

# Power Up Story Time by TALKING:

Reading with Toddlers and  
Preschoolers in Small Groups

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Facebook: Language-Building Tips

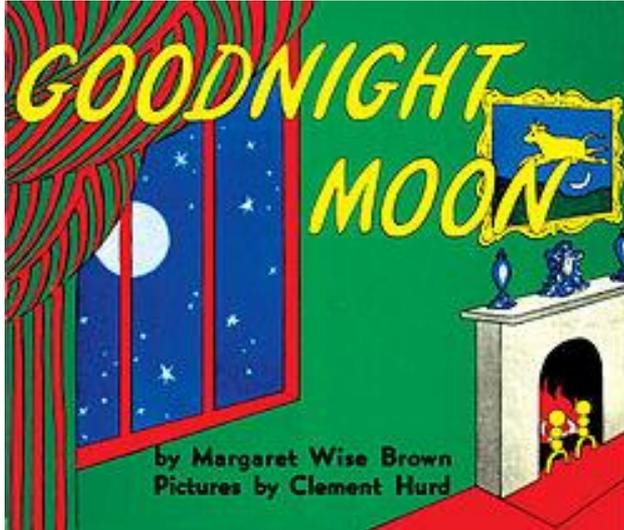
Twitter: @bettybardige

[www.awealthofwords.com](http://www.awealthofwords.com)

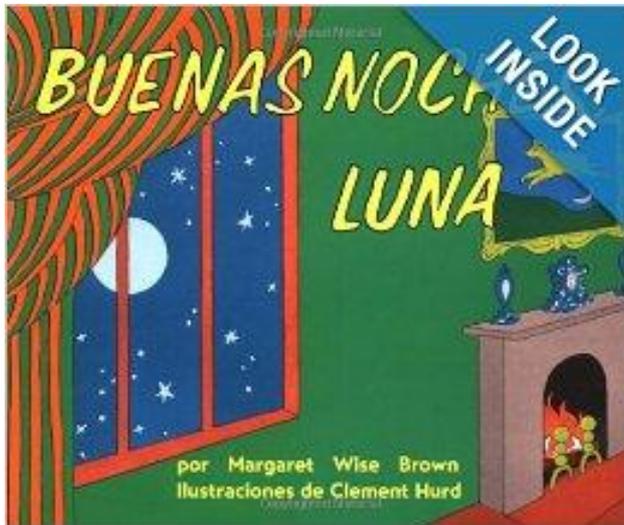


From babyhood through school age and beyond, books play important roles in children's lives.

