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Guide to
ECRR Binders

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**Workshop Two: Early Literacy Skills
Print Awareness and Narrative Skills
with a Special Information on Dialogic Reading**

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
- What Research Shows

Print Awareness Segment (20 minutes)

- What is Print Awareness
- Why is Print Awareness Important
- What Parents and Caregivers Can Do

Narrative Skills Segment (25 minutes)

- What are Narrative Skills
- Why are Narrative Skills Important
- What Parents and Caregivers Can Do
- What Research Shows

Dialogic Reading Segment (90 minutes)

- Break
- Reflective Activity
- Dialogic Reading
- What Research Shows
- Video
- What Questions
- Practice
- Video
- Open-Ended Questions
- Practice
- How to Choose Books
- Professional Action
- Closing
- Evaluations
- Certificates

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**Workshop Two: Early Literacy Skills
Print Awareness and Narrative Skills
With Special Information on Dialogic Reading**

Reflective Activity

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

Think about what you already know about asking question when reading books with children.

Write down two to five things that you know are good kinds of questions to ask 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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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 to ask questions while reading books –things that will help children develop their early literacy skills.

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

Picture Book Reading

Picture book reading provides children with many of the skills necessary for school readiness.

How we read to children is as important as how often we read to them.

Children learn more from books when they are actively involved.

Dialogic Reading is a method that helps young children become involved in the story.

The goal of today's program is to teach you how to help your child become an active partner in reading picture books together.

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Dialogic Reading: “What” Questions

Ask “what” questions

Follow answers with questions

Repeat what your child says

Help your child as needed

Praise and encourage

Follow your child’s interests

Dialogic Reading: “What” Questions

Reading picture books with your child is a great way to teach vocabulary and help your child tell more complete descriptions about what they see. Look through a book before you read it with your child for the first time. The first time you read a book together, you should do most of the talking yourself, making sure that you point out the names of things your child may not know. The next time you read the same book, do the following for each of the pictures/objects you named when you and your child read the book the first time:

- Ask “what” questions:

**Point to the item in the book and say, “What’s this?” or “What’s this called?”
Avoid questions that your child can answer with a ‘yes’ or ‘no,’ or by pointing.**

- Follow answers with questions:

When your child names an object, ask a question about it. For example: “What color is the truck?”, “What is this part of the truck called?”, “What is the dog doing?”, or “What do we use the bowl for?”

- Repeat what your child says:

Let your child know his or her answer is correct by repeating it back: “Yes, that’s a cow. ”

- Help your child as needed:

If your child isn’t able to answer your question, give the correct answer and ask him or her to repeat what you have said.

- Praise and encourage:

Tell your child when he or she is doing well by saying things like: “Good talking!” or “That’s right. Good job!”

- Follow your child’s interests:

If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions to let your child talk.

- Have fun!

Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. For example, you could read one page and then have your child tell you about the next page. Keep your child’s mood in mind. Keep it fun.

***Dialogic Reading:
Open Ended Questions &
Expansion***

**(1) Ask open-ended questions about
the pictures**

**If your child doesn't know what to say
about a picture, provide something and
have your child repeat it**

**As your child gets used to open-ended
questions, ask your child to say more**

(2) Expand what your child says

Keep the expansions short and simple

**Have your child repeat your longer
phrases**

Dialogic Reading: Open-Ended Questions & Expansion

Now that you've had some practice using "what" questions, we want you to start using more general questions as a way of getting your child to say more than just one word at a time. We also want you to build upon what your child says to help your child learn how to tell even longer descriptions of what he or she sees in the pictures.

- Ask open-ended questions:

Continue to use questions during storytime as a way to get your child talking about the pictures. Now though, instead of using specific "what" questions like "What is this?", ask more general open-ended questions that require your child to answer with more than one word. For example, "What do you see on this page?" or, "What's happening here?"

- Help when needed:

When your child doesn't know anything else to say about a picture, provide something for your child and try to get him or her to repeat it. For example: "The duck is swimming. Now you say, 'The duck is swimming.'"

- Ask your child to say more:

When your child gets used to answering open-ended questions, ask your child to say something more by asking another question, like "What else do you see?"

- Expand what your child says:

When your child says something about a picture, praise him or her and add a little to what's been said. For example, if your child says "Doggy bark", you might say "Yes, the doggy's barking at the kitty." In this way, you fill in the little words and endings your child left out and provide a new piece of information. Later you might ask a question about this new information: "Who's the doggy barking at?"

- Keep your expansions short and simple:

Make sure you build upon your child's phrases just a little so that your child is able to imitate what you've said.

- Have your child repeat:

If you encourage your child to repeat your longer phrases, he or she will start using them more quickly.



Books for Dialogic Hear and Say Reading

What kinds of books work best?

Books that

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

Some examples:

Benny Bakes a Cake by Eve Rice
Big Red Barn by Margaret Wise Brown
Chugga-Chugga Choo-Choo by Kevin Lewis
Cows in the Kitchen by June Crebbin
Curious George Rides a Bike by H. A. Rey
Good Night, Gorilla by Peggy Rathmann
Jesse Bear books by Nancy Carlstrom
Jump, Frog, Jump by Robert Kalan
New Road! by Gail Gibbons
Trucks by Anne Rockwell
Wind Blew by Pat Hutchins
Books by Richard Scarry

*Visit your local public library.
Ask library staff for more suggestions!*



Books for Dialogic Hear and Say Reading

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Books by Richard Scarry

*Visit your local public library.
Ask library staff for more suggestions!*



Dialogic Reading Hear and Say Reading

Part I: Tips to Build Vocabulary

Ask "what" questions

Follow answers with another question

Repeat what your child says

Help your child as needed

Give answer and child repeats

Praise and encourage your child

Follow your child's interests

ENJOY!



Dialogic Reading Hear and Say Reading

Part I: Tips to Build Vocabulary

Ask "what" questions

Follow answers with another question

Repeat what your child says

Give answer and child repeats

Help your child as needed

Praise and encourage your child

Follow your child's interests

ENJOY!

Part II: Tips to Build Sentence Skills

Ask "open-ended" questions:

What's going on here?

Tell me what you see on this page.

Follow answers with another

question: What else do you see?

I wonder how . . .

How did that happen?

What do you think?

Expand what your child says

Add another piece of information

Help your child repeat your longer phrases

ENJOY!

Part II: Tips to Build Sentence Skills

Ask "open-ended" questions

What's going on here?

Tell me what you see on this page.

Follow answers with another

question: What else do you see?

I wonder how . . .

How did that happen?

What do you think?

Expand what your child says

Add another piece of information

Help your child repeat your longer phrases

ENJOY!

