



## Read Right from the Start Online



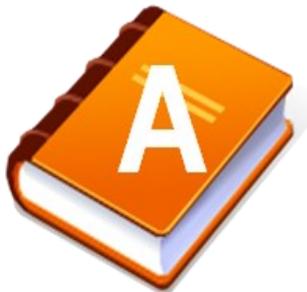
### Repeat Books

- Repeat each book 3-5 times over the course of several days.
- For reads 1 and 2, talk about what's happening in the book.
- For reads 3 and 4, talk about how the characters feel and what they think about what's happening.
- For read 5, ask "Why" questions and let your child talk about the book.



### Engage and Enjoy

- Have fun.
- Use gestures, actions, and sounds.
- Use silly voices.
- Let your child make motions and sounds with you.



### Ask Questions

- Ask "Why" questions.
- Encourage your child to talk.
- Listen to what your child has to say.
- Even if your children can't talk yet, they can listen.



### Do More

- Make the book come alive.
- Create activities at home to go along with the book.
- Visit places and learn more information about concepts in the book.
- Help your child make connections between the book and the activities.



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The Rollins Center is committed to providing teachers and school leaders professional development in evidence-based methods of literacy and giving children power through language and literacy for a lifetime.



## Read Right from the Start Online

### Why do we READ?



#### Repeat Books

When we repeat books with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become the storytellers and to talk about the book, we give them the chance to use language and vocabulary related to the book. Research is clear that, when children hear a word many times, they develop a better understanding of the word and are more likely to use it themselves (Harris, Golinkoff, & Hirsh-Pasek, 2011). Reading the book is important, but the talk surrounding the book is even more important (NAEYC & IRA, 1998). When reading with your children, talk about the story problem, the characters' thoughts and feelings, and the important events. This will help children better understand the story and understand how skilled readers analyze text (Duffy, 2009).



#### Engage and Enjoy

When we keep our children engaged in the book, they are more likely to learn the vocabulary we're trying to teach and to participate in conversations about the book. Using silly voices and making sounds and movements to go along with the book is fun. But, more importantly, we're keeping our children focused on the book and making the most of every opportunity to build vocabulary and model what skilled readers do when they read.



#### Ask Questions

Researchers explain that there are different levels of conversations we can have with our children. Higher levels of conversation encourage children to compare and contrast, make predictions, solve problems, and explore concepts (Massey, 2004). The same is true for the types of questions we ask. Higher level questions (such as "Why" questions) encourage critical thinking (van Kleeck, Hamilton, & McGrath, 1997). However, we don't want to overwhelm children by asking too many questions. That's why we have conversations about the book first and talk about what's happening. Then, as children become more comfortable with the book, we can ask more challenging questions. Don't forget that we can do this with children of all ages. We might have to model the answers for our children, but that's okay. They're still hearing language and vocabulary while we're modeling critical thinking skills.



#### Do More

When we do more with the book, we encourage children to make connections between the book and their worlds. Making connections is a key part of comprehension. In fact, children who have more world knowledge are better able to comprehend what they read (Hirsch, 2003). We can build world knowledge by visiting places and learning about them. We can also build world knowledge by exploring nonfiction books related to the stories we're reading (Duke & Carlisle, 2011; Wilkinson & Son, 2011). This way, children can develop a deeper understanding of what they've read. When we use nonfiction books with children, we also introduce them to text structures (like the table of contents, index, charts, and diagrams) that are similar to the ones they'll need to use in school, especially when they transition from learning to read to reading to learn (Sanacore & Palumbo, 2009).



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