# Books support language

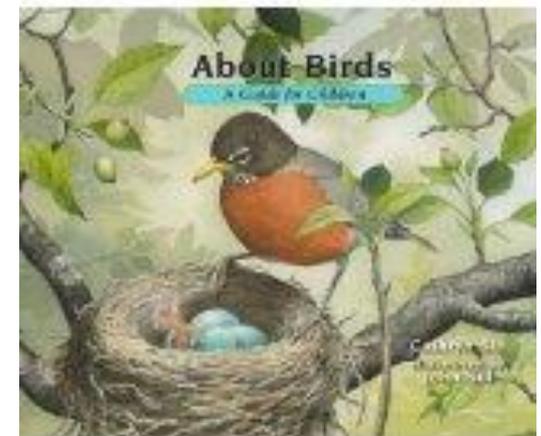
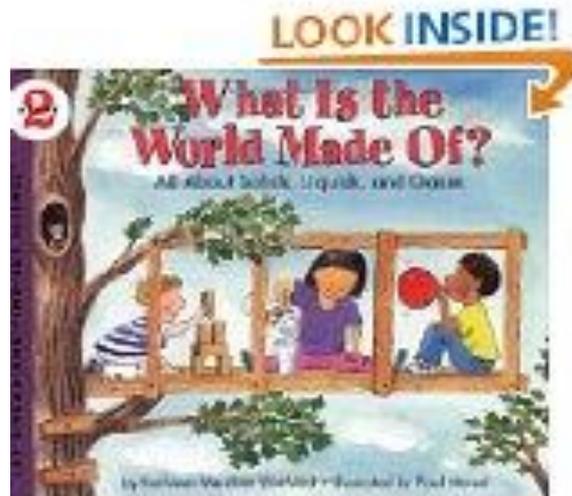
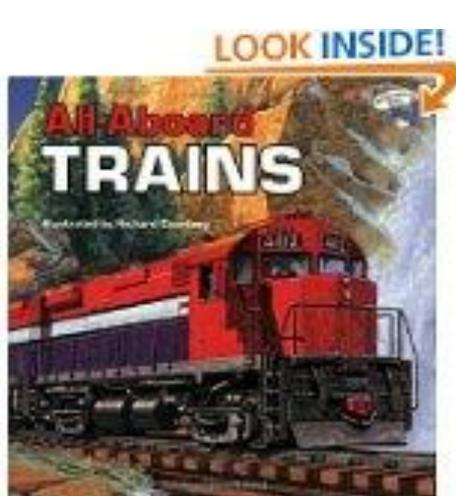
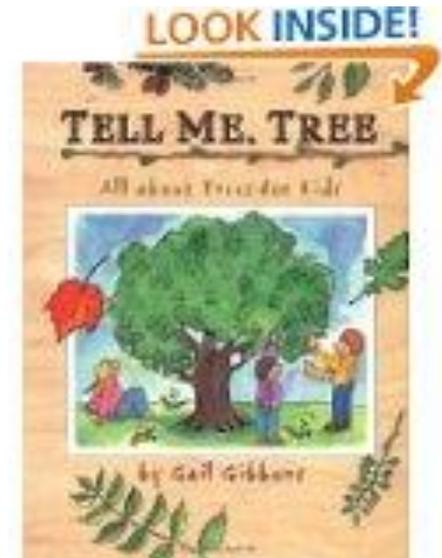
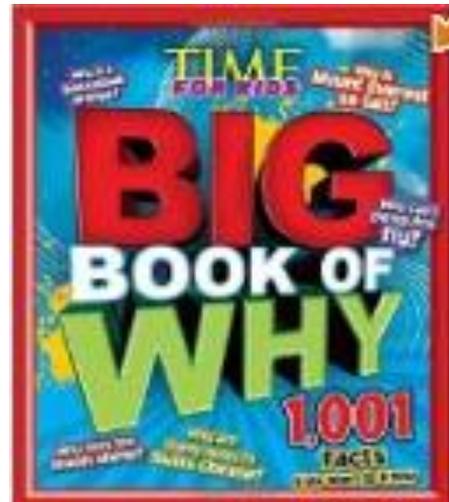
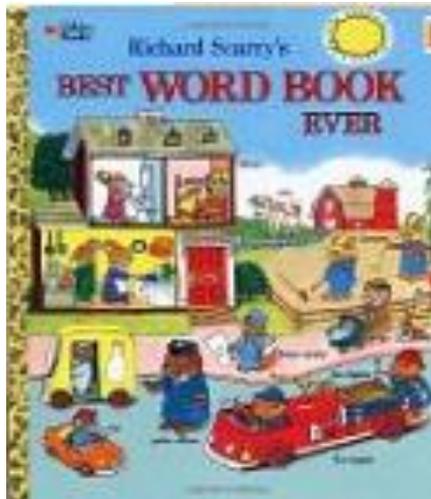


In the great, green room  
there was a telephone  
and a red balloon  
and a picture ...



En la gran habitación verde,  
Hay un teléfono,  
un globo rojo,  
y un cuadro...