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Public Library Association
Association for Library Service to Children



**Workshop Two:
Early Literacy Skills**

**Print Awareness and
Narrative Skills**

*with Special Information on
Dialogic Reading*



Five Little Ducks

Five little ducks went out one day,
Over the hills and far away.
Mother Duck said,
"Quack, quack, quack, quack."
But only 4 little ducks came back.
Four little ducks . . .
Three little ducks . . .
Two little ducks . . .
One little duck . . .



Well, sad Mother Duck went out one day,
Over the hills and far away,
Mother Duck said, "Quack, quack, quack."
And all of the 5 little ducks came back.
QUACK! QUACK! QUACK! QUACK!

Children get ready to read long before they start school.



Parents and Caregivers Can Help

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



You are Important



- You know your children best
- Children learn by doing.

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



Early Talkers

Newborns to Two-Year-Olds

Talkers

Two- and Three-Year Olds

Pre-Readers

Four- and Five-Year Olds

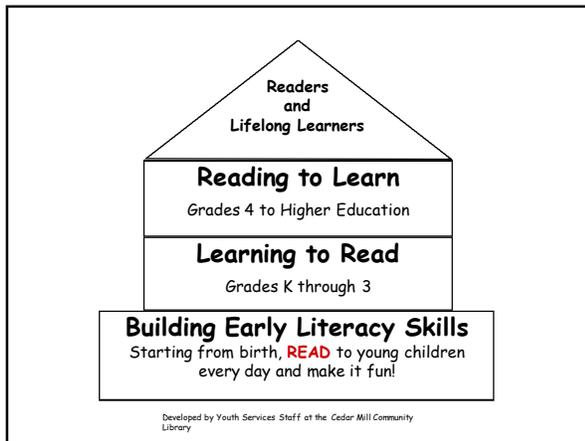


WHAT IS EARLY LITERACY?



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





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.




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 the letters are different from other things, knowing their names, and recognizing and recognizing letters everywhere.

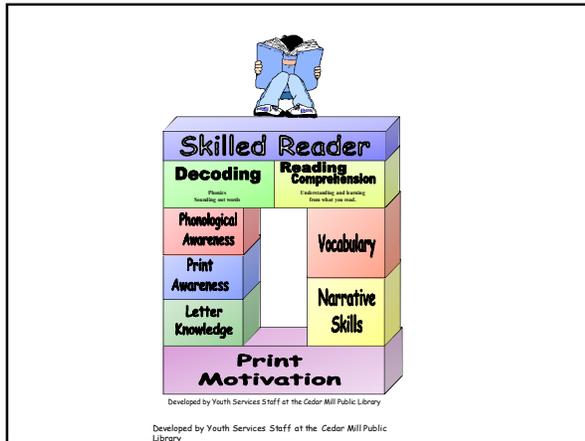


Print Awareness
Noticing print, knowing how to handle a book and knowing how to follow the words on a page.



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



Six Skills To Get Ready to Read

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

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.

Print Awareness



- Noticing print everywhere



- Knowing how to handle a book

- Knowing how we follow the words on a page



WHY important?

- Children must be aware of how books work (left/right, top/bottom)
- Children must become aware of words before they can read them
- When children are comfortable with books, they can concentrate on reading

Early Talkers

Point to signs and words

Read what signs and words say



Explain unfamiliar words

Talkers

Point to signs and words

Read what signs and words say

Let child turn the pages

Follow words with your index finger

Point to word that repeats

Let child say word that repeats



Pre-Readers

Let child turn the pages

Point to words as you read

Point to word or phrase that repeats

Let child say word that repeats

Hold book up-side-down to let child turn right side up

Make a book

Show child that print is everywhere







Narrative Skills



The ability to describe things and events, and to tell stories

Why important?

When children understand story structure they can better predict what will happen in a story

Helps children understand the **meaning** of what they are reading:
COMPREHENSION

Early Talkers

- Name things
- Give child opportunities to talk
- Encourage interaction
- Ask questions
- Ask for details
- Tell your child stories
- Narrate your day
- Label actions, feelings, and ideas



Talkers

All of the Early Talkers Plus

- Ask child to tell about something that happened
- Read the same book many times
- Ask child what happens next
- Ask child to tell a story using puppets
- Ask child to draw and talk about the picture
- Listen as child tries to talk
- Be patient



Pre-Readers

All of Talkers Plus

- Add description to a story
- Ask child to tell about something that happened
- Read the same book many times
- Ask child what happens next
- Ask child to tell a story using puppets
- Ask child to draw and talk about the picture
- Listen as child tries to talk
- Be patient



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.



Three Developmental Skills for Early Literacy

- Reading Books
- Dialogic Reading
- Phonological Awareness Games



Dialogic or Hear and Say Reading



Hear and Say Picture Book Reading

HOW we read to children is as important
as how often we read

The adult helps the child tell the story

The adult is the questioner
The adult is the listener
The adult is the audience



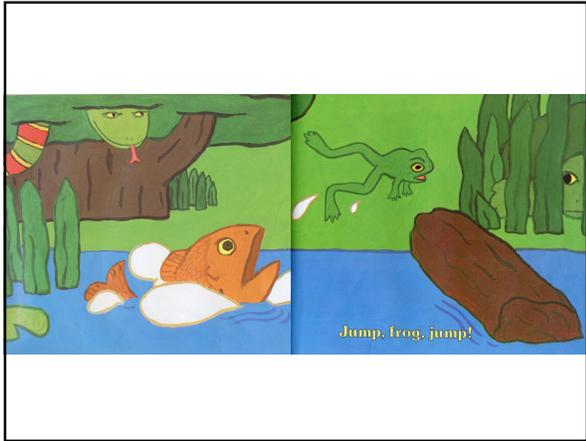
Research Shows

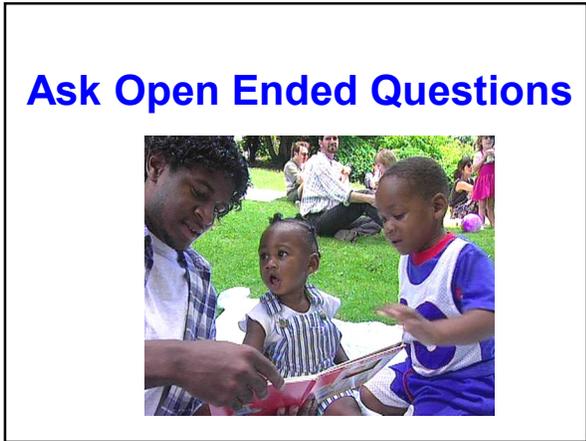
- Children who are actively involved with hear and say reading had more advanced language and pre-reading skills.
- Children can jump ahead several months in learning after only a few weeks of dialogic reading.

