Try to find ways to keep yourself interested (find different versions of the Cinderella story) or agree to read a book again if you can also read a different book.

### **Question #2: Is the book interesting to look at?**

Does the book have interesting pictures? Are the pictures related to the story?

Keep in mind that younger children like pictures with bold colors and clear lines.

Some children will be very engaged by detailed pictures with lots of things to "find."

Illustrations can be very vivid and some children may be frightened by the pictures. Pay attention to the response of your child as you are reading.

### **Question #3: Does the book reflect the world around you?**

Does the book show children from the child's culture?

Does the book describe activities that the child can relate to?

Children are more likely to be engaged by books include characters or experiences similar to their own.

#### **Question #4: How old is the child?**

Infants like the board books with large pictures.

Younger children are typically engaged by shorter books with less text.

Older children can handle a longer book or a book with lots of text on each page.

Some older children can even listen to and participate in “chapter books” (books with very few pictures and multiple chapters or sections).

#### **Question #5: What does the child like? What are his/her interests?**

Some children prefer books that include some action (hop like a bunny, gallop like a horse), or some repetition (“No more monkeys jumping on the bed!”), or some activity (“I Spy” or “Where’s Waldo” books).

Some children prefer books that they can just listen to (they don’t need to do or say anything).

Some children need a simple or favorite book read to them before they can concentrate on a new or more complex book.

Some children respond very well to books when they are upset. Other children may need some snuggle time before they are ready to concentrate.

Some children want to read mostly fairytales, or books about princesses, or trucks, or dinosaurs.

## **DO'S AND DON'TS FOR GREAT BOOK TIMES WITH CHILDREN**

Adapted from The Read-Aloud Handbook, J. Trelease (1995)

**Do read often, with at least one “book routine” or an expected time each day.** Common book reading times include just before nap or just before bed. Books can actually help children settle down before napping or sleeping.

Book reading can also settle your child when he/she is angry or upset. Book reading can be comforting to a sick child or can help a child with an “owie” forget about the discomfort or pain.

### **Do set the scene.**

Turn off the TV.

Turn on some quiet music.

Find a cuddly spot.

Get other chores out of the way (or at least try to ignore them).

### **Do talk about the book.**

Ask questions about the story.

Discuss the pictures.

Talk about the funny or interesting words.

Relate the book to other things you have read or other experiences the child has had.

### **Do involve the child in the book-reading experience.**

Ask the child to pick out the books.

Allow the child to turn the pages.

Allow the child to ask questions or to interrupt with comments.

**Do pay attention to the child.**

Are they still listening?

Do they seem bored?

Should you wait to turn the page?

**Do have fun!**

If you enjoy the experience, the child will be more likely to enjoy it as well.

**Do feel free to change a book.**

If the text is too long, you can shorten it, summarize, or describe the pictures.

If you don't like a word or realize that the entire story has become a bit disturbing or gruesome, you can substitute words or make up your own version on the spot.

**Do read with feeling.**

Make your voice loud and soft, high and low.

If you feel comfortable, create voices for the different characters.

Slow your voice to build suspense.

Read quickly when the action picks up.

**Do allow the child to do something else when you are reading.**

Some children will better listen to a story if they are allowed to "keep their hands busy" while you are reading. Try to think of it like being able to doodle while listening to someone give a talk. It can actually help you concentrate.

Keep reading even if the child walks away. Allow the child to play with toys. They are still listening and may come back to join you or check in on the pictures.

**Don't read a book if you don't like it!**

Don't think that just because a book has won an award, it is a good book to read aloud. Some books win awards for pictures, but make lousy read-aloud stories.

**Don't feel you have to read all the words in a book.**

Sometimes children may want to skip over pages or just want to talk about the pictures. This is OK. They are customizing the book-reading experience to their needs and desires.

**Don't feel like you have to finish a book that "isn't working."**

Some books just don't work. They may be too old for the child, or too poorly written, or too scary. Talk to the child about going on to a different book.

Some book-times just don't work. The child may be too upset or too distracted by a noise or other activity. You can calmly transition to another activity.

**Don't use books as threats ("If you don't listen to this book, you can't go outside.").**

Children will quickly learn that books are something to be endured (like cleaning up their room or eating their spinach), rather than something to be enjoyed.

**Don't hesitate to answer the child's questions.**

**Don't start to read if you are going to be rushed or don't think you can finish the book.**

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# **Reading for Healthy Families**

## **Certificate of Accomplishment**

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Name

**has successfully completed the  
early literacy parent education session**

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RFHF family support worker or children's library staff  
Signature and Date

**Reading for Healthy Families (RFHF) Oregon: Building Communities of Learning**

**A partnership of Oregon State Library and Oregon Commission on Children and Families**

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