# and concept development



provide information



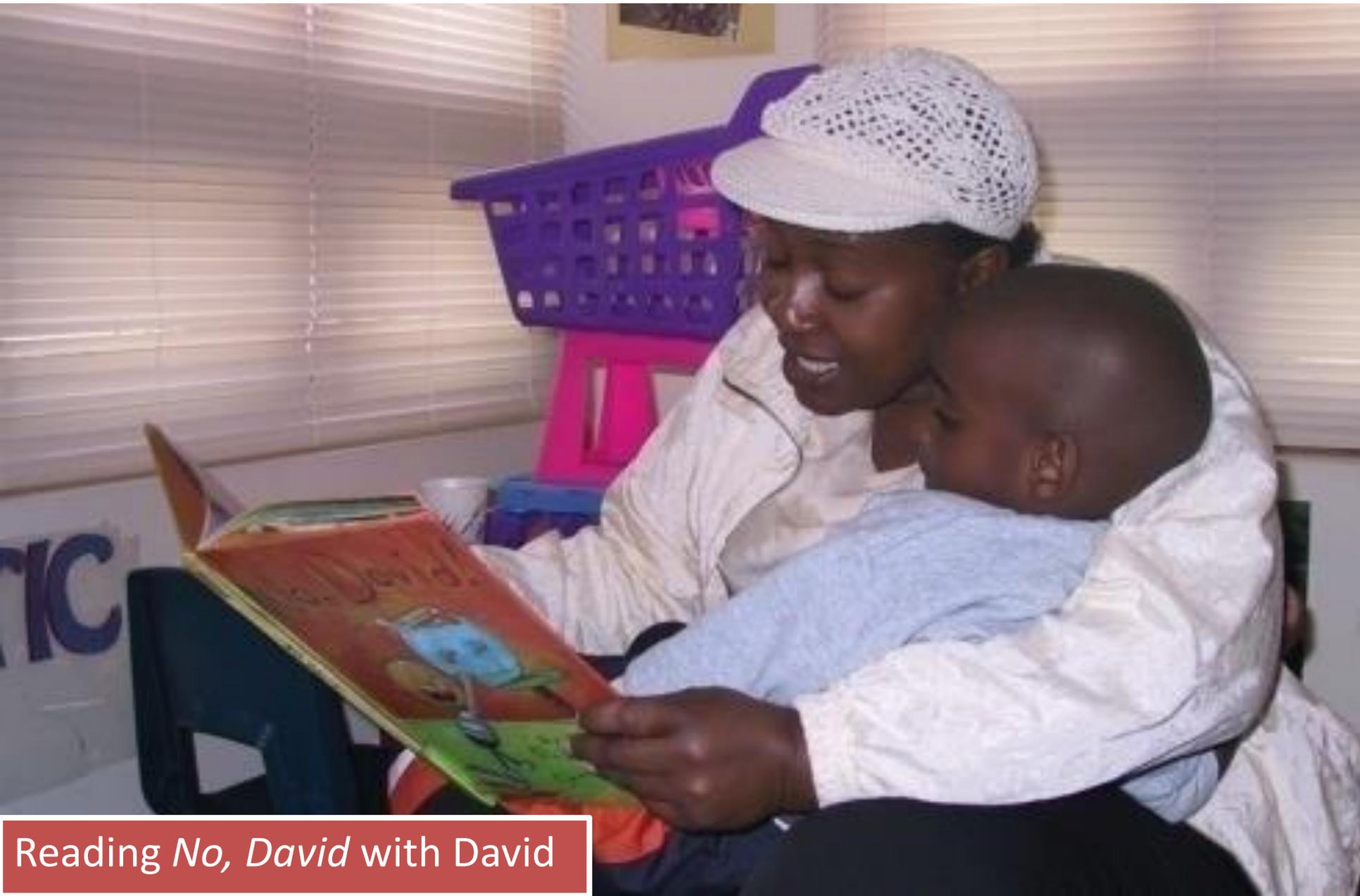
and entertainment



deepen adult-child relationships

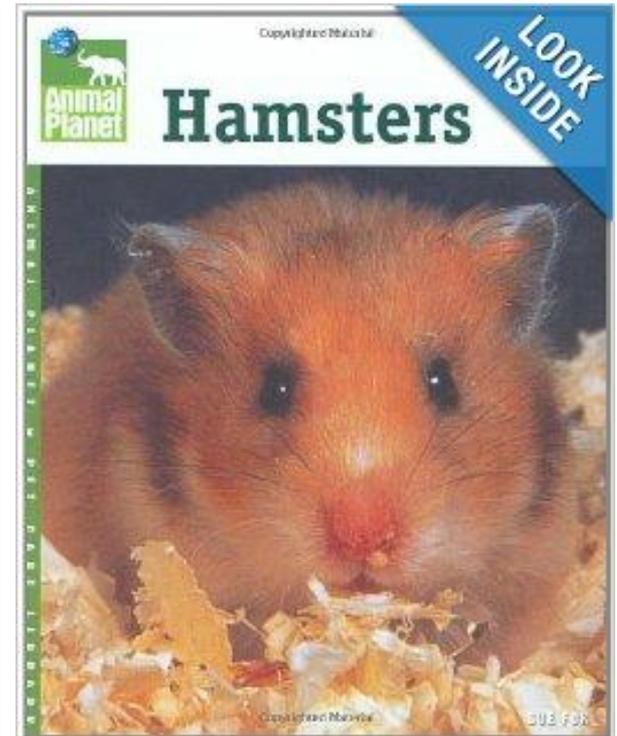


# foster social-emotional strengths



Reading *No, David* with David

and help children become experts on their favorite subjects.



For a young child, a book can be  
a familiar friend --



... or a door  
to an exciting  
new world.



The poetry and prose of the best children's books enter our minds when we are young and sing back to us all our lives.

-- Vivian Gussin Paley, *The Boy Who Would Be a Helicopter*, p. 44

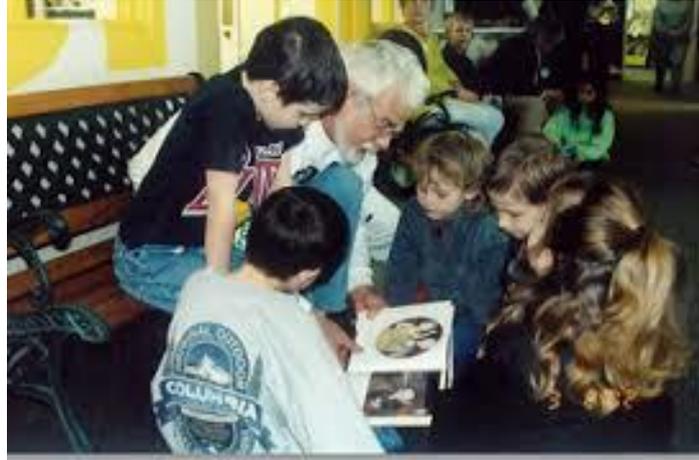


**“It is the talk that surrounds the story book reading  
that gives it power.”**

-- National Association for the Education of Young Children (NAEYC) &  
International Reading Association



Books are too valuable to use just at circle time!