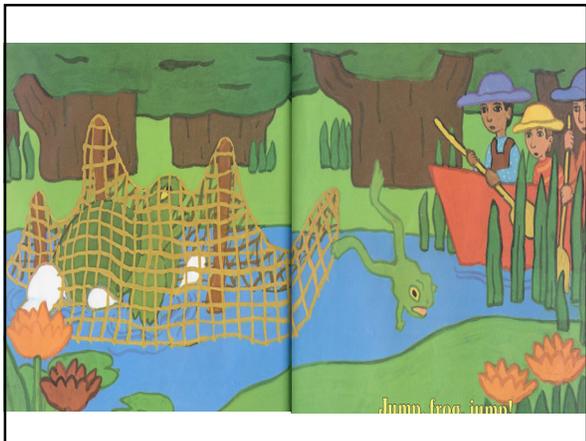


Ask "What" Questions









Use general questions to encourage child to say more

- Simple what questions
- Add description
- What do you see on this page?
- What's happening here?
- What else do you see?
- Build upon the child's phrases
- Have your child repeat
- Relate to child's experiences



Dialogic Reading



Dialogic Reading

What Kinds of Books Work Best?



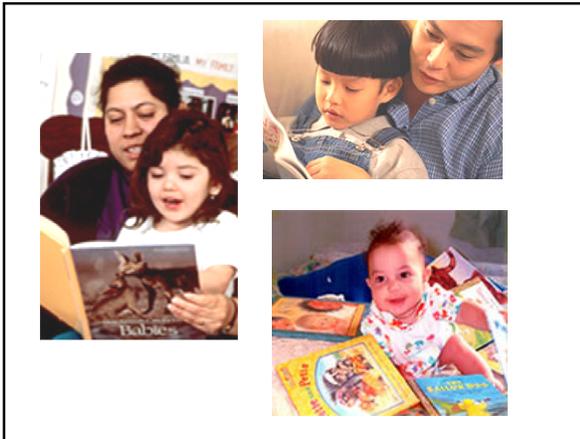
Books for Dialogic Reading

Have a simple story
Have clear pictures
Have pictures of familiar things

Show action and detail in the pictures

Are not too long
Are interesting to the child





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)

Talk + Sing + Read =

EARLY LITERACY

It's that simple!

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**Workshop Two: Early Literacy Skills
Print Awareness and Narrative Skills
with a Special Information on Dialogic
Reading**

Trainer: _____

Date: _____

City: _____

Participant Evaluation

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:

a) 5	4	3	2	1
Gave me new information				Did Not give me new information

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

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

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

e) The things I learned in this workshop will help me to help children notice print and understand how books work.				
5	4	3	2	1
Strongly agree				Strongly disagree

f) The things I learned in this workshop will help me to help children describe things and events and tell stories.				
5	4	3	2	1
Strongly agree				Strongly disagree

g) The things I learned in this workshop will help me ask “what questions” and “open ended questions” when I am reading to a child.				
5	4	3	2	1
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 Awareness: I See Words!

Rhyme or a Song

Five Little Ducks

Five little ducks went out one day,
Over the hills and far away.
Mother Duck said,
"Quack, quack, quack, quack."
But only 4 little ducks came back.
Four little ducks . . .
Three little ducks . . .
Two little ducks . . .
One little duck . . .
Well, sad Mother Duck went out one day,
Over the hills and far away,
Mother Duck said, "Quack, quack, quack."
And all of the 5 little ducks came back.
QUACK! QUACK! QUACK! QUACK!



☀ [DEMONSTRATE the following rhyme or song or one of your choice]

Five Little Ducks

Let's start with a rhyme that young children enjoy. Keeping books and language fun will keep them coming back for more.

Parent Education Session #5

In this session we are going to:

- Learn about one of the six skills: Print Awareness
- Show how we can help children, birth through five, learn this early literacy skill

What is Print Awareness

Print Awareness

[Show PowerPoint slide, or give Handout]

Print Awareness is noticing print everywhere; knowing how to handle a book; knowing how we follow the words on a page.

Print Awareness



• Noticing print everywhere



• Knowing how to handle a book

• Knowing how we follow the words on a page



Why is Print Awareness Important

WHY important?

- Children must be aware of how books work (left/right, top/bottom)
- Children must become aware of words before they can read them
- When children are comfortable with books, they can concentrate on reading

Rhyme, Story or Song

What Parents and Caregivers Can Do

Early Talkers

Point to signs and words

Read what signs and words say



Explain unfamiliar words



Why is print awareness important?

Before children learn to read, they must be familiar with how books work: books have a cover, you begin to read at the top of the page and from left to right (in English and in many languages), books have words and pictures to tell the story.

We read the text/print on the page, not the pictures

Children must become aware of words before they can read them.

When children feel comfortable with books, they can concentrate on reading.

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

How can parents help children notice print and understand how books work?

Early Talkers

[Show PowerPoint slide, or give Handout]

- Point to signs and other words around you and read what they say.
- Get stubby books that your baby can handle.
- Let your toddler turn the pages as you read a book. Use your index finger or his to follow the words as you read.
- If a book has a word that repeats, point to it on the page and let your toddler say it.

Talkers

- Point to signs and words
- Read what signs and words say
- Let child turn the pages
- Follow words with your index finger
- Point to word that repeats
- Let child say word that repeats



Talkers

[Show PowerPoint slide, or give Handout]

- Point to signs and other words around you and read what they say. Stop signs, etc. Talk about signs you see as you are driving, walking, at the grocery store.
- Point to words from time to time as you read so your child learns that you are reading the text, not the pictures
- Let your child turn the pages as you read a book
- If a book has a word or phrase that repeats, point to it on the page and let the child say it.
- Hold book up-side-down and see if the child knows it has to be turned around.

Pre-Readers

- Let child turn the pages
- Point to words as you read
- Point to word or phrase that repeats
- Let child say word that repeats
- Hold book up-side-down to let child turn right side up
- Make a book
- Show child that print is everywhere



Pre-Readers

[Show PowerPoint slide, or give Handout]

- Let your child turn the pages as you read a book
- As you read, point to words from time to time so your child learns you are reading text, not the picture
- Hold book up-side-down and see if the child knows it has to be turned around.
- If a book has a word or phrase that repeats, point to it on the page and let the child say it, and you point to the words
- Have your child make a book; talk about the different parts: cover, words, pictures, beginning, middle, end
- Print is everywhere — help your preschooler recognize it: names of restaurants and stores, food, movies, stop signs and street signs and other types of print that you see as you walk and drive.

Brainstorm Activity

[**Ask** the participants to take an imaginary walk through their own neighborhood and where they go when they are out and about.

Ask them to tell you the different written signs they see as they go about their day to day activities. **Write** their answers on a wall chart.]

What You Might See

Talk about What You Might See

[**Give** the Handout to participants]

Talk through the Handout: What You Might See: Print Awareness]

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

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

Rhyme, Story or Song

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

Closing

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

Certificates

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

Five Little Ducks

Five little ducks went out one day,
Over the hills and far away.

Mother Duck said,

“Quack, quack, quack, quack.”

But only 4 little ducks came back.

Four little ducks . . .