# Making the Most of Book-Sharing Opportunities

- Choosing books for toddlers, preschoolers, and mixed age groups
- Generating interest and engagement in different ways with different kinds of books
- Rereading with focus: Using books with individuals and small groups to build language, literacy, content knowledge, and social-emotional strengths
- Going broader and deeper: curriculum extensions
- Retelling, reenacting, and creating new versions
- Engaging families to build their children's love of books and a shared "culture of reading."
- Tools for book selection, teacher support, and curriculum planning.

# Choosing Books with Toddlers



**Books are for ...**

Pointing, labeling, turning pages, patting, kissing, carrying, finding animal friends, making noises, hearing over and over and over again – what else?

# The Books Toddlers Like Best...

- Have pictures that are easy to name and talk about.
- Give them lots of things to do, say, act out, or imitate.
- Contain interesting words and phrases.
- May show lots of members of a category.
- Tell simple stories or have patterns that are easy to follow.
- Often tell reassuring stories about toddler-like characters who get lost and are found, run away and come back, or make mistakes and are forgiven.
- Enable toddlers to pursue special interests and become “experts.”
- Spark conversations that connect books to real life!



# Connecting Pictures and Events in Books to Real-Life and Play Experiences



# Choosing Books with Preschoolers

## Books are for:

Listening to a story, asking questions, finding answers, learning ABC's and numbers, learning to read, reading together, getting ideas for art and building projects, learning facts, finding hidden pictures, singing songs, reading together, reading to others

– What else?



**Books fuel dramatic and creative play with interesting facts, scenarios to reenact and vary, characters to emulate, and things to make and do.**

# Preschoolers & Kindergarteners like ...

- High quality writing and beautiful, interesting, or funny illustrations.
- Books related to their special interests and questions – including picture books meant for older children or adults.
- Books with patterns that invite participation in reading.
- Books with plots that pique curiosity about what will happen next.
- Books for picture and print detectives: ABC's, color and shape books, “What's wrong with this picture”?
- Books about children like themselves, and those who are different.
- Books in their home languages and dialects.
- Books that engage their emotions with reassuring stories about characters who struggle with conflicts with friends, feelings of smallness or inadequacy, or feelings of being left out or different.
- Books that model positive behavior and clever solutions to problems.
- Books that relate to what they're studying and expand their horizons.
- Some books they can begin to read themselves (4-6 year olds)!

# Choosing Books with Mixed Age Groups

- Books with a strong pattern so everyone can participate
- Classics, folktales, and old favorites
- Books with strong photographs of real objects, people, and places
- Homemade books related to children's experiences
- Themed collections with books at different levels



# Partner with Libraries, Families, and Nonprofit Organizations to Offer a Range of Books

## Anti-Bias, Multicultural, and Multilingual Books

- Children's Peace Project: [www.childpeacebooks.org/cpb/Protect/antiBias.php](http://www.childpeacebooks.org/cpb/Protect/antiBias.php)
- Language Lizard: [www.languagelizard.com](http://www.languagelizard.com)
- International Children's Digital Library: <http://en.childrenslibrary.org>

**Follett Early Learning:** [www.follettearlylearning.com/book-collections](http://www.follettearlylearning.com/book-collections)

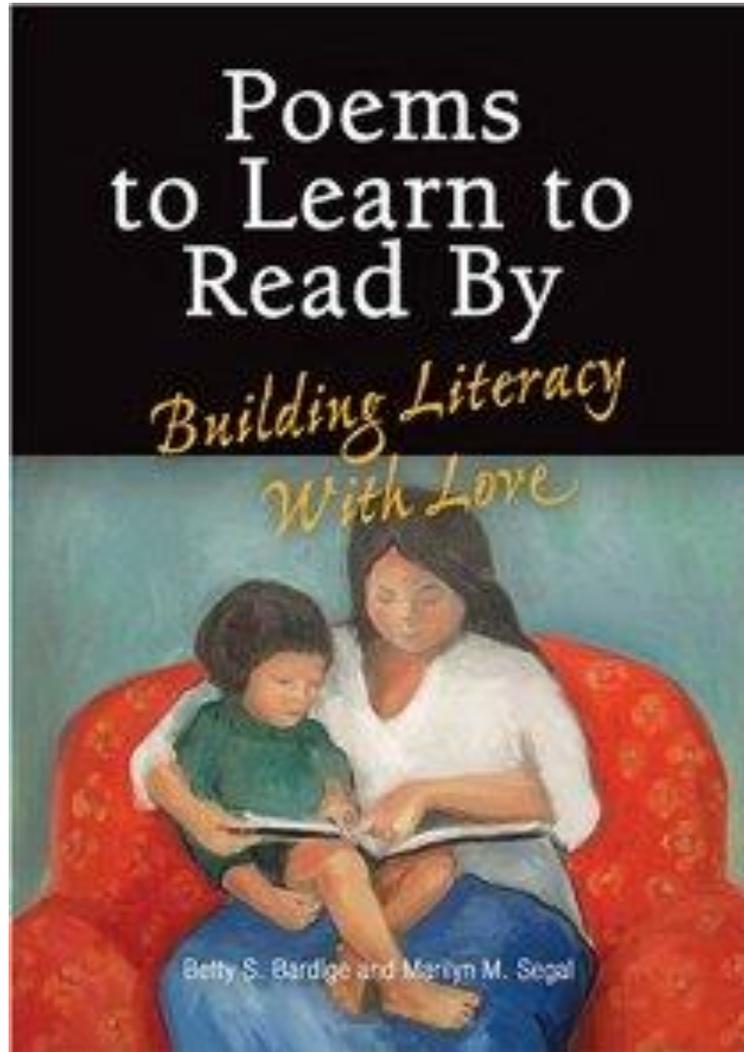
**First Book:** [www.firstbook.org](http://www.firstbook.org)

If you're an educator or program administrator, and at least 70 percent of the children in your program come from low-income families, we can help.

Eligible programs receive access to the:

- First Book Marketplace offering new books at 50 to 90 percent of retail prices
- First Book National Book Bank offering free books (pay only for shipping typically at 35 to 50 cents a book)
- Book grants through First Book's local Advisory Boards

# Let's Read a Story



# Introducing the book: Generating Interest

- **Explore and predict:** What might this book be about?
- **Dramatic introduction**
- **Relate the book to a recent experience** that children are talking and asking about
- **Preteach:** Children who have a special interest, younger children, less verbal children, DLLs, children who may need a boost to participate



# Reading for Engagement With a Small or Large Group

- Storyline focus
- Content/information focus
- Participation/entertainment focus



# Different Kinds of Books Foster Different Kinds of Reading and Different Kinds of Talk

- Some books lend themselves to **dramatic reading**. You can use different voices as you play different parts and use gestures and facial expressions to convey emotion and meaning.
- Some books are more about the pictures than the words. They lend themselves to **interactive play**, with children naming and describing pictures or finding hidden details.
- Some books have **strong story lines** that may be conveyed through the pictures or through the words. You might stop at key points to ask children what they think will happen next or to talk about what the characters might be feeling.
- Some books invite **group participation**. Children enjoy chanting repeated lines, filling in rhyming words, performing actions described in the text, or supplying sound effects.
- Some books are **sources of information**. You may want to focus on particular parts or on the children's questions, rather than reading the whole book at once.
- Many of the books you choose will **connect to important aspects of children's lives**. A child may remember a similar story or event, have shared a character's feelings, or have had experiences that contrast with those in the book. These connections will help children understand the story; discussing them will also help children go beyond the book.
- Some children insist on **uninterrupted word-for-word reading** of familiar texts. Encourage them to "read" along with you.

-- adapted from Bardige and Segal, *Building Literacy with Love*, p 152-153

# Re-readings with Small Groups

- Toddler language-building
- Preschool questions and conversation
- Social-emotional focus
- Vocabulary focus
- Decoding focus
- Choral reading; reading along
- Author's or illustrator's craft focus



# See-Show-Say

- ▣ **See:** Direct the child's attention to a picture or detail and name or describe what you see.
- ▣ **Show:** Ask the child to show you an object, detail, or action on the page.
- ▣ **Say:** Ask the child to name the picture, detail, or action or to say something about it.

- Joseph Sparling, Conversation Books,

[www.mindnurture.com](http://www.mindnurture.com)

# Poll

# Dialogic Reading

## Engagement Sequence (PEER)

- **Prompt** the child with a question or comment
  - What is the pig using to make her house?
- **Evaluate** the child's response; give feedback
  - Yes. She's making a house with hay.
- **Expand** by adding new detail or information or a more precise word
  - Remember when we saw the horses eating hay on the farm? Do you think hay would make a strong house?
- **Repeat**. Give the child a chance to repeat what he learned.

## Types of Prompts (CROWD)

- **Completion Prompt**: fill in the blank
  - I'll huff and I'll puff and I'll ...
- **Recall Prompt**: Remember a key detail
  - Remember what the wolf did to the first little pig's house?
- **Open-ended Prompt**
  - How do you think the wolf feels?
- **Wh Prompts**: Who, What, Where, When, Why
  - Where is that little pig going?
- **Distancing Prompts**: Connect to the real world or other books
  - Remember when we watched the masons build that brick wall? What did the bricks feel like?