Three little ducks . . .

Two little ducks . . .

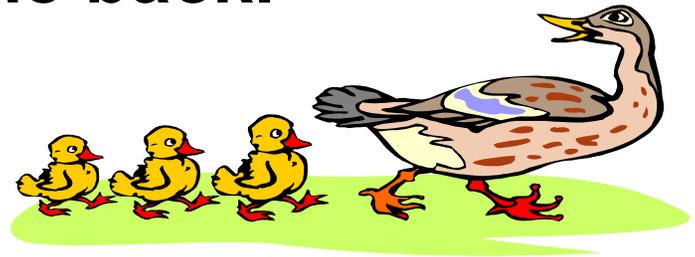
One little duck . . .

Well, sad Mother Duck went out one day,
Over the hills and far away,

Mother Duck said, "Quack, quack, quack."

And all of the 5 little ducks came back.

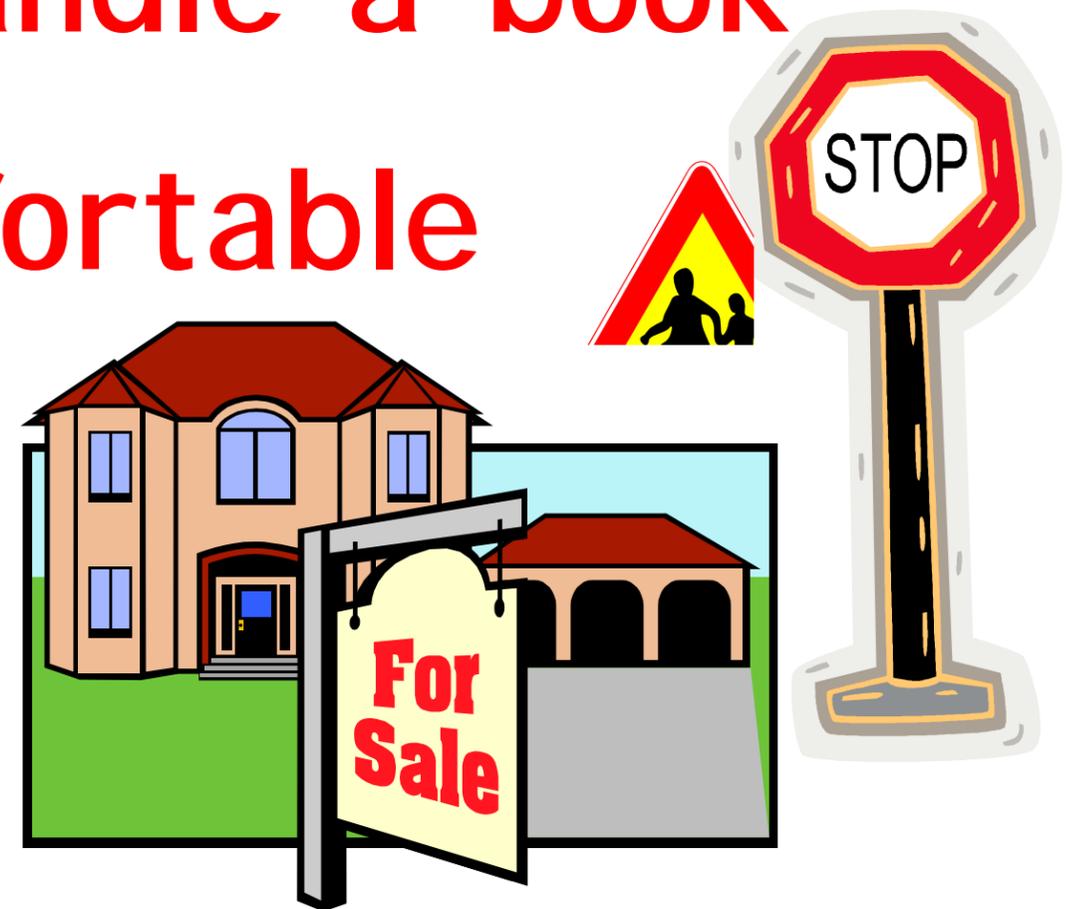
QUACK! QUACK! QUACK! QUACK!





Print Awareness

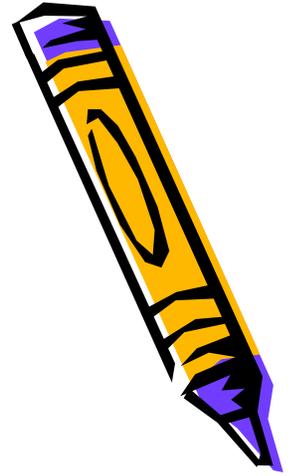
- ❖ noticing print everywhere
- ❖ knowing how we follow the words on a page, knowing how to handle a book
- ❖ helps children feel comfortable with books so they can concentrate on reading



WHY important?

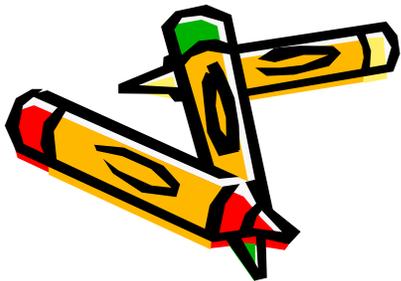
- **Children must be aware of how books work (left/right, top/bottom)**
- **Children must become aware of words before they can read them**
- **When children are comfortable with books, they can concentrate on reading**

Early Talkers



Point to signs and words

Read what signs and
words say



Explain unfamiliar words

Talkers

Point to signs and words

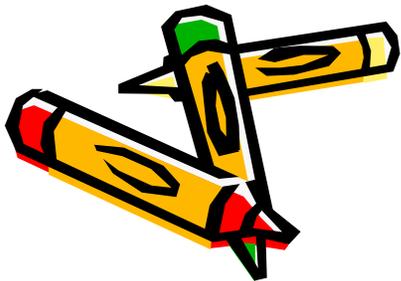
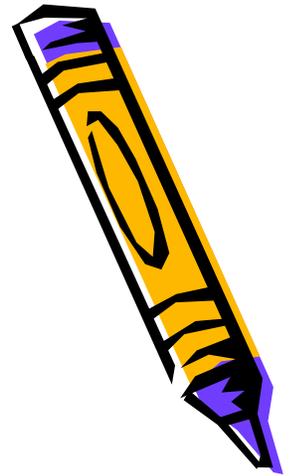
Read what signs and words say

Let child turn the pages

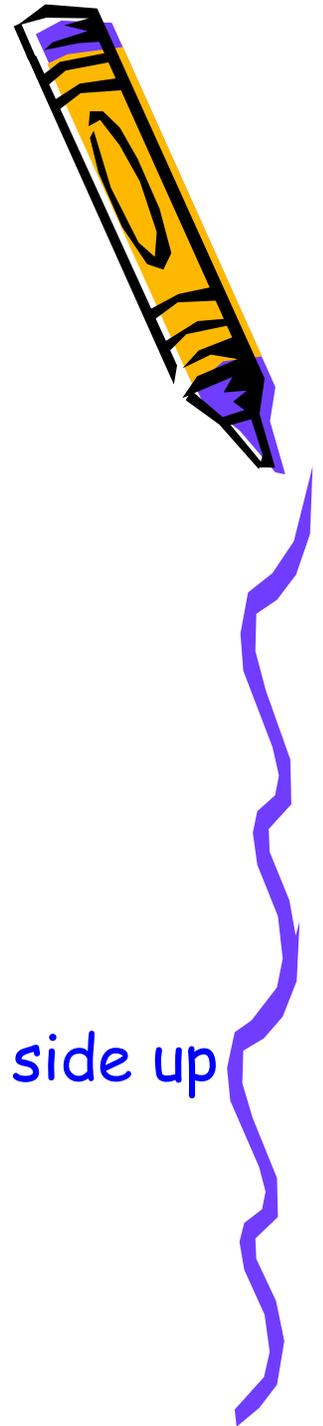
Follow words with your index finger

Point to word that repeats

Let child say word that repeats



Pre-Readers



Let child turn the pages

Point to words as you read

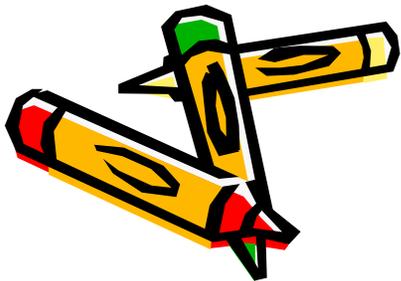
Point to word or phrase that repeats

Let child say word that repeats

Hold book up-side-down to let child turn right side up

Make a book

Show child that print is everywhere



PRINT AWARENESS

Children Notice Print and Understand How Books Work

What You Might See

- Children understand that the symbols (typically in black) on a page or sign have meaning - - children understand that they are words.
- Children understand that the series of symbols (letters) on the front of a book is the title and, likely, the name of the author and illustrator.
- Children understand that a book has a front and a back, a top and a bottom.
- Children turn the pages of a book from right to left, but we read words from left to right.
- Children start at the top of the page (or paragraph) when reading.
- Children read the words in a book (rather than “reading” the pictures).
- Children understand that books and other written materials are sources of information.
- Children understand that people use books and other written materials to help them in their daily lives (writing and using lists, looking things up, enjoying a story, reading the newspaper, figuring out which bus to take, etc.).
- Children have an awareness of how print works and can skip the first step (how does this thing called a book work) and move right into exploring the pictures, the story, the details and the printed words.
- Children imitate or pretend to read.
- Children hold the book properly, turn the pages one at a time, and even run their fingers along the print as though they were reading it.

- Children recognize familiar signs in the neighborhood, such as a McDonald's sign or the Stop signs.
- Children point out some printed words and then "read" them.
- Older children use print in their play – reading a book to a baby doll, taking your order while playing restaurant, pretending to write a letter.
- You model to children how you use print in everyday life.
- You make a list with a child before going to the grocery store. In the store, you review the list with the child every so often as you collect your purchases.
- You include children when you look up something in the phone book, or on the internet, or when you read a note sent home from child care or school.
- You point out print that you notice in the environment.
- You point out common signs (stop, yield, no parking, McDonald's big "M" sign).
- You point out how nearly all packaging (candy bars, food boxes, milk containers, etc.) has print that helps people identify what is inside.
- You read books with children.
- You point out the title, the name of the author and the illustrator.
- You occasionally run your finger along the text as you read (particularly when words repeat or are otherwise interesting).
- You let children hold the book and turn the pages while you read.
- You read the book in a mixed-up manner and see if the child can correct you.
- You hold the book upside-down, try to read the book from the back to the front, and so forth. You are silly and have fun!
- You make books with children about family outings (trip to the beach, visit to grandma) or topics of interest to the child (dinosaurs, trucks, birds, etc.). The process of making a book helps children learn the parts of the book and the way in which a book is written (the story goes from front to back, the writing goes from left to right, the title goes on the front cover).

Reading for Healthy Families

Certificate of Accomplishment

Name

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

I See Words!

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

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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

Narrative Skills: I Can Tell a Story!

Rhyme, Story or Song

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

Parent Education
Session #6p

In this session we will:

- Learn about one of the six early literacy skills: Narrative Skills
- Show how we can help children, birth through five, learn this skill

What are Narrative
Skills

Narrative Skills

[Show PowerPoint slide, or give Handout]

Narrative
Skills



The ability to describe
things and events, and
to tell stories

Narrative Skills: the ability to describe things and events and tell stories.

Why are Narrative
Skills Important

Why are narrative skills important to learning how to read?

Why important?

When children understand story
structure they can better predict
what will happen in a story

Helps children understand
the meaning of what they are reading:
COMPREHENSION

Being able to talk about and explain what happens in a story helps a child understand the meaning of what he or she is reading.

Good narrative skills lead to good reading comprehension.

What Parents and Caregivers Can Do

Early Talkers



- Name things
- Give child opportunities to talk
- Encourage interaction
- Ask questions
- Ask for details
- Tell your child stories
- Narrate your day
- Label actions, feelings, and ideas



Early Talkers

[Show PowerPoint slide, or give Handout]

What can parents do to help **babies and toddlers** develop narrative skills, to describe things and events and tell stories?

- Name things (real objects and pictures in books) as you go through the day.
- Use songs and nursery rhymes like *Head and Shoulders, Knees and Toes* and *Put Your Finger in the Air*.
- Make sure your child has lots of opportunities to talk with you, not just listen to you talk. Communication is two-way and involves interaction. This interaction helps develop parts of the brain involved with language. It's important that children not watch too much television because this is passive and does not lead to the same growth in language skills as talking.

Some ways of talking are better at developing narrative skills. For example:

- Talk to your child in ways that encourage interaction and a response.
- Ask your baby a question and then answer for her.
- Ask your toddler to tell you about something that happened to him today; ask for more details so he can expand on his narrative.
- Ask questions that cannot be answered with “yes” or “no.” This encourages your child to think and increases comprehension.
- Tell your child stories about your life.
- Narrate your life. As you go through your day, talk about some of the things you are doing. Explain them in simple terms: First we'll buy this pancake mix, then we'll go home and then we'll make pancakes. This helps children understand that stories have a beginning, middle and end.

Rhyme, Story or Song

- As your child gets older, label not just things but also actions, feelings, and ideas. Happy, sad and angry are common feelings, but think of less common ones, too: embarrassed, quiet, sleepy, jealous, frustrated and others. Talk about your own feelings. Use words to say what your child might be feeling.