# Social-Emotional Focus:

Reading *The Three Little Pigs* after Hurricane Wilma

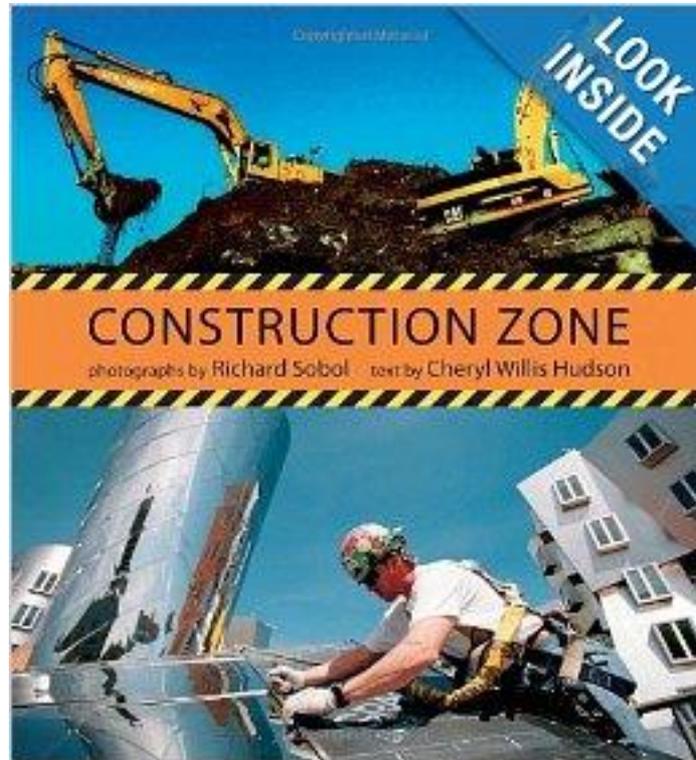


# Vocabulary Focus: “Juicy Words”

- **Content words:** wolf, hay, brick, tumble, sturdy, construction, material, hurricane, trowel, warning
- **Words that are fun to say:** huff, puff, chinny-chin-chin
- **Problem-solving words:** because, predict, measure, enough, compare
- **Literacy words:** author, title, rhyme, chorus, folktale, version



# Child Friendly Definitions



“A **construction zone** is a special area set aside for building.”

# Hanen Centre: Shoot for the SSTaRS

Call attention to Juicy Words – and make them “sparkle”:



- Stress the word
- Show what the word means
- Tell what the word means
- and
- Relate the word to the children's experience
- Say the word again – and read the book again.



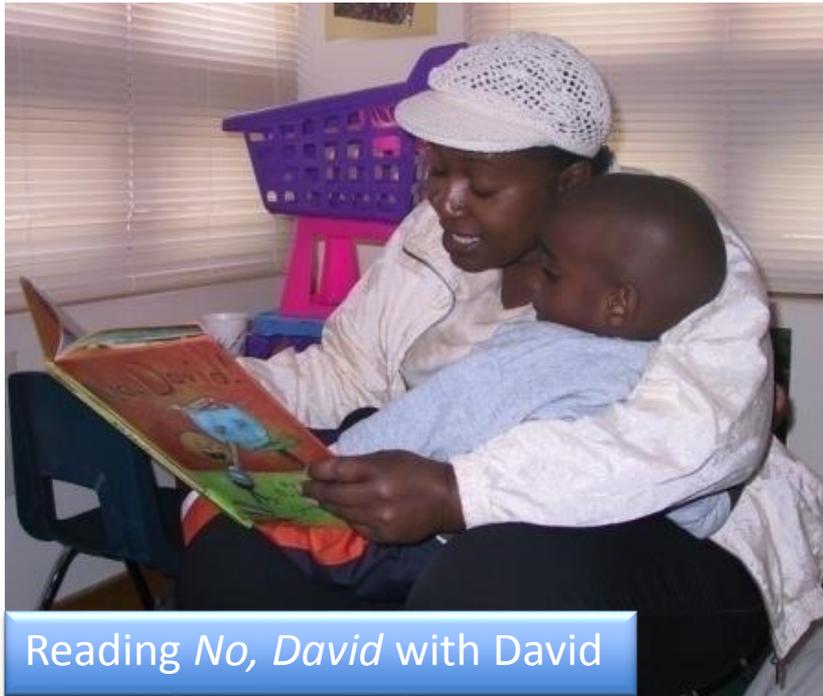
# Decoding Focus



# Choral Reading



# Reading Together: One-on-One



Reading *No, David* with David

- Special time together
- Child-initiated focus
- “Tender Topic” conversations
- Intentional teaching

**Why might *No, David* be David’s favorite book?**

# Going Deeper

Even when I was a small boy [my father] used to sit me on his lap and read to me from the Encyclopedia Britannica, and we would read, say, about dinosaurs and maybe it would be talking about ... the tyrannosaurus rex, and it would say something like, “This thing is twenty-five feet high and the head is six feet across,” ... he’d stop and say, “Let’s see what that means. That would mean that if he stood in our front yard he would be high enough to put his head through the window but not quite because the head is a little bit too wide and it would break the window” . . . Everything we’d read would be translated as best we could into some reality and so I learned to do that—everything that I read I try to figure out what it really means.