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

You may want to try the suggested *Head and Shoulders, Knees and Toes* and *Put Your Finger in the Air*

What Parents and Caregivers Can Do

Talkers

All of the Early Talkers
Plus
Ask child to tell about something that happened
Read the same book many times
Ask child what happens next
Ask child to tell a story using puppets
Ask child to draw and talk about the picture
Listen as child tries to talk
Be patient



Talkers

[Show PowerPoint slide, or give Handout]

What can parents do to help **two- and three-year olds** develop narrative skills, to describe things and events and tell stories?

- Name things (both real and pictures in books) as you go through the day
- Make sure your child has lots of opportunities to talk with you, not just listen to you talk.

Some ways of talking are better at developing narrative skills. For example:

- Ask your child to tell you about something that happened to him today; ask for more details so he can expand on his narrative.
- Ask questions that cannot be answered with “yes” or “no.” This encourages your child to think and increases comprehension.
- Tell your child stories to help her learn how a story is told.
- As you go through your day, talk about some of the things you are doing.
- Choose a book you’ve read a number of times. Read it again and at certain points in the story, let your child tell you what happens next.
- Let your child tell a story using props or puppets.

- Have your child draw and tell you what is happening in the picture.
- As your child gets older, label not just things but also actions, feelings, and ideas. Happy, sad and angry are common feelings, but think of less common ones, too: embarrassed, quiet, sleepy, jealous, frustrated, and others. Talk about your own feelings. Use words to say what your child might be feeling.
- Listen as child tries to talk, be patient

Pre-Readers

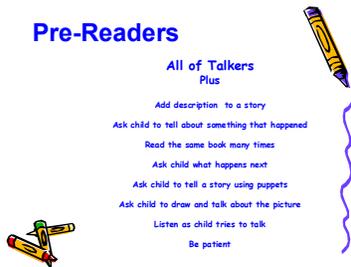
[Show PowerPoint slide, or give Handout]

What can parents do to help **four- and five-year olds** develop narrative skills, to describe things and events and tell stories?

- Name things (real objects and pictures in books) as you go through the day
- Make sure your child has lots of opportunities to talk with you, not just listen to you talk.

Some ways of talking are better at developing narrative skills. For example:

- Ask your child to tell you about something that happened to him today; ask for more details so he can expand on his narrative.
- Ask questions that cannot be answered with “yes” or “no.” This encourages your child to think and increases comprehension.
- Add description: [Example from Napping House: “What is Granny wearing to bed?” “Yes, that’s right, a nightgown, a nightgown with ruffles and puffy sleeves.”]
- Tell your child stories to help her learn how a story is told.
- As you go through your day, talk about some of the things you are doing.



- Choose a book you've read a number of times. Read it again and at certain points in the story, let your child tell you what happens next.
- Let your child tell a story using props or puppets.
- Have your child draw and tell you what is happening in the picture
- Listen as child tries to talk, be patient

Rhyme, Story or Song

[Have some fun! Present a rhyme, story, or song.
You may want to try, as suggested, a story using flannel board props or puppets.]

What You Might See

Talk about What You Might See

[Give the Handout to participants]

Talk through the Handout: What You Might See: Narrative Skills]

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

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

Rhyme, Story or Song

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

Closing

[Thank the participants for coming to the session.]

Certificates

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



Narrative Skills

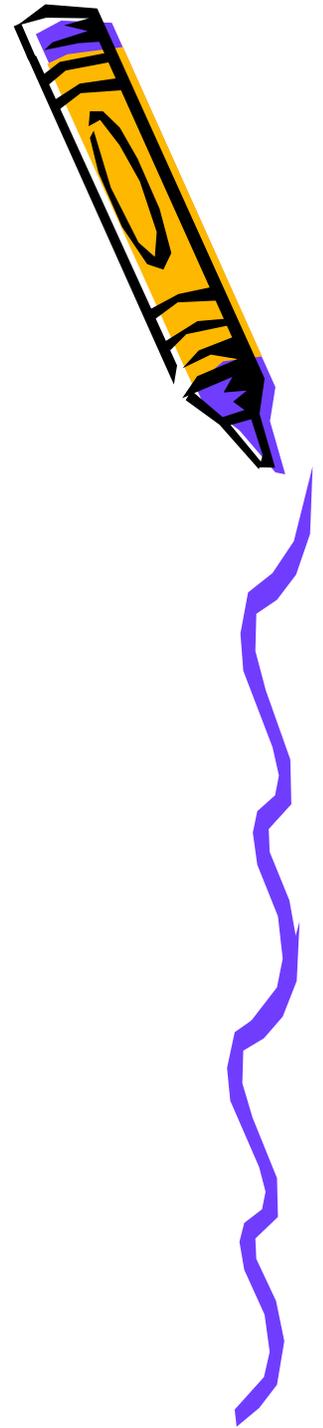
- ❖ the ability to describe things and events, and to tell stories
- ❖ helps children understand what they read

Why important?

When children understand story structure they can better predict what will happen in a story

Helps children understand the **meaning of what they are reading:
COMPREHENSION**

Early Talkers



Name things

Give child opportunities to talk

Encourage interaction

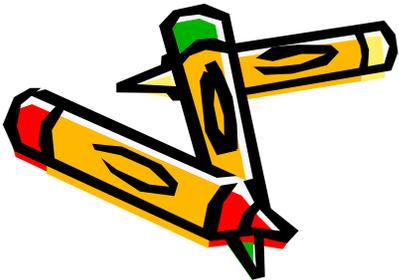
Ask questions

Ask for details

Tell your child stories

Narrate your day

Label actions, feelings, and ideas



Talkers

All of the Early Talkers
Plus

Ask child to tell about something that happened

Read the same book many times

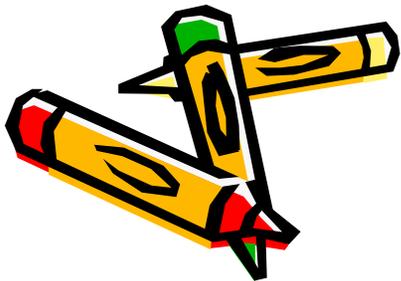
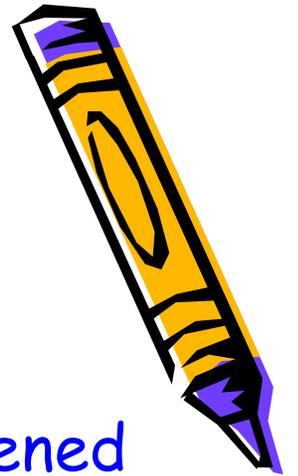
Ask child what happens next

Ask child to tell a story using puppets

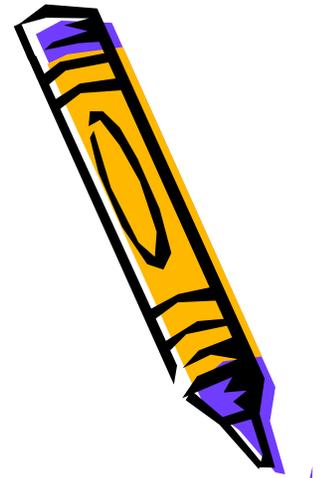
Ask child to draw and talk about the picture

Listen as child tries to talk

Be patient



Pre-Readers



All of Talkers Plus

Add description to a story

Ask child to tell about something that happened

Read the same book many times

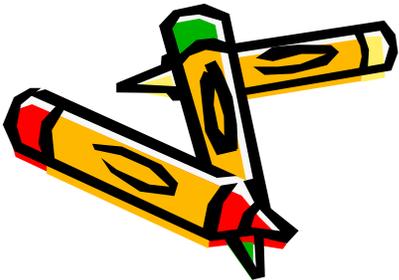
Ask child what happens next

Ask child to tell a story using puppets

Ask child to draw and talk about the picture

Listen as child tries to talk

Be patient



NARRATIVE SKILLS

The Ability to Describe Things and Events and Tell Stories

What You Might See

- Children understand and tell stories or describe events.
- Children know stories have a beginning, a middle, and an ending.
- Children know who the story characters are, what they do, and why they do what they do.
- Children add more detail or description to their stories
- Children predict what will happen in a story.
- Young children describe what happens during frequent events (What happens at lunch time? What happens when you go to McDonald's?).
- Older children add more details to their scripts.
- Young children use story phrases such as, "once upon a time" or "the end."
- Children tell stories about events that directly relate to their experience.
- Older children imagine and tell stories about things they have not experienced.
- You ask a child to tell you about his or her day.
- You write stories with a child.
- You make a simple book with several folded sheets of paper. The child narrates a story. You write down their words. Ask the child to illustrate their story or add photos from the event.
- You act out stories with children.
- You make puppets or dress up like story characters.

- You read books and talk about books with a child.
- You ask questions in a story about what happened and why.
- You stop at a suspenseful moment in a story and ask what the child thinks will happen next.
- You talk about how the story of a book relates to events in a child's life.

Reading for Healthy Families

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Name

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I Can Tell a Story!

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

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Reading for Healthy Families

Parent Education Session Presentation Script Dialogic Reading: I Can Read!

Rhyme, Story or Song

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

Parent Education Session #7

In this session we will:

- Provide special information on Dialogic Reading
- Show you a way to read picture books with your two- and three-year old that can dramatically increase language development
- HAVE FUN WITH HEAR AND SAY!

Developmental Skills

Three Developmental Skills for Early Literacy

• Reading Books

• Dialogic Reading

• Phonological Awareness Games



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**

Provide special information on Dialogic Reading

- Show how to read picture books with your two- and three-year old that can dramatically increase language development and can help develop pre-reading skills in children.
- Demonstrate how to use Dialogic Reading when reading picture books.

Introduce Dialogic Reading

How we read to children is as important as how often we read. A common way to read to children is for the adult to read and the child to listen.

Dialogic or Hear and Say Reading



☀️ [READ *Chugga Chugga Choo Choo* by Kevin Lewis or *Jump, Frog, Jump* by Robert Kalan—or another book of your choice—to demonstrate how books are usually read.]

[Show PowerPoint slide]

There is another way to read a book that helps children develop narrative skills and vocabulary. It's called Dialogic Reading or the "Hear and Say" method.

Dialogic Reading is a way parents and caregivers can help develop pre-reading skills in children.

We will demonstrate how to use Dialogic Reading when reading picture books.

With Dialogic Reading, the adult helps the child tell the story. The adult becomes the questioner, the listener and the audience.

[Give Handout Picture Book Reading.]

[Talk through key points of handout.]

Research has shown that Dialogic Reading is very powerful.

On tests of language development, children who were actively involved in the reading process with hear and say reading had more advanced language and pre-reading skills. Children can jump ahead several months in learning after only a few weeks of Dialogic Reading.

[Grover Whitehurst, et al. "A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families." *Developmental Psychology* v.30 no.5 (1994) p.679-689.]

Research has confirmed how important expressive vocabulary is as children learn to read. Good readers do sound out words they don't know in order to figure them out.

[National Research Council. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press, 1998.]

Now we are going to learn about Dialogic Reading using "What Questions"

[Show PowerPoint slide]

Picture Book Reading

Hear and Say Picture Book Reading

HOW we read to children is as important
as how often we read

The adult helps the child tell the story

The adult is the questioner
The adult is the listener
The adult is the audience

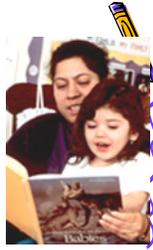
What Research Shows about Dialogic Reading

Research Shows

- Children who are actively involved with hear and say reading had more advanced language and pre-reading skills.
- Children can jump ahead several months in learning after only a few weeks of dialogic reading.

Dialogic Reading: What Questions

Ask
"What"
Questions



[Give Handout "Dialogic Reading: What Questions"]

[Talk through key points of handout.]

Practice Dialogic
Reading: What
Questions

[USE the book you read earlier. As you hold up the book for all to see, and read through each page, have participants think of and tell you some "what questions" to ask.]

Open-Ended
Questions and
Expansion

Now we are going to learn about Dialogic Reading using "Open-Ended Questions and Expansion"

[Show PowerPoint slide]

Ask Open Ended Questions



[Give Handout: "Open-Ended Questions and Expansion"]

[Talk through key points of handout.]

Practice Dialogic
Reading: Open-Ended
Questions and
Expansion

[USE the book you read earlier. As you hold up the book for all to see, and read through each page, have participants think of and tell you some "open-ended questions" to ask.]

Summary

Use general questions to encourage child to say more

- Simple what questions
- Add description
- What do you see on this page?
- What's happening here?
- What else do you see?
- Build upon the child's phrases
- Have your child repeat
- Relate to child's experiences



To summarize what we have learned about Dialogic Reading:

[Show PowerPoint slide]

Make sure to start with the what questions, acknowledge the child's response, add information, then ask open-ended questions and make sure to relate them to what is going on to the child's experience.

Tips for How to Choose Books

Dialogic Reading

What Kinds of Books Work Best?



Books for Dialogic Reading

Have a simple story
Have clear pictures
Have pictures of familiar things

Show action and detail in the pictures

Are not too long
Are interesting to the child



Dialogic Reading is a great way to help your child learn pre-reading skills.

You can still read a book all the way through without stopping to ask questions so that your child gets the continuity of the story.

Children this age will ask you to read the same book again and again — you will have plenty of opportunities to use Dialogic Reading!

Some books work better for Dialogic Reading. Here are some tips for how to choose books.