-- Richard Feynman, *The Pleasure of Finding Things Out*, p. 3

# Going Deeper: Sensory Explorations and Hands-On Investigation



# Extensions

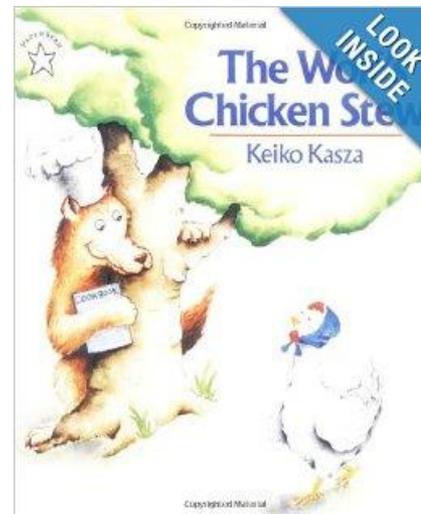
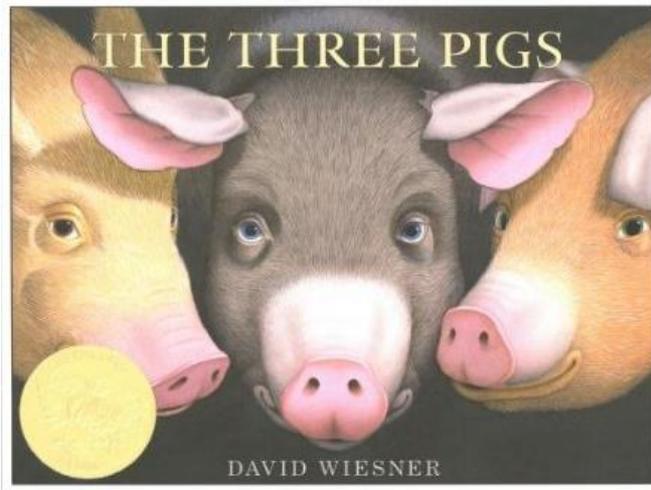
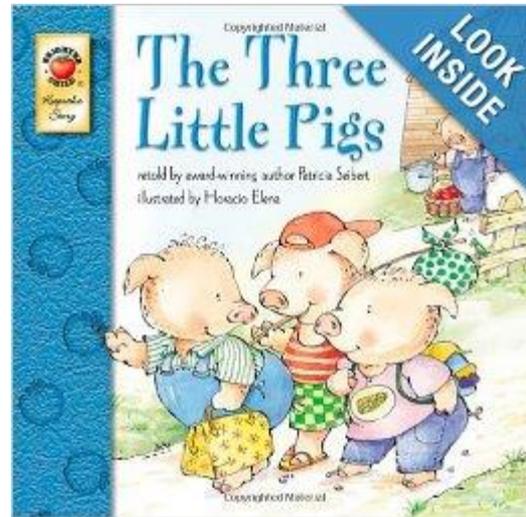
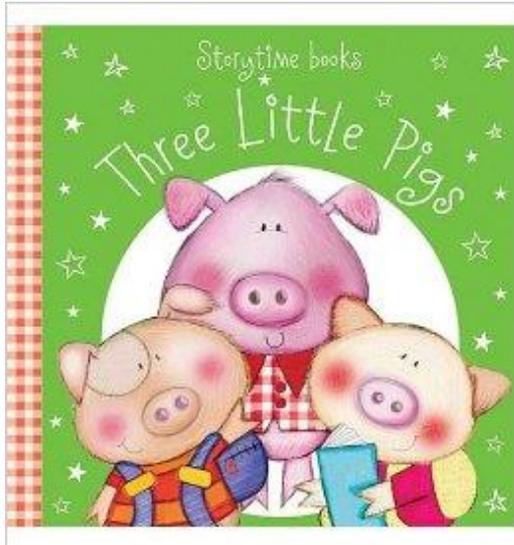
- Sensory/Cooking
- Outdoor exploration
- Movement and Music
- Building and Creating
- STEM
- Related books
- Dramatic Play
- Cultural traditions; family “funds of knowledge”
- Documentation and Displays



# Building a Brick House: How Many More Bricks Do We Need?



# Reading Different Versions & Related Books



# Making a “Rainbow House” – with Different Kinds of Tools





# Acting Out a Story



After hearing several versions of The Three Little Pigs, this 2-year old group decided to make a “rainbow house” where they acted out their own stories.