Choose Books that:

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

Rhyme, Story or Song

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

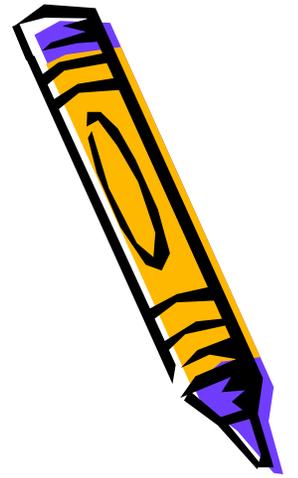
Closing

[Thank the participants for coming to the session.]

Certificates

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

Hear and Say Picture Book Reading



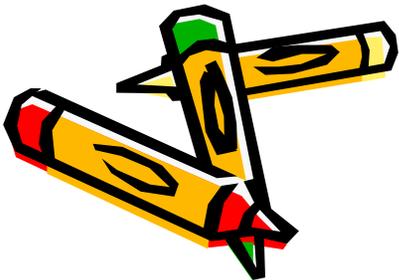
HOW we read to children is as important
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The adult helps the child tell the story

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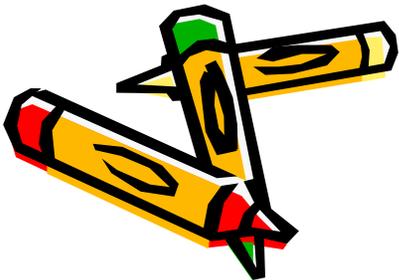
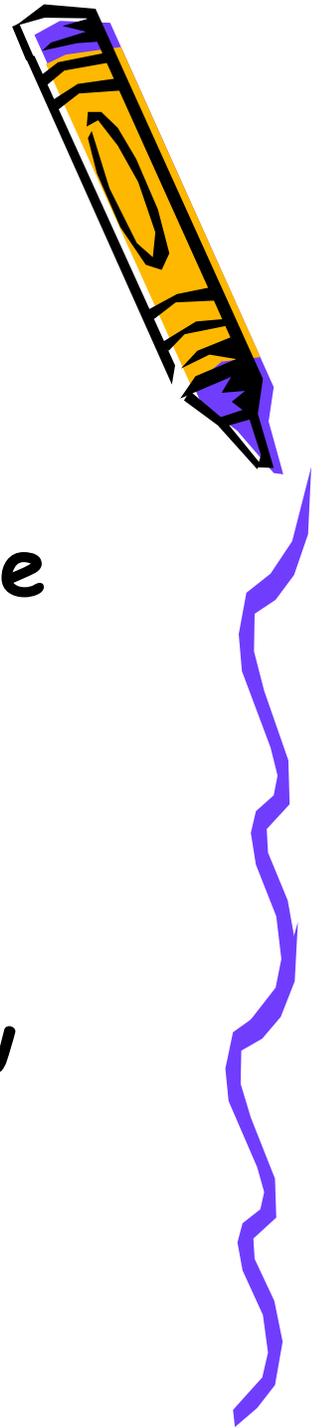
The adult is the listener

The adult is the audience



Research Shows

- Children who are actively involved with hear and say reading had more advanced language and pre-reading skills.
- Children can jump ahead several months in learning after only a few weeks of dialogic reading.



Dialogic Reading: “What” Questions

Reading picture books with your child is a great way to teach vocabulary and help your child tell more complete descriptions about what they see. Look through a book before you read it with your child for the first time. The first time you read a book together, you should do most of the talking yourself, making sure that you point out the names of things your child may not know. The next time you read the same book, do the following for each of the pictures/objects you named when you and your child read the book the first time:

- Ask “what” questions:

**Point to the item in the book and say, “What’s this?” or “What’s this called?”
Avoid questions that your child can answer with a ‘yes’ or ‘no,’ or by pointing.**

- Follow answers with questions:

When your child names an object, ask a question about it. For example: “What color is the truck?”, “What is this part of the truck called?”, “What is the dog doing?”, or “What do we use the bowl for?”

- Repeat what your child says:

Let your child know his or her answer is correct by repeating it back: “Yes, that’s a cow. ”

- Help your child as needed:

If your child isn’t able to answer your question, give the correct answer and ask him or her to repeat what you have said.

- Praise and encourage:

Tell your child when he or she is doing well by saying things like: “Good talking!” or “That’s right. Good job!”

- Follow your child’s interests:

If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions to let your child talk.

- Have fun!

Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. For example, you could read one page and then have your child tell you about the next page. Keep your child’s mood in mind. Keep it fun.

Dialogic Reading: Open-Ended Questions & Expansion

Now that you've had some practice using "what" questions, we want you to start using more general questions as a way of getting your child to say more than just one word at a time. We also want you to build upon what your child says to help your child learn how to tell even longer descriptions of what he or she sees in the pictures.

- Ask open-ended questions:

Continue to use questions during storytime as a way to get your child talking about the pictures. Now though, instead of using specific "what" questions like "What is this?", ask more general open-ended questions that require your child to answer with more than one word. For example, "What do you see on this page?" or, "What's happening here?"

- Help when needed:

When your child doesn't know anything else to say about a picture, provide something for your child and try to get him or her to repeat it. For example: "The duck is swimming. Now you say, 'The duck is swimming.'"

- Ask your child to say more:

When your child gets used to answering open-ended questions, ask your child to say something more by asking another question, like "What else do you see?"

- Expand what your child says:

When your child says something about a picture, praise him or her and add a little to what's been said. For example, if your child says "Doggy bark", you might say "Yes, the doggy's barking at the kitty." In this way, you fill in the little words and endings your child left out and provide a new piece of information. Later you might ask a question about this new information: "Who's the doggy barking at?"

- Keep your expansions short and simple:

Make sure you build upon your child's phrases just a little so that your child is able to imitate what you've said.

- Have your child repeat:

If you encourage your child to repeat your longer phrases, he or she will start using them more quickly.

Books for Dialogic Reading

Have a simple story

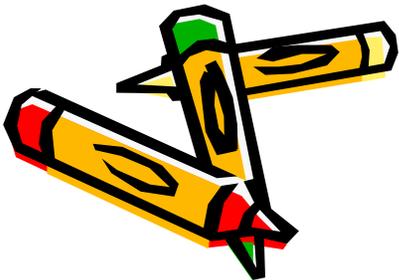
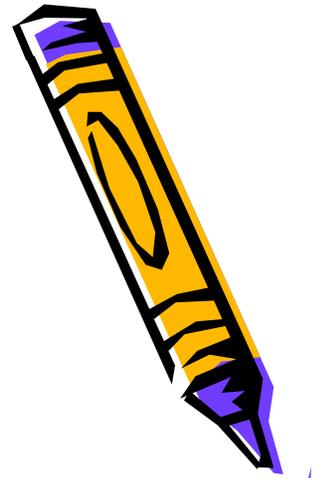
Have clear pictures

Have pictures of familiar things

Show action and detail in the pictures

Are not too long

Are interesting to the child



Reading for Healthy Families

Certificate of Accomplishment

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