*“Little pigs, little pigs, let me come in,” said the wolf as she knocked gently.*

*“Not by the hair of my chinny chin chin,” one little pig responded.*

*“Please?” asked the wolf sweetly.*

*“Okay. You can come in. Want some birthday cake?”*

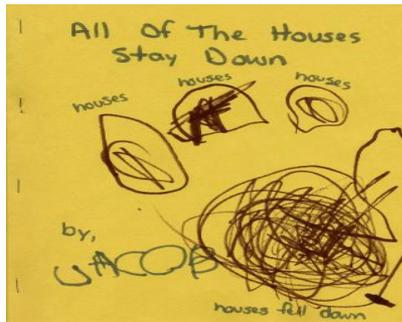
*“I’ll huff and I’ll puff and I’ll blow out the candles.”*

# Story Retelling and Variation

- Participatory reading
- Pretend reading
- Puppets
- Flannel board
- Reenactment
- Dictation
- Book making



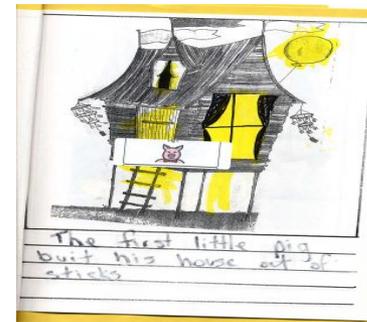
# Student's version of The Three Little Pigs



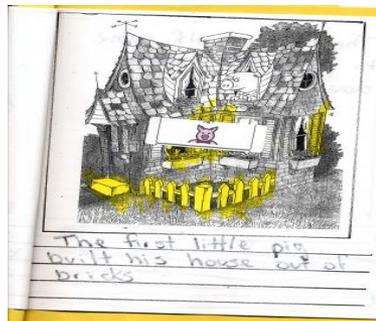
**Cover**  
All Of The Houses  
Stay Down  
By, Jacob



**Page One**  
The first little pig  
built his house out of  
straw.



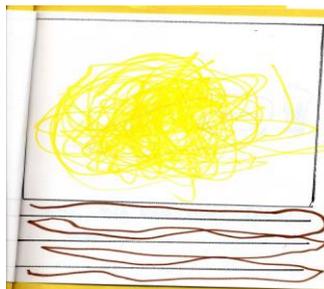
**Page Two**  
The first little pig built  
his house out of sticks.



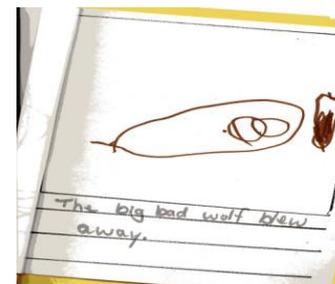
**Page Three**  
The first little pig built his house  
out of bricks.



**Page Four**  
The big bad wolf came to blow  
The houses down.



**Page Five**  
All of the houses fell down.



**Page Six**  
The big bad wolf blew away.

# Feature Key Vocabulary – and Share with Families



Hay Stack



Hay Bales



Wood Frame Construction



Bricks and Mortar



# Power Up Teaching with Collaborative Tools

- Review book collections and partner with families and libraries to enrich them
- Identify barriers to engaging reading and reading-stimulated conversations and brainstorm solutions
- Plan comprehensive curriculum experiences
- Evaluate – and plan next steps

# Reading Challenges: Do you recognize these toddlers?

- **The wiggler:** won't sit still for reading no matter what you do
- **The mob:** all want you to read "their" book at the same moment
- **The grabber:** grabs the book and insists "me do it"
- **The collector:** hoards all the books; won't share
- **The stickler:** Makes you read every word the right way.
- **The 2-second-page-turner:** "All done."

What have you found works best? What else might you try?

# Reading Challenges: Do you recognize these preschoolers?

- **The fidgeter:** has to move to learn
- **The visual learner:** wants to see the pictures and the words – all the time
- **The know-it-all:** answers your questions before the others have a chance to think, or interrupts to share information
- **The watcher:** pays more attention to what the others are doing than to the story
- **The questioner:** asks so many questions you can't finish answering one before he asks another
- **The long-winded speech maker:** tells long stories until the other children get bored

What have you found works best? What else might you try?

# Curriculum Planning

- **Introducing the book: Generating interest**
  - Explore and predict
  - Preteach
  - Dramatic introduction
  - Related concrete experience
- **Reading for Engagement**
  - Storyline focus
  - Content/information focus
  - Participation/entertainment focus
- **Re-readings**
  - See/show/say
  - Dialogic reading
  - Social-emotional focus
  - Vocabulary focus
  - Participation; choral reading; reading along
  - Decoding focus
  - Author’s craft focus
- **One-on-one**
  - Special time together
  - Child-initiated focus
  - “Tender Topic” conversations
  - Intentional teaching
- **Key Vocabulary and Concepts**
  - Content words
  - Categories and concepts
  - Descriptive words
  - Words that are fun to say
  - Academic and problem-solving words
  - Literacy concepts
- **Extensions**
  - Sensory/Cooking/Outdoor exploration
  - Movement and Music
  - Building and Creating
  - STEM
  - Cultural traditions; family “funds of knowledge”
  - Related books
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- **Story Retelling and Variation**
  - Pretend reading
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  - Puppets/flannel board
  - Reenactment
  - Dictation
  - Book making

## Home-School Connections

- Key vocabulary & concepts
- Family contributions
- Reading night & family fun activities

Facebook: Language-Building Tips

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